

VACAVILLE UNIFIED SCHOOL DISTRICT

VACAVILLE HIGH SCHOOL COURSE CATALOG

2023-2024



Board of Education:

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The Mission of the Vacaville Unified School District is to graduate all students with the knowledge and ability to act responsibly, earn a living and continue learning by providing a rigorous standards-based educational program through a collaborative partnership of families, community and staff.

3/17/2021

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Vacaville High School

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[Web Site](#)

Mission

At Vacaville High School, learning is our core purpose.

Vacaville High School: “Where old school traditions meet new world expectations”: This is not simply a slogan for a shirt at our school. Vacaville High School celebrated its centennial more than a decade ago—this is a school steeped in tradition. While we are all proud of our storied past, what excites us most are the challenges involved in simultaneously honoring a tradition that dates back to the 1800’s while taking bold steps into the 21st century.

We are excited about the direction we are moving in as a school. We believe that in order to prepare our students for an ever changing job market, it’s important that students graduate from VHS with more than a diploma. They will need the skills to succeed in careers that do not yet exist. Teacher collaboration is prioritized at Vacaville High School, as teachers work in Professional Learning Communities (PLC’s) to meet common goals for student achievement. Vaca High has become more systematic in its efforts to support student achievement. While implementing systems to support our students, we have also raised our expectations of them. We have implemented support classes, pacing guides, benchmark exams, in-school tutorial time and a citizenship plan that expects the best from our students. The good news is that we are seeing the results of our efforts. Whether the measure is GPAs, AP test results or CAASPP scores, we are seeing steady improvement over time.

At Vacaville High School we are proud of our efforts to create a climate and culture where kids feel welcomed, valued and encouraged to get involved. It has long been clear that the student who finds a way to get involved outside of the classroom has a more favorable connection to school which is predictive of greater academic success. We put a great deal of energy into helping students find these connections. Our Link Crew program welcomes and orients our new Bulldogs and sets them on the right path. Student Council creates ample opportunities for spirited participation. Clubs on campus offer students the chance to do everything from community service to raising pigs. Our music and athletic programs are inclusive and award winning. More than 75% of our student body participates in some sort of extra or co-curricular program.

We take very seriously our charge to prepare students for opportunities post high school - and we are proud of where we see our kids going. From community colleges to the Ivy Leagues...from Broadway stages to the NFL...from veterinary technicians to surgeons...from classroom teachers (more than a dozen of our teachers graduated from this school) to university researchers...Vacaville High School prepares its students for their futures.

When you visit Vacaville High School, we hope you will see our family atmosphere, competitive spirit and our commitment to continuous improvement. The championship banners in our gym may suggest to you that we like to win. We do like to succeed and we do not apologize for that. We believe that our competitive spirit will serve us all well as we continue our march into the 21st century.

Welcome to Vacaville High School.

Administrators

Principal – Adam Wight

Assistant Principal – Camille Neitz

Assistant Principal – Melissa Mainini

Dean of Learning Support – Tanya Wade

Counselors

Lili Leon

Jessica Villanueva

Tanner Donaldson

Katrina Dentino-Reyes

Austin Bird

Graduation and UC/CSU A-G Requirements

VACAVILLE UNIFIED SCHOOL DISTRICT VACAVILLE HIGH SCHOOL GRADUATION REQUIREMENTS		CAL STATE UNIVERSITY/CSU and UNIVERSITY OF CAUC A-G REQUIREMENTS	HIGHLY SELECTIVE COLLEGES AND UNIVERSITIES (including most UC's)
HISTORY/ SOCIAL SCIENCE 6 semesters - 3 years 10th grade - World History 11th grade - US History 12th grade - Government & Econ	30	A - HISTORY/ SOCIAL SCIENCE 4 semesters - 2 years	HISTORY/ SOCIAL SCIENCE 4 semesters - 2 years
ENGLISH 8 semesters - 4 years	40	B - ENGLISH 8 semesters - 4 years	ENGLISH 8 semesters - 4 years
MATH 4 semesters - 2 years	20	C - MATH 6 semesters - 3 years	MATH 8 semesters - 4 years
SCIENCE 4 semesters - 2 years	20	D- SCIENCE 4 semesters - 2 years Recommend at least 3 years Bio/ Chem/ Other Lab Science	SCIENCE > = 6 semesters / 3 years of lab science with at least two years in one discipline (Bio/ Chem/ Physics)
FINE ART/FOREIGN LANGUAGE/CTE 2 semesters - 1 year (Fine Arts courses include Music, Art, Drama, Photography, or Chorus)	10	E - LANGUAGE OTHER THAN ENGLISH 4 semesters - 2 years of the same language Recommend 3 years	LANGUAGE OTHER THAN ENGLISH 8 semesters - 4 years of the same language
HEALTH 1 semester	5	F - VISUAL & PERFORMING ARTS 2 semesters - 1 Year in the same discipline	VISUAL & PERFORMING ARTS 2 semesters - 1 Year in the same discipline
PHYSICAL EDUCATION 4 semesters - 2 years	20 including 10 in grade 9		
ELECTIVES	75	G - ELECTIVES 2 semesters - 1 Year <i>chosen from additional A-G courses beyond those used to satisfy the requirements above</i>	ELECTIVES 2 semesters - 1 Year <i>chosen from additional courses beyond those used to satisfy the requirements above</i>
TOTAL CREDITS REQUIRED	220	Recommend at least 1 Honors/ AP Course	Strive to take several Honors & AP Courses

1. To graduate from high school, a student must pass Integrated Math 1.
2. Additionally, to graduate from high school, a student must earn a total of 220 units during grades 9-12.
3. Included in the required 220 units must be passing grades for the subject areas listed below.

REPEATED COURSES

Students who repeat core classes (English, mathematics, social studies, science and foreign language) in which they have received a "C" or "D" receive credit twice. The second units are credited as an elective. All grades are entered on a student's transcripts and are used in calculating the student's GPA. The second units are credited as an elective.

Grade Level Placement Requirements

Students must have the following minimum number of units at the start of the school year for the respective grade level designation:

50 units: Sophomore Standing 105 units: Junior Standing 160 units: Senior Standing

Students must have the following minimum number of units at the start of second semester for the respective grade level designation:

75 units: Sophomore Standing 130 units: Junior Standing 190 units: Senior Standing

UC/CSU A-G Requirements

The A-G / College Entrance Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school students should achieve to undertake university work.

Minimum A-G Requirements for UC/CSU College Entrance include:

- A) History / Social Science - Two years (4 trimesters) required, including one year of world history, cultures, and geography and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
- B) English - Four years (8 trimesters) of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.
- C) Mathematics - Three years (6 trimesters) of college preparatory mathematics that include the topics covered in Integrated Mathematics.
- D) Laboratory Science - Two years (4 trimesters) of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics.
- E) Language Other Than English - Two years (4 trimesters) of the same language other than English.
- F) Visual & Performing Arts - One year (2 trimesters) in the same discipline, including dance, drama/theater, music, or visual art.
- G) College Preparatory Elective - In addition to those courses required in "A-F" above, one year (two Trimesters) of college preparatory electives are required, chosen from advanced visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

Community College Requirements

Admission to California community colleges is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older, and shows evidence of being able to benefit from instruction. Community colleges also admit students in 9-12 grades for educational enrichment with **prior written approval** of their school (principal/counselor) and parent/guardian. All inquiries concerning application, admission and registration should be sent to the direction of the office of admissions and records.

Community colleges offer transfer agreements with local California State Universities, the University of California, and some private universities. Students may check with Palomar College or other local community colleges for more information.

AMERICAN GOVERNMENT-P(1 Semester) 12th grade**Prerequisite:** Completion of World History-P and US History-P, or AP US History

In this one-semester course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

AP UNITED STATES GOVERNMENT AND POLITICS(1 Year) 12th grade**Prerequisite:** Completion of World History-P and US History P or AP U.S. History

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as The Federalist. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship. In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economics systems, measurement and methods. This course requires completion of summer assignments for fall enrollment and does satisfy both the semester long Government and Economics graduation requirement.

AP UNITED STATES HISTORY(1 Year) 11th grade**Prerequisite:** Completion of World History

This course examines the major themes, events, and issues of American History from the period prior to the founding of the thirteen colonies to the present. The course is intended to prepare students to take the AP exam in American History given each spring. Themes will include: conflict with Britain leading to American independence; the rise of a unique, multicultural American society; American geographic and economic development; the development of American political institutions; internal and external conflict arising from American development and expansion; internal issues leading to the Civil War; the impact of technological change; America's expanding role as a world power; involvement in foreign affairs; and the political, social, and economic changes of the postwar world. Taking the AP Exam will not be required, but strongly encouraged. A separate final course exam will be required of all students. This course requires completion of summer assignments for fall enrollment

20th CENTURY WORLD HISTORY-P

(1 Year) 10th grade

Prerequisite: None

This course is a year-long examination of the major developments that have shaped the modern world from the late eighteenth century to the present. The political, economic, and social aspects of Europe, Asia, Africa, the Middle East, and Latin America will be analyzed and developed within the context of their history and geography.

US HISTORY-P

(1 Year) 11th grade

Prerequisite: Junior standing or completion for World History.

This course examines major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a culture, including religion, literature, art, drama, architecture, education, and the mass media.

ENGLISH 9-P and ENGLISH 10-P

(1 Year)

9th – 10th grade**Prerequisite: English 9-P** None**English 10-P:** Previous enrollment in Grade 9 English

All English 9 and 10 classes offer an integrated reading, writing, listening and speaking curriculum. The meaning-based study of literature will provide varied opportunities for learning and development of critical thinking skills. Writing assignments will allow students to discover their own voice as they experience a wide range of audiences, purposes, and forms. Classroom activities will include frequent opportunities for active speaking and listening. Direct punctuation, usage, and grammar instruction will be included as needed for the class or the individual to improve student writing and speaking. When possible, vocabulary and spelling lessons will be linked to context in the literary selections and students' writing. Students will be guided and encouraged to become readers, writers, speakers, and listeners.

ENGLISH 10 -HP

(1 Year)

10th grade**Prerequisite: English 10-HP:** English 9 with a grade of “C” or better in both semesters.

Students in Honors English 10 will analyze complex literary and non-fiction texts from a variety of genres and sources (including multimedia texts). They will think reflectively, critically, analytically, and produce aesthetically pleasing work throughout both terms. Students will advance their skills by examining techniques, replicating style, and integrating patterns of academic language and thought. Students will analyze the craft of expert writers to hone their own writing skills as they proceed through a variety of assignments using the writing modes outlined by the Common Core State Standards (argumentative, informative/explanatory, and narrative) and writing for a variety of purposes, audiences, and disciplines. Writing tasks will build on previous units and students will draw on evidence to construct mature responses in a variety of modes—spoken, written, and visually represented. All the instructional activities work towards student mastery of the skills outlined in the CCSS for 10th grade English Language Arts (including the regular use of technology in reading, writing, presenting, and research).

This honors course is intended to be rigorous by drawing on a variety of readings, approaches to writing, listening and speaking skills. It is designed for students who want to challenge themselves academically and whose goals are AP readiness and college. The course follows all of the CCSS for 10th Grade English Language Arts, with the added dimension of the Honors distinction. As such, the expectations for readings, writing forms, analytical connections, participation, and critical reasoning skills are above the norm. Students who enroll in the Honors course need to keep these expectations in mind regardless of their previous academic experience.

ENGLISH 11-P(1 Year) 11th -12th grade**Prerequisite:** Grade 11: Previous enrollment in Grade 10 English

English 11P offers an integrated reading, writing, listening and speaking curriculum. The meaning-based study of literature will provide varied opportunities for learning and development of critical thinking skills. Writing assignments will allow students to discover their own voice as they experience a wide range of audiences, purposes, and forms. Classroom activities will include frequent opportunities for active speaking and listening. Direct punctuation, usage, and grammar instruction will be included as needed for the class or the individual to improve student writing and speaking. When possible, vocabulary and spelling lessons will be linked to context in the literary selections and student writing. Students will be guided and encouraged to become readers, writers, speakers, and listeners.

ENGLISH 12 P EXPOSITORY READING AND WRITING (ERWC) COURSE(1 Year) 12th grade**Prerequisite:** Previous enrollment in English 10-P or English 11-P

This course is for students who received a C or better on the EAP ERWC exam and are considered conditionally ready for college English by California State University (CSU) and participating community colleges. This course prepares college-bound seniors for the literacy demands of higher education. This class uses the CSU ERWC curriculum.

AP ENGLISH LANGUAGE AND COMPOSITION(1 Year) 11th -12th grade**Prerequisite:** Completion of English 9 and 10.

This course is designed for students capable of producing college-level work in a secondary school setting, and assumes advanced reading and writing fluency, a strong willingness and ability to communicate orally, and a mature independence demonstrated by the completion of complex tasks in a responsible manner. This course is designed for the student who shows exceptional ability in reading, writing, and analytical thinking. Special emphasis will be on students refining their writing in the areas of coherence, logic, expression of themes, organization, and sentence fluency. This course presents a survey of major expressions of themes, organization, and sentence fluency. Additionally, it presents a survey of major American writers, works, and literary themes. Special emphasis is given to non-fiction, and composition of the "synthesis essay." Students are expected to react to readings through frequent writing assignments; these include weekly essays, in-depth study of authors, a research paper, or essay examinations.

AP ENGLISH LITERATURE AND COMPOSITION(1 Year) 11-12th grade**Prerequisite:** Completion of English 9 and 10.

This course is designed to enhance college-level reading and response to literature. The course prepares students for and culminates in the AP Literature Exam in May. Students should expect a rigorous study focusing on literary analysis and critical argument.

The short-term goal is to enable students to demonstrate their achievement in college-level work by taking the Advanced Placement English Examination in Literature and Composition, administered by ETS for the College Board. The more important long-term goals of the course are to enable students to learn at a rate commensurate with their ability; to deal with material that intellectually mature students find engaging; to refine reading and writing skills important for success, not only in college but also in the business and professional world; and to cultivate habits of reading, writing, and thinking that characterize life-long learning and enjoyment. In fact, appreciation for literary art and the self-confidence that students acquire in dealing with it, though difficult to measure, may be the most significant lasting benefits.

AP SEMINAR(1 Year) 10th-11th grade
considered**Prerequisite:** None/ Teacher recommendation

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidenced-based arguments.

INTEGRATED MATH 1-P(1 Year) 9th – 12th grade**Prerequisite:** None

Integrated Math 1 topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Integrated Math 2 is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above.

INTEGRATED MATH 2-P(1 Year) 9th – 12th grade**Prerequisite:** Integrated Math 1-P with a grade of “C” or better.

Integrated Math 2 is the second of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. The students will be expected to learn through collaboration, collection of data, experimentation, and conjectures. Technology tools will also play an important role in learning. By using technology to collect and model data, students will be able to make conjectures about the data and develop a robust understanding of the mathematical principles involved. The students will learn mathematical sense making, make and test conjectures and justify conclusions, use mathematical models to represent real-world data, be able to provide clear and concise answers, and have computational and symbolic fluency.

INTEGRATED MATH 3-P(1 Year) 10th – 12th grade**Prerequisite:** Integrated Math 2-P with a grade of “C” or better.

Students will explore algebra and geometry topics presented as problem based learning. They will also look at appropriate tools to solve problems. Mathematically, students begin with exploring functions graphically and algebraically. Then, they will solve equations of various methods (graphically, systems, and inequalities). Students then will touch on statistical distributions and geometric modeling. The course continues with logarithms and inverses. Then students spiral back to more probability and statistics then spiral back to more logarithms. From there, Law of Sines and Cosines is introduced along with the Unit Circle, and graphing trig functions. The course wraps up with polynomials, series, three-variable systems, and analytic trigonometry.

MATH ANALYSIS-P(1 Year) 12th grade**Prerequisite:** Integrated Math 3 with a grade of “C” or better.

This course blends pre-calculus concepts and skills to prepare students for college level calculus. It is a functional approach, integrating concepts such as trigonometry and discrete mathematics. This course is designed for seniors who have completed Integrated Math 3 but are not comfortable enough with their skills to progress to Pre-Calculus P. The course will prepare students for college level mathematics.

PRE-CALCULUS-P(1 Year) 10th – 12th grade**Prerequisite:** Integrated Math 3 with a grade of "C" or better.

The course begins with a short review of functions and their graphs. After polynomial and rational functions, the six trigonometric functions are examined. Such details include the unit circle, graphs, inverses, identities, the law of sines, and the law of cosines. The second semester begins with a closer look at exponential and logarithmic functions before exploring geometric topics like conics and parabolas. After systems of equations and inequalities, the course concludes with a preview of calculus, introducing such concepts as limits, continuity, and the derivative.

PRE-CALCULUS-HP(1 Year) 10th – 12th grade**Prerequisite:** Integrated Math 3 with a grade of "B" or better.

The course begins with a review of prerequisites from Integrated Math 3. Then the course begins an extensive study of functions and graphs; polynomial, power, and rational functions; exponential, logistic, and logarithmic functions; trigonometric functions; analytic trigonometry; applications of trigonometry; systems and matrices; analytic Integrated Math 2 in two and three dimensions; discrete mathematics; and finally an introduction to the calculus: Limits, derivatives, and integrals. Students who successfully complete this course will be prepared to take Advanced Placement Calculus in high school or Calculus in college.

STATISTICS-P(1 Year) 11th – 12th grade**Prerequisite:** Integrated Math 3 with a grade of "C" or better.

This is a course designed for students who wish to take a math class to improve their math skills, but who do not want to take calculus at this time. Because statistical techniques are being employed with increasing frequency in business, medicine, agriculture, natural sciences, social sciences, and the applied sciences, the course is valuable for all students. Basically two major areas of statistics are covered: (1) Descriptive statistics involving collecting data and tabulating and analyzing the results, and (2) Inferential statistics involving drawing conclusions and making decisions or predictions about a population on the basis of a sample. Probability is also covered. The remainder of the year is spent reviewing mathematical concepts the students will need in their college math classes and introducing a few new concepts.

AP STATISTICS(1 Year) 12th grade**Prerequisite:** Pre-Calculus P or HP with a grade of "C" or better.

This course is primarily designed to prepare students for the AP test in statistics. Because many college majors require the use of statistics and/or a strong understanding of statistical data, this course's secondary purpose is to provide students with the tools necessary for success at the college level. The last purpose is to expose students to the uses of statistics in everyday life and how different professions employ statistics in their work.

AP CALCULUS AB(1 Year) 11th – 12th grade**Prerequisite:** Pre-Calculus P or HP with a grade of "C" or better.

AP Calculus AB is designed to be the high school equivalent of the "calculus for math and/or science majors" at the college or university level. Students will take the AP Exam or an equivalent exam as part of their final course grade.

AP CALCULUS BC(1 Year) 11th – 12th grade**Prerequisite:** “C” or higher in AP Calculus AB or pass AP Calc AP Exam

AP Calculus BC is equivalent to a first-semester college calculus course and the subsequent single-variable calculus course. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. AP Calculus BC extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The course is intended to be challenging and demanding, and is designed to be taught over a full academic year.

AP COMPUTER SCIENCE A

(1 Year) 10th-12th grade

Prerequisite: Successful completion of Integrated Math 3; access to a computer with the ability to write and run programs in Java

AP Computer Science is an introductory programming course using the Java programming language that is based on the syllabus developed by the College Board. Topics include program design and implementation, classes, objects, algorithm analysis standard data structures, and object-oriented programming design. The course emphasizes programming methodology, problem solving and algorithm development. Students will analyze existing programs, examine and extend a large case study program and create a final project of their own design. The course will prepare students to take the AP Computer Science A exam. Class time will be split between lecture and time in the computer lab programming. Homework will require access to a computer with the ability to write and run programs in Java.

FINANCIAL ALGEBRA

(1 Year) 10th-12th grade

Prerequisite: Completion of Integrated Math 1-P

Financial Algebra offers 11th and 12th grade students an opportunity to view the world of finance through a mathematical lens. The topics were developed using the Common Core State Standards in Mathematics, the California Mathematics Standards, and the NCTM Curriculum and Evaluation Standards. The mathematical formulas, functions, and pictorial representations used assist students in making sense of the financial world around them and equip them with the ability to make sound financial decisions.

AGRICULTURAL BIOLOGY-P(1 Year) 9th-12th grade**Prerequisite:** None. Course includes an FFA component

Agricultural Biology is a laboratory science course that focuses on the study of living organisms. In this class, students will be encouraged to ask questions about observable phenomena and use evidence to develop models that explain the biological processes observed. Units of study include Natural selection and Evolution, Matter and Energy, Interdependent relationships in Ecosystems. Inheritance and Variation of Traits and Structure and Functions of Proteins as laid out by the Next Generation Science Standards for the State of California. In addition to this students will be required to participate in the school's FFA chapter, including a student selected agricultural project of which students will create and maintain a record book.

AGRICULTURAL CHEMISTRY-P(1 Year) 10th-12th grade**Prerequisite:** Completion of Integrated Math 1-P with a grade of "C" or better each semester, concurrent enrollment in Integrated Math 2-P, (Integrated Mathematics 3 strongly recommended). Completion of Biology-P or Agriculture Biology with a grade of a "C" or better each semester. (Science teacher recommendation may be requested.)

Agricultural Chemistry is a laboratory science course designed for the college bound student with career interests in agriculture. Students will be involved in hands-on laboratory studies and in-depth looks at various concepts in chemistry including: chemistry and its relationship to agriculture, matter and energy, the periodic table, bonding, chemical reactions, moles, gasses and gas laws. Students in Ag courses will also be required to participate in the school's FFA chapter, including a student selected agricultural project of which students will create and maintain a record book.

BIOLOGY-P(1 Year) 9th – 12th grade**Prerequisite:** None .

Biology is a laboratory course that focuses on the study of living organisms. In this class, students will be encouraged to ask questions about observable phenomena and use evidence to develop models that explain the biological processes observed. Units of study include natural selection and evolution, matter and energy, interdependent relationships in ecosystems. Inheritance and variation of traits and structure and functions of proteins as laid out by the Next Generation Science Standards for the State of California.

CHEMISTRY-P(1 Year) 10th - 12th grade**Prerequisite:** Completion of Integrated Math 1-P with a grade of "C" or better each semester, concurrent enrollment in Integrated Math 2-P (Integrated Math 3 strongly recommended); and completion of Biology P, or Agricultural Biology P with a grade of "C" or better each semester.

Chemistry-P is a laboratory course that focuses on the study of the chemical world. In this class, experiments will be inquiry driven; students will be encouraged to ask questions about observable phenomena and use evidence to develop models that explain the physical processes observed. Emphasis will be placed on recognizing patterns and the reasons for the patterns. Students will properly record experimental data, analyze the data, and develop conclusions based on the evidence. Units of study will include the structure of matter, the properties of matter, chemical bonding, chemical reactions, and energy as laid out by the Next Generation Science Standards for the State of California.

CHEMISTRY-HP(1 Year) 10th - 12th grade**Prerequisite:** Integrated Math 2 concurrently enrolled, grade of “B” or better in both semesters of Biology, “C” with teacher recommendation.

Chemistry-HP is for the potential science major and high ability student. The course covers the topics of atomic structure, chemical bonds, periodicity, equilibrium, atomic, and molecular theory in depth with emphasis on development of concepts through inquiry and experimentation and lecture. At a minimum, Honors Chemistry will cover the same topics as Chemistry P but in more depth. Emphasis is placed on scientific method and higher order thinking skills, utilizing technical write-ups.

EARTH SCIENCE-HP(1 Year) 11^h – 12th grade**Prerequisite:** Biology; Chemistry; Integrated Math 2 with a grade of “C” or better both semesters in each course.

Honors Earth Science is a one-year (two semester) course designed for students looking to increase their breadth and depth in science. Honors Earth Science includes the study of physical geology, which encompasses plate tectonics, rocks and minerals, earthquakes, mass wasting, glaciers, deserts streams, and groundwater processes. The course also includes topics in astronomy, meteorology, and oceanography. It includes all California State Earth Science standards and as well as all of the Disciplinary Core Ideas from the current Next Generation Science Standards.

HUMAN ANATOMY & PHYSIOLOGY-P(1 Year) 11th - 12th grade**Prerequisite:** Biology-P/Ag Biology-P, Chemistry-P, Integrated Math 1-P and Integrated Math 2-P/ Chemistry (may be concurrently enrolled).

This course is designed to provide students with an in-depth study of the human body systems. Anatomy, physiology and pathology will be included in each system studied. Emphasis will be placed on terminology, facts, concepts, clinical aspects and laboratory skill. Animal systems similar to humans will illustrate the basic principles with experiments and dissections. When possible the students will observe the actions of their own bodies.

AP BIOLOGY(1 Year) 11th-12th grade**Prerequisite:** Chemistry-P or HP with a “C” or better grade each semester.

AP Biology is designed to be the equivalent of a college introductory biology course, and to prepare students for the Advanced Placement exam in May. This course is an in-depth, content intensive study of biological principles which include laboratory investigations dealing with biochemistry, cell biology, genetics, biotechnology, cellular metabolism, energy transfer, ecology, evolution, and physiology. Study topics will be covered with great depth and breadth in comparison with the college preparatory biology course. Homework consisting of reading, writing, lab reports, and general study will be assigned daily. Students will take the AP Biology Exam in May or an equivalent exam as their spring final for the course.

AP CHEMISTRY(1 Year) 11th – 12th grade**Prerequisite:** Chemistry-P with a “C” or better each semester, concurrent enrollment in Integrated Math 3 or higher, and completion of summer assignments.

AP Chemistry is designed to be the equivalent of a first year college general chemistry course and as such is offered for the potential college science major or otherwise highly motivated student. This course covers, at an accelerated pace, the topics of atomic theory and structure, stoichiometry, chemical bonding, periodicity, gasses solutions, thermochemistry, electrochemistry, kinetics, equilibriums, and nuclear chemistry. Approximately 25% of the course is spent performing experiments and analyzing data. Students will also be asked to design and perform some of their own experiments based on principles learned in class. Rigorous analytical thinking and mathematical reasoning skills are required. It is assumed that the student will spend at least five hours a week in unsupervised individual study, and the course does require completion of summer work for fall enrollment. Students will take the AP Chemistry Exam in May or an equivalent exam as their spring final for the course.

AP PHYSICS 1(1 Year) 10th-12th grade**Prerequisite:** Concurrent enrollment in Integrated Math 3 or higher math.

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Approximately 25% of the course will be handS-on laboratory work with an emphasis on inquiry-based learning.

AP PHYSICS C MECHANICS(1 Year) 10th-12th grade**Prerequisite:** Completion of AP Calculus AB with a “C” or better or concurrent enrollment in AP Calculus AB

AP Physics C is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Approximately 25% of the course will be handS-on laboratory work with an emphasis on inquiry-based learning.

MEDICAL SCIENCE I-P(1 Year) 11th – 12th grade**Prerequisite:** Biology with a grade of “C” or better

This year-long CTE Medical Science course challenges students in the study of biological concepts with a medical perspective that reflects today’s healthcare field. The structure and function of human body systems in both health and disease are explored, as well as the diagnostic and treatment procedures related to various injuries and diseases affecting each body system. Multiple hands-on laboratory activities throughout the course will allow students to utilize real-world medical equipment and supplies, exposing students to the vast array of skills and knowledge needed to enter into a medical career. Throughout the year, local healthcare professionals bring their knowledge and experiences to the classroom through a series of guest lectures, inspiring students to pursue meaningful careers in healthcare. Students engage in an in-depth study of the education and training required to enter the various careers of the medical field, deepening the students’ understanding of career opportunities available to them in their future. The ultimate objective of the course is to assist students in the decision to pursue a rewarding career in healthcare as well as creating a plan to achieve their career goals.

FUNDAMENTALS OF KINESIOLOGY II-P

(1 Year) 12th grade

Prerequisite: Fundamentals of Kinesiology-P with “C” or better

This course unites research and theory with real-world application so students can easily relate to the concepts presented. Students will learn how the human body works and responds to exercise. They will gain a solid foundation in basic anatomical terms and exercise physiology concepts. Emphasis will be placed on terminology, clinical aspects and laboratory skill. Students will have the opportunity to apply their prior knowledge in a clinical setting or/and athletic environment.

BIOT 001- PRINCIPLES OF BIOTECHNOLOGY

(1 Semester) 11th-12th grade

Prerequisite: None, VHS Biotech course recommended

This is the first of two semesters that students can dual enroll in through Solano Community College. BIOT 011 covers topics important in the development, production, recovery, and analysis of products produced by biotechnology. The course traces the path of a drug or biologic from the cell through the production facility, the final processing, and into the human body. It discusses the growth characteristics of the organisms used to produce pharmaceutical proteins, the techniques used in product recovery, and the techniques used in product analysis. Students interested in taking this course must work with their counselor to dual enroll through Solano Community College.

BIOT 10- INTRODUCTORY BIOTECHNOLOGY

(1 Semester) 11th-12th grade

Prerequisite: BIOT 001 is recommended

This is the second of two semesters that students can dual enroll in through Solano Community College. BIOT 10 covers an application of biological principles as they relate to the field of biotechnology that applies these principles to produce products, especially medicines. Topics include the fundamental chemical processes common in prokaryotic and eukaryotic organisms, the structure and function of biological molecules (proteins, enzymes, nucleic acids, and lipids), principles of cellular and molecular biology, basic immunology, and classical and molecular genetics with an emphasis on gene expression and genetic engineering. The laboratory addresses the core skills and techniques common to the biotechnology industry. This course is intended for students exploring a major in Biotechnology and as a general education option for all students.

AMERICAN SIGN LANGUAGE I-P

(1 Year) 9th - 12th grade

Prerequisite: None

American Sign Language I is an introductory course for students who wish to learn a foreign language. It introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. ASL I focuses on communicative competence in both expressive and receptive signing. The use of Deaf literature and incorporating Deaf events develops foundational skills for ASL and introduces cultural knowledge to increase the understanding of the Deaf Community. The language and culture principles provide learners with a strong foundation in American Sign Language as well as Deaf culture.

AMERICAN SIGN LANGUAGE II-P

(1 Year) 9th - 12th grade

Prerequisite: Completion of ASL I with a C or better or by evaluation.

American Sign Language (ASL) II is a college preparatory course for students who have successfully completed ASL I. ASL II reviews all materials learned previously; emphasis is placed on the progressive development of expressive and receptive skills. New grammar includes pronominalization, ranking, intransitive verbs, noun verb pairs, and predicates that exclude subject or object. Vocabulary focuses on everyday communication and expressing future, past and present tense situations. All manual linguistic modalities (receptive and expressive) are stressed in order to increase fluency and self-confidence in the target language.

AMERICAN SIGN LANGUAGE III-P

(1 Year) 9th - 12th grade

Prerequisite: Completion of ASL II with a C or better or by evaluation.

American Sign Language (ASL) III is a college preparatory course for students who have successfully completed ASL II. ASL III reviews all of the materials learned previously. ASL III will further emphasize development in ASL expressive fluency, receptive skills, improving clarity and speed, also study of Deaf Culture and community. Students will gain more confidence in ASL; expressing opinions, thoughts, emotions, and personal experiences. Students are required to sign as much as possible.

AMERICAN SIGN LANGUAGE IV HP

(1 Year) 12th Grade

Prerequisite: Completion of ASL III with a B or better both semesters.

American Sign Language (ASL) IV Honors is a college preparatory course for students who have successfully completed ASL III with a grade of B or higher. ASL IV Honors goal is to fine tune fluency and educate more about the Deaf community now. Students will practice and develop more fluency and confidence in ASL grammar and syntax. ASL IV Honors will also expand student's vocabulary beyond everyday interpersonal conversation to multiple registers. This will be a full inclusion course, students will be signing at all times, voices prohibited.

FRENCH I-P, SPANISH I-P(1 Year) 9th-12th grade**Prerequisite:** None

Level I emphasizes listening, reading, speaking, writing, and cultural skills in the target language. Students learn the essential basic vocabulary enabling them to perform in these five skill areas. They read sentences, passages, and simple stories. They ask and answer simple questions and make statements about limited subjects within their vocabulary range in both written and oral forms. Students utilize appropriate skills when faced with typical situations involving the culture being studied.

FRENCH II-P, SPANISH II-P(1 Year) 9th-12th grade**Prerequisite:** Level I with a grade “C” or better or by evaluation.

Level II continues to emphasize listening and reading comprehension, speaking, writing and cultural skills in the target language in an effort to give the students a measurable degree of communicative competency and proficiency. Students expand their vocabulary, enabling them to comprehend more complex language sequences in both oral and written form. They ask and answer questions and respond appropriately to given situations within the range of their language skills. Students are able to interact utilizing appropriate behavior in basic social contexts. This course is recommended for students who have satisfactorily completed Level I of the language.

FRENCH III-P, SPANISH III-P(1 Year) 9th-12th grade**Prerequisite:** Level II with a grade “C” or better or by evaluation.

Level III builds on the foundation of listening, reading, writing, and cultural skills developed during the previous levels. Students review basic grammar and vocabulary previously covered, and reinforce and expand the basics. Students continue to develop language skills through activities which focus on meaningful personalized communication. Students read, interpret, discuss, and write about selections of literature. This course is recommended for students who have satisfactorily completed Level II of the language.

FRENCH IV-HP**SPANISH IV- P, SPANISH IV-HP**(1 Year) 9th – 12th grade**Prerequisite:** Level III with a grade “C” or better or by evaluation.

Level IV (regular and Honors) emphasizes communicative competency and proficiency in the listening, reading, speaking, writing, and cultural skills of the language. Students read literature of various genres and respond to it through discussion and writing. Students converse on directed and undirected topics, using correct idioms and appropriate structures. This course is recommended for students who have satisfactorily completed Levels I, II and III of the language.

SPANISH FOR NATIVE SPEAKERS P(1 Year) 9th -12th grade**Prerequisite:** Teacher placement evaluation. This is a level II course.

This course is designed specifically for native or heritage speakers of Spanish with oral proficiency but little or no formal training in the language. Generally, these are learners who were raised in homes where Spanish was spoken. The primary purpose of the course is to build upon the language knowledge that students bring to the classroom and advance their proficiency of Spanish for multiple contexts. Special attention is given to building vocabulary, acquiring and effectively using learning strategies, and strengthening composition skills in Spanish. Cultural projects and readings reinforce learners' understanding of the multiple issues related to the Hispanic cultures in the USA. Taught exclusively in Spanish, all four language skills (listening, speaking, reading, and writing) are emphasized via cultural and academic activities.

SPANISH III-HP(1 Year) 11th-12th grade**Prerequisite:** Spanish II-P with a B or better both semesters.

This course is an accelerated third year course that continues the studies emphasized in Spanish 2. One of the objectives in this Honors program is to identify students with AP potential in the genesis of their academic careers and to develop, cultivate and polish the necessary linguistic skills so that the student may be better prepared and build proficiency for AP success. Because the emphasis of the class is on oral communication, Spanish will be the language of instruction. All students are strongly encouraged to speak only in Spanish to the best of their ability while in class with special attention given to developing, expanding, and enriching a strong command of verb conjugations and a solid, long term performance based lexical and idiomatic bank as the cornerstone for student achievement. In short, students will be provided with real world language skills while learning about culture and global issues, creating a manipulating language to express and discuss what they want to say. The course will celebrate the cultural diversity of the Spanish-speaking world providing a plethora of activities that transport the student from the classroom to authentic locations. If a student has a question about grammar, etc. that he/she is unable to express in Spanish, he/she may ask in English and an explanation will be given in English in order to clarify any unclear points. The Honors course celebrates cultural diversity that empowers the student to connect and compare different Spanish-speaking cultures.

SPANISH IV-HP(1 Year) 9th-12th grade**Prerequisite:** Spanish III-P with a C or better both semesters.

Spanish IV-P course is a rigorous course that reinforces the development of the grammar and vocabulary learned in Spanish I, II, and III using the four modes of expression: listening, speaking, reading, and writing. One of the main goals of Spanish IV-P course is to develop a student’s communication skills in Spanish and the use of Spanish is mandatory. The class will be conducted in Spanish and the students will be required to use only Spanish during class. The pedagogical practice will include direct instruction and will emphasize collaborative work and conversations among students to foster language proficiency. An expansion of vocabulary and grammar will be a major focus.

AP SPANISH LANGUAGE AND CULTURE(1 Year) 10th -12th grade**Prerequisite:** Level III Spanish with a grade “B” or better both semesters or by teacher placement evaluation.

This course is designed to enhance overall proficiency in language and culture, encouraging students to demonstrate skills and knowledge equivalent to the fifth semester of a college/university Spanish Language course. Students will engage in interpersonal communication and formal discussion, allowing them to describe, narrate and present information to demonstrate advanced speaking skills. Students will write a cohesive and coherent analytical or personal essay in reaction to text demonstrating advanced use of grammar and syntax as well as an understanding of academic, cultural, socio-political issues. The course culminates in the opportunity to demonstrate skills on the AP Spanish Language Exam.

AP SPANISH LITERATURE AND CULTURE

(1 Year) 11th-12th grade

Prerequisite: – Teacher recommendation

The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in interpersonal, interpretive, and presentational and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiency across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

VISUAL

ART 1-P(1 Year) 9th – 12th grade**Prerequisite:** None

This course is an introduction of visual art theory and applications in the area of drawing, painting, graphic design, and sculpture. Students will develop a portfolio of their work that documents their progress throughout the course. Students will complete several drawings including drawing outside. There will be painting projects that focus on color theory and painting techniques. By the end of this course, students will be able to identify and respond to visual concepts in artwork. Students will be able to identify and understand the elements and principles of design. Students will gain technical skills in a variety of art materials ranging from basic drawing to advanced painting. Students will gain the skills to make informed judgments about artists and their artwork as well as the graphic information that surrounds us.

ART 2-P(1 Year) 10th - 12th grade**Prerequisite:** Art 1-P with a grade of "C" or better or teacher approval

Art 2-P is a year-long course taught in 2 semesters. Students must take and pass the first semester before continuing. This may be accomplished in more than one school year. This is a project-based course designed to give students an opportunity to create a wide variety of artwork, utilizing various materials and resources. Students will be introduced to relevant contemporary and historical artists, art movements and styles and will learn to compare, analyze and evaluate art. In addition, students will be expected to constructively discuss and critique their own work as well as the work of others.

MURAL PAINTING - P(1 Year) 10th - 12th grade**Prerequisite:** None

The emphasis of this course is on the production of art using a variety of media and methods, but primarily drawing and painting media and methods. This class provides the student with an overview of techniques that develop their drawing and painting skills. The individual entering this class should be familiar with basic drawing and painting techniques and have a willingness to experiment with materials. Student learning will involve various media, art history, aesthetic value, criticism, creative expression and problem-solving skills. The student should be receptive to new ideas. Students will develop the skills needed to design school murals as well as paint student-designed murals on campus during the second semester.

FINE ART DIGITAL PHOTOGRAPHY-P(1 Year) 10th-12th grade**Prerequisite:** Students must have access to a digital camera that is NOT a phone.

The emphasis for this course will be the use of digital media to create works of fine art and explore the State standards related to digital media. Students will build a portfolio of meaningful pieces of art as they explore the values of artistic perception, historical and cultural contexts and their skills of creative expression. Access to a digital camera that is not a phone is a requirement of this class. General computer experience is also helpful. Students who earn a B or higher on both semesters may have their portfolio submitted to Solano Community College for review. Students who pass the portfolio review are eligible to receive Photography 35 Solano Community College credit.

DIGITAL VIDEO PRODUCTION 1-P(1 Year) 9th – 12th grade**Prerequisite:** None

Digital Video Production 1 addresses the needs of students who want to pursue a career in video production, as well as those who want to produce professional-quality videos for personal use. This class integrates projects, theory, application, and tools. New social media and technology, such as smartphones and tablets, are addressed. Staying true to a hands-on approach, the class integrates appropriate projects, tools such as scripts and model releases, visuals showing how-to, and regular chapter tests. Finally, this course also involves a 5-8 minute weekly "broadcast" of school news that will be planned, shot, edited, and uploaded to YouTube by the students and all students will be involved in this process.

AP STUDIO ART 2D DESIGN(1 Year) 10th – 12th grade**Prerequisite:** Previous Art experience recommended

AP Studio Art is a course for highly motivated students who are seriously interested in the study of art, visual expression in different media, selected art history lessons, aesthetic valuing and criticism. AP Studio art is a 2D class, but that covers drawing, painting, photography, and mix media (combining different art media). Special emphasis is placed on creative expression and problem-solving skills. Content Standards and CA State Framework for the Visual and Performing Arts are the foundation for this course. The elements of art and principles of design are addressed within each lesson and unit. Students utilize the tools, vocabulary, technique, processes and possibilities on a deeper level in two-dimensional and three-dimensional design. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and judgment of student work as well as appreciation of works of art from other cultures. The emphasis in this class is on understanding the process of artistic production, using a variety of media and techniques, and the development of a portfolio. Students will develop portfolios for the Advanced Placement test in May.

INTRODUCTION TO THE BUILDING TRADES-P(1 Year) 10th-12th grade**Prerequisite:** None

The Introduction to the Building Trades curriculum offers students the opportunity to explore the various trades associated with the construction industry. Students will learn the basic skills necessary to be successful on a construction job-site. Topics include: Safety, math, tool identification, woodworking, framing, electrical, and plumbing. In this introductory class, students will be exposed to entry level woodworking techniques and will build five projects to take home once completed.

THE ART AND HISTORY OF FLORAL DESIGN- P(1 Year) 10th-12th Grade**Prerequisite:** Ag Biology or Biology

The Art and History of Floral Design-P provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with the development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations. Students in Ag courses will also be required to participate in the school's FFA chapter, including a student selected agricultural project of which students will create and maintain a record book.

ADVANCED FLORAL DESIGN- P

(1 Year) 11th-12th Grade

Prerequisite: Completion of Floral 1 with a “C” or better

Advanced Floral Design is designed to build off students' knowledge gained in beginning Floral Design with theories and principles of artistic design. Students will engage and apply practical skills and knowledge in elements and principles of design (line, shape/form, color, balance, and emphasis), history of floral art, arrangement styles and techniques, as well as seasonal, holiday and special event designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Students will research and study floral trends to understand and develop an appreciation for floral design with historical, cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics and economic influence. Advanced floral will reinforce use of taxonomy in identifying potted plants and cut flowers. Emphasis will be placed on judging/critiquing potted plants and cut flowers as in the curricular code for the State FFA Career Development Event contest requirements. Students in Ag courses will also be required to participate in the school's FFA chapter, including a student selected agricultural project of which students will create and maintain a record book.

YEARBOOK(1 Year) 9th – 12th grade**Prerequisite:** Application and Teacher permission.

*9th grade students may be eligible only if space permits

This course produces the high school yearbook. Every aspect of production, including planning, design, art journalism, photography, bookkeeping, advertising, and sales, are performed by the students under the instructor's guidance. This is an opportunity to experience the real world of production and deadlines. Note: Be prepared for occasional after school hours.

THEATER**THEATER ARTS -P**

(1 Year) 9th-12th grade

Prerequisite: None

This is a course which will strengthen the student's understanding of an appreciation for Theater Arts. Techniques and fundamentals of acting will be studied. Activities will include pantomime; voice and diction study and practice, improvisation, audition, and group work in prepared monolog, scenes and reading of different kinds of plays. Basic instruction in set design and theater technology will be offered. Fundamentals of play production will be covered. Each semester a minimum of 5 hours of participation in play production outside of class is required in order to pass the class.

ADVANCED THEATER ARTS -P

(1 Year) 9th-12th grade

Prerequisite: Theater Arts

This course is designed to give the student further specialized training in developing techniques of acting and more subtle character presentation as well as to increase his appreciation for the drama as a cultural and social force. In class the students will apply their skills of acting, handling technical aspects, and in evaluating a performance. The students will receive further instruction in set design, lighting, costuming, make-up and theater technology. The students will study the techniques of directing by selecting scenes to produce for the class and other outside of class audiences. As the students reach a certain level of competence and experience in directing, they will direct and produce a one-act play for a paying audience. The students will be expected to widen their repertoire of performances by adding a complete audition piece each semester. The students will continue to study selected plays.

INSTRUMENTAL**CONCERT BAND-P**

(1 Year – may be repeated)
9th – 12th grade (mostly 9th graders)

Prerequisite: None

The Concert Band-P is the entry level band of the four large performing bands in the music department. The ensemble concentrates on basic performing and rehearsal techniques. The Concert Band-P performs at concerts and other public events as time and performance ability allow. Through their membership in Concert Band-P, the students are offered other performance options such as pep band and marching band.

SYMPHONIC BAND-P

(1 Year – may be repeated)
9th – 12th grade

Prerequisite: Consent of instructor following evaluation of student skills.

The Symphonic Band-P is one of four large performing groups in the music department. The ensemble concentrates on exploring the various original works and transcriptions for its medium. The ensemble performs at concerts, festivals and other public events as time and performance ability allows. Through their membership in Symphonic Band-P, the students are offered other performance options such as honor bands, solos, small ensembles, school musicals and concert tours.

WIND ENSEMBLE-P

(1 Year - may be repeated)
9th – 12th grade

Prerequisite: Consent of instructor following evaluation of student skills.

The Wind Ensemble-P is one of the four large performing bands. The ensemble concentrates on exploring challenging high school literature written for band. The Wind Ensemble-P performs at concerts, festivals, and other public events as time and performance ability allows. Through their membership in Wind Ensemble-P, the students are offered other performance options such as honor bands, solos, small ensembles, pep bands, marching band, school musical and concert tour.

JAZZ BAND-P

(1 Year - may be repeated)
9th-12th grade

Prerequisite: Concurrent enrollment in another Music Dept. course **OR** teacher consent following evaluation of student skills.

The Jazz Band-P is the first of two limited enrollment performing ensembles in the music department which are composed of set numbers of saxophones, trumpets, and trombones, with rhythm instruments to include piano, bass, electric guitar and percussion (drum set and auxiliary percussion). The ensemble concentrates on exploring the various original works and transcriptions for its medium. The ensemble performs at concerts, festivals and other public events as time and performance ability allows. Through their membership in Jazz Band, the students are offered other performance options such as honor jazz bands, solos, small ensembles (combos), school musical and concert tour.

ACADEMIC ORCHESTRA-P

(1 Year - may be repeated)
9th-12th grade

Prerequisite: None

Academic orchestra concentrates on exploring the classical orchestral cannon, as well as delving into contemporary works. The ensemble performs at concerts, festivals and other public events as time and performance ability allows.

Through their membership in Academic Orchestra-P, the students are offered other performance options such as honor orchestras, solos, small ensembles, school musicals and concert tours.

UC/CSU "F"

VISUAL AND PERFORMING ARTS

ORCHESTRA WINDS-P

(1 Year -may be repeated)

9th - 12th grade

Prerequisite: Consent of instructor following evaluation of student skills.

Orchestra Winds-P is an advanced wind ensemble that concentrates on exploring the various original works and transcriptions for its medium. The ensemble performs at concerts, festivals and other public events as time and performance ability allows. Through their membership in Chamber Orchestra-P, the students are offered other performance options such as honor orchestras, solos, small ensembles, school musicals and concert tours.

PREMIER ORCHESTRA –P

(1 Year -may be repeated)

9th - 12th grade

Prerequisite: Consent of instructor following evaluation of student skills.

Premier Orchestra-P is an advanced string ensemble that concentrates on exploring the various original works and transcriptions for its medium. The ensemble performs at concerts, festivals and other public events as time and performance ability allows. Through their membership in Chamber Orchestra-P, the students are offered other performance options such as honor orchestras, solos, small ensembles, school musicals and concert tours.

INTRO TO INSTRUMENTAL MUSIC –P

(1 Year -may be repeated)

9th - 12th grade

Prerequisite: None.

This is a survey course in music designed to develop listening perception and basic instrumental band skills through lessons, lectures, recordings, and videos. In this course, students will learn the basic elements of music theory and performance including reading music, an understanding of rhythm, and learning how to play a band instrument of their choice. They will also learn about conceptual and stylistic differences in music from various periods and cultures, and discuss the elements of music through studies of ethnic, jazz, vocal, instrumental, and 20th-century music. Students will explore the ways in which music has influenced and has been influenced by culture, society, and politics.

VOCAL

MIXED CHORUS-P

(1 Year - may be repeated) 9th – 12th grade

Prerequisite: None. Mandatory attendance at all performances.

This course is open to students who demonstrate an interest in vocal music and learning to sing in a choir. Students will study beginning vocal production, sight reading, ear training, and expressive singing. Students will be exposed to a wide variety of standard choral literature.

CONCERT CHOIR-P

(1 Year - may be repeated) 9th – 12th grade

Prerequisite: None. Mandatory attendance at all performances.

Women's Chorus is a female vocal ensemble in which students add to their knowledge of the fundamentals of vocal technique, sight singing, music theory, music history, and the learning and performance of a diverse repertoire of music. Students are encouraged to develop their voices through individual and ensemble performance and attendance is mandatory at all performances.

INTERDISCIPLINARY ARTS

CULINARY ARTS I-P

(1 Year) 10th-12th grade

Prerequisite: None

Culinary Arts I is a hands-on, entry-level culinary course that introduces students to the major aspects of the kitchen, food service and hospitality industry, and related careers. The students gain a basic understanding of nutrition, kitchen safety and sanitation, care and use of equipment, step-by-step food preparation techniques, meal management, careers, consumer education, entertaining, world cuisines, cultures and leadership. Students will build their food knowledge and organizational skills needed in order to prepare and cook food at home or in a professional kitchen. Students will research and analyze foods and cooking techniques from other cultures. An emphasis will be placed on teamwork, project management and leadership skills.

CULINARY ARTS II-P

(1 Year) 11th-12th grade

Prerequisite: Culinary Art with a grade of “C” or better

This exciting advanced course in Culinary Arts, Food Service and Hospitality is the capstone course in a sequence of courses in the Hospitality, Tourism, and Recreation pathway. The focus is on quality food production, customer service, communication, management and entrepreneurial skills. A student might want to be the owner or operator of a food service establishment or catering business specializing in international, gourmet, or regional foods. This course develops valuable leadership and career skills through FHA-HERO. Students pursuing a career in food service and hospitality will study all aspects of the food service and hospitality industry, including: Laws and regulations, safety and emergency procedures, sanitation and food handling, tools, utensils, appliances and equipment; facilities management; customer service and guest relations; nutrition; food and beverage production, preparation and service; sales and marketing strategies; cost analysis; entrepreneurship, personal, interpersonal and communication skills, as well as thinking and problem-solving skills.

In addition to the following “G” courses listed, any additional “A” - “F” courses taken beyond the minimum required count as “G” electives. Some of the “G” electives also align with CTE (Career Technical Education) pathways.

AP ECONOMICS

(1 Year) 11-12th grade

Prerequisite: Integrated Math 2

Students will learn how basic financial systems work as well as how global economics and government interventions dictate economic sustainability throughout the world. Students will be exposed to personal finance preparing them for post-high school life such as how to do taxes, personal budgeting, etc. This year-long course allows students to take both the AP Microeconomics and AP Macroeconomics exams and satisfies both the semester-long Government and Economics graduation requirement.

AP PSYCHOLOGY

(1 Year) 11th – 12th grade

Prerequisite: This course requires completion of summer assignment and a B or better in previous Social Science classes.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

AP RESEARCH

(1 Year) 11th-12th grade

Prerequisite: AP Seminar

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

AVID (Advancement Via Individual Determination)

I, II, III, IV (1 Year) 9th – 12th grade

Prerequisite: AVID enrollment the previous year or selection based on recommendation by teachers or counselor, and appropriate standardized math and English scores interview by AVID instructor.

AVID elective courses at all grade levels are designed to prepare students for entrance into four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. AVID students, generally, come from groups underrepresented at our four-year colleges and universities. They are enrolled in a rigorous academic program, while being given a support system in the AVID classes through tutorials, coaching in note taking, organization and study skills, analytical writing, collaborative work and college counseling. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

BIOTECHNOLOGY-P

(1 Year) 11th-12th grade

Prerequisite: Completion of Biology and Integrated Math 1 with a grade of “C” or better each semester. Meets UC A-G elective requirement.

Biotechnology is a fascinating field of science, with many applications to our daily lives, including disease prevention, creation of new medicines, food supply improvement, forensic science, etc. In this course, students will be introduced to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Students will develop laboratory skills, critical thinking, and communication skills currently used in the biotechnology industry. Through extensive laboratory work, reading, and workplace experiences, students will evaluate career opportunities in the field of biotechnology. Completion of this course and a required examination will satisfy Biotechnology 160 at Solano Community College.

EARTH AND PHYSICAL SCIENCE-P(1 Year) 9th – 12th grade**Prerequisite:** None

Earth and Physical Science-P is a two-semester course that will satisfy the 1-year Physical Science requirement for high school graduation. This class will provide successful students with a firm foundation allowing students to pursue additional high school science coursework. This course will provide students with skills in laboratory methods, measurement, scientific method, data collection and interpretation. Laboratory activities and demonstrations will be an extensive portion of the curriculum. Students enrolled in Earth and Physical Science-P will study both the natural and physical world. General topics of study include geology, meteorology, oceanography, and astronomy.

ECONOMICS-P(1 semester) 12th grade**Prerequisite:** 20th Century World History-P and US History-P or US History AP

In a one-semester course in economics, students will deepen their understanding of the economic problems and institutions of the nation and world in which they live. They should learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners, managers, and members of civic groups. In this course, students should add to the economic understanding they acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understanding of our economic system. Studied in historical context are the basic economic principles of micro- and macro-economics, international economics, comparative economic systems, measurement and methods.

ETHNIC STUDIES-P(1 Year) 10th-12th grade**Prerequisites:** None

Ethnic Studies is a year-long course that investigates the local and global struggles confronted by communities of color throughout history. It is an interdisciplinary course that introduces students to foundational concepts and methods for studying subjectivities such as ethnicity, class, and gender relations in the United States and in the world. Students study history, literature, music and art through a sociological lens with an end goal for them to develop their own unique and informed framework for interpreting struggle and inequality. The purpose is to identify and understand why social inequalities in the U.S. persist and how these inequalities are distributed across racial, gender and socioeconomic lines. The emphasis will be on Native Americans, Chicanos/Latinos, African-Americans, Asian/Pacific Islanders, and Arab-Americans, but other groups are also discussed.

FUNDAMENTALS OF KINESIOLOGY - P

(1 Year) 11th-12th

Prerequisite: Biology, Chemistry and Integrated Math I with C or better in each course.

This course will allow students to understand the anatomy and physiology of movement. Students will demonstrate an understanding of the physiology of muscles, the role of nutrition and physical fitness in muscle health and function. Students will demonstrate understanding of metabolic adaptations to training, the effect of environmental change on exercise performance and the effect of age and gender on sport and exercise diseases that impact muscle development and activity.

PSYCHOLOGY-P/ PSYCHOLOGY 2-P(2 semesters) 11th – 12th grade**Prerequisite:** None for Psychology -P, Completion of Psychology-P for Psychology 2-P

Psychology-P and Psychology 2-P is a two- semester course designed to introduce students to a variety of topics within the field of psychology. Students will study human behavior with a focus on physical, emotional, environmental, social, and cognitive development. Psychology 2-P will review some of the principal subject areas that make up the scientific study of human behavior that were studied in Psychology I. In addition to providing the basic knowledge of psychology, the course is designed to help develop an understanding of psychological processes as well as a critical approach to psychology. This course will emphasize major theories and research in social psychology, a field that studies how people affect one another. The first part of the course will examine how people are influenced by the situations (and especially the other people in those situations) they encounter including conformity, aggression, and helping behavior. The second part of the course will focus on how people influence the situation and the people they encounter. Topics in this section will include self-image and self-esteem, attribution and person perception, stereotyping and prejudice, and persuasion. In the third section of the course, we will examine how these first two processes interact and how the power of the situation and the perceiver's perception of the situation work together in shaping people's thoughts and actions. Finally, we will apply social psychology to some important social issues, health and well-being, law and the courts, the environment, business, and attraction and relationships.

ADVANCED CONSTRUCTION AND THE BUILDING TRADES

(1 Year) 11th- 12th grade

Prerequisite: Intro to the Building Trades.

Students that take the Advanced class will be using the skills learned in the Intro class and building on them. This course takes students from the very beginning stages of a residential house build to the final stages of a build. In the beginning of the year, students learn about site preparation, location concerns, and foundations. The class will transition into framing, layout and basic roofing. Eventually, students will learn about flooring options, finish trim, drywall, paint, electrical and plumbing.

MEDICAL SCIENCE II-P(1 Year) 12th grade**Prerequisite:** Medical Science I or consent of instructor.

This advanced course is intended for students in grade twelve who are pursuing a career in the medical health field requiring postsecondary education. It is a continuation of Medical Science I and builds on a common set of skills and knowledge necessary for all healthcare employees. Medical Science II instructs students in CPR and First Aid,

Medical Ethics and Legal Questions, Evaluating Patient and Vital Signs, Patient and Family Interaction, Infection Control, Lab Techniques and Procedures, and Safety. It provides for the completion of a career portfolio, and work-based and outreach experiences - including job shadowing, research and discovery experiences, and volunteer or community service related to the health career field of choice. Completion of Medical Science 2 with a B or higher in the course and on both final exams will allow students to earn EMT 128 (Emergency Medical Responder) credits at Solano Community College.

ANIMAL CARE AND SERVICES I -P

(1 Year) 11th – 12th grade

Prerequisite: Completion of Biology with a C or better each semester.

Students in this class will be exposed to a variety of skills needed in today's animal care and service industries. Students will learn and demonstrate mastery of skills in basic computer applications, basic business bookkeeping, animal grooming, veterinary animal handling, wildlife career exploration, companion animal rescue, training, and basic employment skills. The focus of this class is to help students develop a plan for post high school careers that either includes college, tech school training, or entrance directly into the animal care and services field. This class will provide an exposure for students to the wide range of animal care careers available in the local area. This class will not only teach the students about the careers available but students will also gain practical knowledge that will make them more employable in the targeted areas of animal care and services and give the students contacts in the local business community. Students in Ag courses will also be required to participate in the school's FFA chapter, including a student selected agricultural project of which students will create and maintain a record book.

ANIMAL CARE AND SERVICES II- P

(1 Year) 11th – 12th grade

Prerequisite: Animal Care and Services I- P

Students will learn basic skills in different sectors of the animal care industries including veterinary practices, grooming, companion animal training and rescue. Students will also be learning employment skills such as using Microsoft Office programs, and bookkeeping skills. This is a lab based course to give students hands-on real world experience in the fields. Students in Ag courses will also be required to participate in the school's FFA chapter, including a student selected agricultural project of which students will create and maintain a record book.

HEALTH AND PHYSICAL EDUCATION

HEALTH

(1 Semester) 9th grade

Prerequisite: None

Health is a one-semester course that is required for graduation. Students are engaged in activities that foster the development of each individual's optimal physical, mental, and social well-being, leading to healthy choices and lifelong good health. Health/Freshman Focus is designed to meet all of the above and is designed for the English learner students.

PE-9 CORE

(1 Year) Grade 9

Prerequisite: None

This Physical Education course is designed to meet the California State Standards for Physical Education of students in their 9th grade year.

PHYSICAL EDUCATION

(1 Year) 10th – 12th grade

Prerequisite: None

This course is designed to meet the California State Standards for Physical Education. Students will have the opportunity to participate in various sport activities such as those listed but not limited to: Basketball, flag football, soccer, softball, tennis, badminton and volleyball. Students will be taught skill techniques and participate in tournament play.

BODY WORKS

(1 semester may be repeated)

Prerequisite: None

10th- 12th grade

Body Works is designed to meet the California State Standards for Physical Education. This course is designed to instruct and encourage students to incorporate various fitness techniques/activities as part of their lifelong personal fitness program. A variety of fitness techniques will be used to motivate students to improve their general fitness. Topics covered will include circuit training (weights), cardio apparatus training, cardio interval training, strength training, Pilates, Yoga, Tai Bo, Body Sculpting, Aerobics and Zumba.

ADVANCED WEIGHT TRAINING

(1 semester may be repeated) 10th -12th grade

Prerequisite: VHS Athlete with coach recommendation.

Advance Weights is designed to meet the California State Standards for Physical Education. This course is open to students (10th-12th) participating in high school athletics at a competitive level. Advanced Weights gives students the opportunity to improve on advanced techniques and performance levels for their sport. This course is designed to provide the athletes with an opportunity to extend or expand his/her knowledge of advanced progressive resistance training through the use of a variety of weight training equipment. Proper lifting techniques, safety guidelines, and various exercises are reviewed.

NON TRADITIONAL GAMES

(1 semester) 10th -12th grade

Prerequisite: None

This class consists of individual and dual activities taught through non traditional games. Students will learn life-long skills through the study of units such as: grass badminton, grass volleyball (2v2), corn hole, ladder golf, horse shoes, pickleball, spike ball, wa-shoes, croquet, bocci ball, yard games, and more. This is a one semester course that goes along with Outdoor Recreation.

HEALTH AND PHYSICAL EDUCATION

OUTDOOR RECREATION

(1 semester) 10th -12th grade **Prerequisite:** None

This class consists of outdoor recreation activities and adventure education. This course provides opportunities to gain knowledge and practice skills relating to outdoor recreation and adventure. Students will learn life-long skills through the study of units such as: fishing, angler education, orienteering, camping, backpacking, outdoor cooking, survival skills, outdoor safety, environmental awareness, and more. This is a one semester course that goes along with Non Traditional Games.

INDEPENDENT STUDY ELITE ATHLETE PE (ISPE) is available through our district for students who participate at an elite or highly competitive level in dance, swim gymnastics, martial arts, or cross country/track and field outside of school, or demonstrate an impact to their course schedule. Students must apply and be approved for ISPE each semester. Students planning on ISPE should choose A period until the paperwork is complete. Counselors will then change the PE designation to ISPE once student paperwork has been approved.

SPECIAL PROGRAMS REQUIRING ADMISSION

AVID (Advancement Via Individual Determination)

I, II, III, IV (1 Year) 9th – 12th grade

Prerequisite: AVID enrollment the previous year or selection based on recommendation by teachers or counselor, and appropriate standardized math and English scores interview by AVID instructor.

Other A-G Satisfaction: Also meets “G” requirement

AVID elective courses at all grade levels are designed to prepare students for entrance into four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. AVID students, generally, come from groups underrepresented at our four-year colleges and universities. They are enrolled in a rigorous academic program, while being given a support system in the AVID classes through tutorials, coaching in note taking, organization and study skills, analytical writing, collaborative work and college counseling. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

LINK CREW CORE TEAM MENTORSHIP PROGRAM

(1 Year) 10th – 12th grade

Prerequisite: Application accepted by Link Crew faculty advisor.

This course is designed to be an educational training program for peer mentors. Built on the belief that students can help students succeed, Link Crew trains eleventh and twelfth grade students to serve as positive role models, motivators, and mentors for incoming ninth grade students. Link Crew Core Team Members will recruit and train peer mentors while developing leadership, communication, and presentation skills. Link Crew Core Team Members will facilitate the transitioning of ninth grade students into high school through orientation, team-building activities, and mentoring.

STUDENT COUNCIL

(1 Year) 9th – 12th grade

Prerequisite: Must apply and be selected to be a member of Student Council.

This semester course is a practical and political approach to student government at the high school level. Theoretical subjects, which relate to the student government, such as values clarification, leadership, and the decision-making process, will also be discussed. Continuations of weekly student council meetings will be held during class time, as well as project committee meetings.

NON DEPARTMENTAL

ACADEMIC TUTOR

(1 Year) 11th- 12th grade

Prerequisite: Good attendance and behavior record; 3.0 GPA, counselor and teacher approval required.

This course is designed for students who have demonstrated exceptional skills in a particular academic subject area and wish to tutor students in that subject in a classroom setting. Tutors will work with students individually, or in small groups and are expected to be positive role models.

FRESHMAN FOCUS

(1 Sem) 9th grade

Prerequisite: None

Freshman Focus is a course offered to all freshmen. It includes skills essentials necessary for high school and college success. Topics include, but are not limited to: Computer Technology and Applications, Time-Management, Stress Management, Study Skills, College and Career research, Social and Emotional Health, Utilizing Support Services.

OFFICE ASSISTANT

(1 Year) 11th – 12th grade

Prerequisite: Good attendance, academic and behavior record, Counselor/Administrator approval required.

The course is designed to give students broad experiences in office procedures under the guidance of a school secretary.

TEACHER'S ASSISTANT (TA) (on campus)

(1 semester) 11th – 12th grade

Prerequisite: Good attendance and behavior record, counselor/administrator approval required.

The course is designed to give students broad experience in various classroom activities under the guidance of the teacher.

SERVICE AND SAFETY IN TODAY'S SOCIETY

(1 Year) 11th - 12th grade

Prerequisite: None

This year-long introductory course will provide students the opportunity to explore and understand the role of public service and safety in modern society. Students will develop knowledge and skills regarding specific public safety and service topics that are pertinent to the world in which we live. This course will center on the challenging issues that involve the provision of vital safety services to the public; from local, state, national and international perspectives. A few of the general areas of study include: Careers in Public Safety/Service, Criminal Justice, Law enforcement, Crime Scene Investigation, Civic Responsibility, Leadership Development, and Decision Making. This course will be taught primarily by certificated School Resource Officers as well as a variety of other service and safety professionals as guest speakers. The course content will be a combination of textbook information, current events, project based learning activities, and classroom dialogue and discussion. The course is designed around the Career Technical Education (CTE) Model Curriculum Standards so that students will integrate the academic and technical aspects of the content with an application to the world in which we live as well as possible career opportunities.

NON DEPARTMENTAL

WORK EXPERIENCE EDUCATION 1

(1 semester – may be repeated up to 4 semesters)

11th – 12th grade

Prerequisite: Students must be employed on a regular basis and stay employed through the semester. Students must have at least a 1.50 GPA and be 16 years of age due to CA Labor Law requirements. Students must complete and return a work permit application, training agreement form and an information sheet as part of the enrollment process.

This course gives students the opportunity to acquire general and specific occupational skills through a combination of supervised paid employment or volunteer work performed at a non-profit agency and related classroom instruction. Students attend one “A” period class per week. There are strict attendance requirements due to meeting only once a week. For students enrolled in this course, the job acts as a lab for the course. Students must maintain active employment through the semester. Students enrolled in one period (5 credits) of Work Experience must work at least 10 hours per week. Students enrolled in two periods (10 credits) of Work Experience must work at least 15 hours per week.

ENGLISH LANGUAGE PROGRAM (ELL)

English Immersion Structured

Newcomer English Learners at ELPAC Level 1-2 (Novice) of English Proficiency receive reading and writing foundational skills. Students develop oral language, decoding, phonics, and learn to find the details, main ideas, and basic analysis of information and narrative text. EL students will build vocabulary and literacy skills. This course meets Common Core State Standards for reading, writing, speaking and listening.

Scores and placement are based on the ELPAC. This course must be taken along with ELD 1 Application to create a 2-period literacy block.

Note: English credit may be earned for this course.

English Immersion Application:

Newcomer English Learners at ELPAC Level 1-2 (Novice) of English Proficiency continue to focus on developing interpersonal communication skills and literacy. Students also receive support with their core content class assignments and assessments.

Placement is based on the ELPAC. This course must be taken along with ELD 1 Structured to create a 2-period literacy block.

Note: Elective credit may be earned for this course.

ELD Intermediate:

English learners at ELPAC levels 2-3 (somewhat or moderately developed English language skills). Students have been in ELD for 5 or fewer years (at risk of becoming Long term ELs). The course continues to develop academic language development, structured oral and written practice, reading strategies, and builds into and from content area classes. Reading, speaking, and writing are focus areas in order to develop the critical language English learners need for content learning in English.

Placement is based on ELPAC and ELD team (ELD coordinator, teacher, and counselor) recommendation.

Note: Concurrent enrollment in grade level English. Elective credit may be earned for this course.

ELD Transitional:

English learners identified as Long Term ELs (ELPAC levels 2-3). This course provides designated language development for mainstream English learners. For LTEL students already in the mainstream setting, this serves as needed language development support. The course emphasizes academic language development, structured oral and written practice, reading strategies, and builds into and from content area classes.

Placement is based on ELPAC and ELD team (ELD coordinator, teacher, and counselor) recommendation.

Note: Concurrent enrollment in grade level English. Elective credit may be earned for this course.

SPECIAL EDUCATION PROGRAM

Special Education courses are provided for students who have exceptional learning needs and who have an active Individualized Educational Plan (IEP). Vacaville High School provides student support through co-teaching and small group instruction according to each student's IEP. Specific areas of individual emphasis, course selection, and pacing may be discussed with the student's IEP team.

CAREER TECHNICAL EDUCATION (CTE)

<i>Pathway</i>	<i>Course Name</i>	<i>A-G Subject</i>	<i>CTE Completer Eligibility</i>
Animal Care and Services	Animal Care I	“G” Elective	Certification Eligible
	Animal Care II	“G” Elective	
Building and Construction Trades	Intro to Building Trades	“F” Visual and Performing Arts	Certification Eligible
	Advanced Building Trades	“G” Elective	
Culinary Arts	Culinary Arts I	“F” Visual and Performing Arts	Certification Eligible
	Culinary Arts II	“F” Visual and Performing Arts	
Kinesiology	Kinesiology I	“G” Elective	Certification Eligible
	Kinesiology II	“D” Science	
Medical Science	Medical Science I	“D” Science	Certification Eligible
	Medical Science II	“G” Elective	
Floral Design	Art and History of Floral Design	“F” Visual and Performing Arts	Certification Eligible
	Advanced Floral	“F” Visual and Performing Arts	
Biotechnology	Biotechnology	“G” Elective	Certification not available at this time
Digital Video Production	Digital Video Production	“F” Visual and Performing Arts	Certification not available at this time

Computing Grade Point Average

A student receives five semester credits or units for each class during a semester in which a passing grade (A, B, C, D) is earned. The cumulative grade point average is computed by awarding grade points (A=4, B=3, C=2, D=1, F=0) for classes with the exception that the scale, A=5, B=4, C=3, D=0, is used for classes accepted by the University of California for Honors or Advanced Placement.

A student's GPA for admission to the UC and CSU system is computed using classes taken in the 10th and 11th grades, which are on the approved "a-g" courses list. Students are expected to continue with a similar or higher GPA in their senior year for admission to the UC/CSU system.

Determining Class Rank & Valedictorian

For purposes of class rank and class valedictorian determination, a weighted 5.0 scale is used. For further information, please read our Administrative Regulation (AR) 5127 at this link:

https://cdnsm5-ss5.sharpschool.com/UserFiles/Servers/Server_70116628/File/Board/Board%20Policies/Students/1895062349570709427.pdf

Extracurricular Eligibility

All students in grades 7-12 who participate in extracurricular or co-curricular activities must be currently enrolled in a minimum of (5) semester periods (courses). In addition, they must demonstrate satisfactory academic performance and satisfactory progress towards meeting graduation requirements. Eligibility is also dependent upon the student maintaining a minimum grade point average of 2.00 in all courses.

A 2.00 grade point average in all courses means that all courses in which the student is enrolled are included in the computation. This computation uses a 4.00 scale for the grade of A. A student can receive an F grade and still be scholastically eligible to participate in extracurricular or co-curricular activities.

Appeals to this procedure are initiated by the student submitting a written request for appeal to the site principal or the Special Education case manager when appropriate. The principal or designated site administrator (athletic director) screens all requests for appeal by examining three criteria: 1) The student must have earned a minimum GPA of 1.5 for the prior grading period. Any GPA under 1.5 must reflect a sudden drop after a sustained period of 2.0 or higher. 2) Attendance patterns may not reflect an abusive pattern of unexcused absences or truancy. 3) The discipline file may not reflect a history of significant behavioral problems or continuous disciplinary referrals. Requests for appeals must be made within five school days after report cards are issued. Students will be granted only one appeal hearing during their high school tenure.

Transcripts and Records

College applications, and sometimes a job application, require that students send a copy of their school grade record. Transcripts are maintained in the registrar's office located in the central administration building of each school site.

Students can request that transcripts be sent to another school, by completing a transcript request form in the registrar's office. A request to send records for jobs, scholarship programs, and other special programs will require that a "release of records form" be signed by the parent or guardian. If the student is 18 years of age, he/she may sign the release form. Please allow three days for these requests to be processed. A fee may be incurred after the fifth request.

Scheduling Policy

Vacaville Unified School District schedules students into classes without regard to race, creed, color, sex, religion, or handicap. The inability to speak the English language is not a barrier to enrollment or participation in a vocational program.

Alternative Credits Toward Graduation

Any student wishing to use an alternative means for completing the prescribed course of study **must secure the prior written approval** of the principal, or his/her designee, or the school granting the diploma.

1. Supervised Work Experience Education (Ed Code 51760, 46144, 49110-49118; CCR 10070)

Students shall be granted up to 10 credits in any one semester or a total of 40 credits for supervised work experience education. At the time of enrollment, the student must be at least 16 years of age or met one or more of the following conditions:

- A. The student is enrolled in grade 11 or a higher grade.
- B. The principal of the school in which the student is enrolled certifies that the student is in need of immediate work experience education in order to pursue employment opportunities.
- C. The principal of the school in which the student is enrolled certifies that there is a probability that the student will no longer be enrolled as a full time student without being provided the opportunity to enroll in a work experience education program.
- D. The student's Individualized Education Program prescribes the type of training for which participation in a work experience program is deemed appropriate.

During enrollment in the program, the student must receive as a minimum the equivalent of one instructional period per week of classroom instruction or counseling by a certificated employee. The instruction or counseling shall be offered in sessions scheduled intermittently throughout the semester.

2. Distance Learning (Ed Code 51865)

"Students who opt to register for an online college preparatory course, must submit a copy of the course content to the administration. The school administration must examine this information and determine if the course meets the University of California "a-g" requirements. Failure to get this approval from the school administration will result in the student not receiving college preparatory credit for the course."

Students shall be granted up to 10 credits in any one semester or a total of 40 credits for individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum when provided by an accredited distance learning institution.

Instruction during which the student and instructor are in different locations and interact through the use of computer and communications technology is defined as *distance learning*. Distance learning may include video or audio instruction in which the primary mode of communication between student and instructor is instructional television, video, telecourses, or any other instruction that relies on computer or communications technology.

Distance learning coursework must address, but may not be limited to, the following high priority educational needs:

- a. The enhancement of workforce skills and competency.
- b. The enhancement of curriculum to meet the needs of high-risk students.
- c. Expansion of course offerings in subjects that include, but are not limited to, foreign languages, science, and mathematics.

3. Vacaville Unified School District Partial Credit Policy for Students Entering Late or Students Leaving Early

General Principle: Classes run for a semester and the expectation is that students will receive either five (5) or zero (0) credits. Counseling Departments at the traditional high schools will operate on a 5 or 0 credits policy **EXCEPT** for students who have not been enrolled for the full semester. All students who either enter late and/or leave early will be allowed partial credit based upon the amount of days enrolled. Students must receive a passing grade in the course.

The schedule is as follows:

Number of Days Enrolled	Credits Earned
0-9	0
10-15	1
16-24	1.5
25-34	2
35-44	2.5
45-54	3
55-65	3.5
66-75	4
76-86	4.5
87-95	5

Partial credit will only result when a student has not been enrolled for the entire semester (CA Ed Code 48645.5). According to AB 490 a foster youth will not be penalized for absences due to placement changes, court appearances, or related court ordered activities. When a student leaves their high school early, withdrawal grades and withdrawal credits will be posted on the transcript.

4. California Community College or Four-year College (Ed Code 48800; CCR 1630)

Students shall be granted credit for coursework successfully completed at a community or state college provided that:

The student makes written application for the credit.

The course subject is included in the high school course of study.

The credit is allowed at the rate of $3\frac{1}{3}$ (three and one-third) semester credits for each credit hour earned in college. (Ed Code 51740)

5. Correspondence Instruction (Ed Code 51740; CCR 1633)

Students shall be granted credit, not to exceed 40 credits, for correspondence instruction coursework successfully completed under the following conditions:

- A. The University of California, or other universities or colleges in California accredited for teacher training, provides the correspondence instruction in subjects included within or related to the course of study offered in the school.
- B. The student is, for good reason, unable to take the course of study offered in the school.
- C. The principal or designee determines the number of credits for successful completion of a particular correspondence course in accordance with the guidelines provided in AR 6250, Community College Special Admission Program.

6. Private Instruction (CCR 1631)

Students may be granted credit, not to exceed 40 credits, for private instruction through an accredited institution, including public and private colleges and universities, in subjects included in the District's course of study. These courses may be taken on campus and/or through correspondence or distance learning. Examinations will be given under the direction and supervision of the school administrator or his/her designee. Students may be required to provide evidence of satisfactory progress during the private instruction.

7. Private School Foreign Language Instruction (Ed Code 51243)

Students shall be granted credit, not to exceed 40 credits, for successfully completing private school foreign language courses if the following conditions are met:

- A. The courses are in the following languages: Chinese, French, German, Greek (classical and modern), Hebrew (classical and modern), Italian, Japanese, Jewish, Latin, Spanish, and Russian, or other languages designated by the State Board of Education.
- B. The student or parent/guardian applies in writing for the credit, specifies the private school attended and the amount of level of credit requested, and submits written evidence from the private school showing that the student successfully completed the course.
- C. The amount of credit sought equals at least one semester's work.
- D. The principal or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools.

8. All off-campus credit earned toward graduation from Vacaville High cannot exceed a combined total of 40 credits.

9. Vacaville Unified School District Adult School (Ed Code 52500)

Concurrent students enrolled under BP 6200 (b) may earn adult school credit.

PROGRAMS

ADULT EDUCATION. Students attending regular day sessions may be admitted and receive credit in adult classes at the discretion of the principal of the regular day school of attendance and the Adult School principal. Concurrently enrolled high school students shall meet the regular day school graduation requirements.

AVID. These elective courses at all grade levels are designed to prepare students for entrance into four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. AVID students, generally, come from groups underrepresented at our four-year colleges and universities. They are enrolled in a rigorous academic program, while being given a support system in the AVID classes through tutorials, coaching in note taking, organization and study skills, analytical writing, collaborative work and college counseling. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

AP Capstone. Students who earn scores of 3 or higher on AP Seminar and AP Research assessments and on 4 additional AP Exams of their choosing will earn the AP Capstone Diploma. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher on both AP Seminar and AP Research assessments only (but not on 4 additional AP Exams) will earn the AP Seminar and Research Certificate.

CAREER CENTER. The College, Career, Tutoring Center at Vacaville High maintains an extensive library of college catalogs, and occupational and vocational materials. Students can explore career choices through the use of audiovisual materials, career testing, and a wide variety of printed material. College representatives, military recruiters, and representatives from various occupational areas are scheduled throughout the year to speak with interested students in the C.C.T.C. Information on college scholarships and financial aid programs are available from the College, Career, Tutoring Center.

ENGLISH LANGUAGE LEARNER PROGRAM. Structured English Immersion classes are available for non-English proficient students who have been enrolled in California schools for less than one year. English Language Development classes are available for individuals with English language development needs. The focus of these classes is on the development of language acquisition through the use of instructional approaches designed to meet the students' needs. In addition, students may receive language support in other courses to allow them to complete graduation requirements.

LINK CREW. The transition to high school can pose challenges for students. The goal of the Link Crew program at VHS is to assist freshmen in the transition to a new campus and realize a high level of success in their first year. Built on the belief that students can help each other succeed, juniors and seniors are trained to be peer mentors to ninth graders and continue support throughout the school year. Mentors are positive role models and motivators who organize and conduct the Freshmen Orientation, promote school spirit and activities for ninth graders and provide after school tutoring. Link Crew also is a course that teaches the Core Team Members leadership, communication and presentation skills. All freshmen have a mentor who personally follows their progress and provides individual support and encouragement.

Credit Recovery Intervention Program utilizes OdysseyWare curriculum through the Vacaville Online Learning Academy (VOLA) to provide credit recovery during PAWS period at VHS for seniors and retained juniors hoping to make up for a credit deficiency or failed class necessary for graduation.

SPECIAL EDUCATION. Special Education courses are provided for students who have exceptional learning needs and who have an active individualized educational plan (IEP). Specific course outlines are available at your student's school site. Vacaville High School provides student support through co-teaching and small group instruction

according to each student's IEP. Specific areas of individual emphasis, course selection, and pacing may be discussed with the student's IEP team.

Work-Ready! Certification. This workshop program is designed to enhance entry level workplace skills that Solano County employers require. Students in the *Work-Ready* Certification program will attend a series of workshops that were developed based on the Top Ten Skills employers are looking for. Workshops include topics like customer service skills, teamwork, social media, financial literacy, resume writing and more! There will be a final assessment given to the students and once passed they will move on to a mock interview with members of the Chamber of Commerce. Once all requirements have been successfully met, students will have earned and will receive a *Work-Ready! Certification*.

ASSESSMENTS

Smarter Balanced Assessment System

The official Common Core tests in English language arts and math in grades 3 through 8 and 11, a product of the states-led Smarter Balanced Assessment Consortium, will be administered in schools in the spring of each school year. Parents will get the results of those tests. The computer-based tests will be adaptive, adjusting the degree of difficulty of the test to students' ability, based on whether they answered previous questions correctly. The California Science Test (CAST) will replace the CST science test for students in grade 10. Information regarding the Smarter Balanced Assessment may be found at <http://www.cde.ca.gov/ta/tg/sa>.

Advanced Placement Examinations: AP courses offer a cost-effective way for high school students to obtain college-level coursework experience and credit. Students successfully completing AP courses may take the College Entrance Examination Board's Advanced Placement Examinations to receive college credit and to qualify for AP Scholar Awards. The following AP courses are offered during the 2018 - 2019 school year:

- AP English Language and Composition
- AP English Literature and Composition
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Biology
- AP Chemistry
- AP Psychology
- AP Physics 1
- AP Physics C Mechanics
- AP United States History
- AP Macroeconomics
- AP Microeconomics
- AP United States Government and Politics
- AP Spanish Language and Culture
- AP Studio Art 2D Design
- AP Computer Science
- AP Seminar
- AP Research

COLLEGE ATHLETIC ELIGIBILITY INFORMATION

To access a list of Vacaville High School's NCAA eligible courses go to:
NCAA Eligibility Center www.eligibilitycenter.org/

Click on "Student Athlete." Click on "Resources" in the information bar at the top of the page. Then click on NCAA courses, enter our High School code 053595 to access Vacaville High's course list.