

VACAVILLE UNIFIED SCHOOL DISTRICT

WILL C. WOOD HIGH SCHOOL COURSE CATALOG 2023-2024



Board of Education:

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Superintendent:

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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.

01/28/2023

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Will C. Wood High School

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[Web Site](#)

Mission

Will C. Wood High School is a collaborative learning community of students, staff, and families. Our mission is for each student to graduate fully prepared for college or a meaningful career, with the ability to think critically and creatively in order to make a positive impact in society and the global environment.

School Description

Will C. Wood High School is a comprehensive high school with an enrollment of approximately 1700 students. The student population reflects the diverse society of 2022, with 33% white, 39% Hispanic, 8.5% African-American, 3.9% Asian, and 1% Native American students.

Our students take a variety of education pathways that allow them to pursue the profession or vocation of their choice. Approximately 52% of seniors are enrolled in University of California (UC) approved a-g required classes which enable them to attend a UC or a California State University. Every year we are adding new career pathway opportunities for our students, such as Building Trades, Automotive Technology, Computer Science and Video Game Design, Medical Science, Kinesiology, Introduction to Education and Teaching, Aviation and Aeronautics and Culinary Arts. Other programs such as AVID, AP Courses, Link Crew, Vacaville Early College High School and Student Government give students a chance to take their education and school involvement to another level. At our annual Senior Scholarship night, thousands upon thousands of dollars are bestowed on deserving graduates to help them further their studies after high school.

As a part of Wood's recent renovation project, a new state-of-the art science wing that incorporates the latest technology in laboratory work and instruction was completed in 2009. As of 2016, all core classes have a one-to-one ratio of computers to students. Additionally, the construction on our new Wildcat stadium was completed in 2018.

Music and the Arts are among the programs in which our students shine. Our Will C. Wood singers have performed in places as far as Europe and Canada, while winning praise from critics and adoration from fans. Their Madrigal Dinner is a highlight of the local Christmas season. The Wood Bands and Orchestra have won awards and praise for their excellence and innovation. The Visual Arts department is considered one of the best in Northern California with students participating in shows demonstrating their imagination and creativity in drawing, painting, sculpture, and photography. The Drama department puts on two major productions a year including a musical in conjunction with the Music Department. These offerings showcase the talents of our aspiring thespians and musicians.

Accomplishments of alumni of the Will C. Wood athletic program over the past few years include World Series MVP, New York Yankee first round pick, and NFC championship game participant. Our athletic program has won a variety of league championships and competed in postseason play the past few years. We offer twenty varsity sports and an ever improving set of athletic facilities.

VPEF, PTC, Music and Athletic Booster clubs, Wildcat Night, and IBEE are just some of the organizations that support student activities and endeavors at Will C. Wood. The support of these groups, community, school district and staff allow us to offer a program that gives each and every student the opportunity to prepare themselves to succeed in life after Will C. Wood.

Administrators

Principal – Charleston Brown

Assistant Principal – Jordan Kieschnick

Assistant Principal – Sara Johnson

Dean of Learning Support – Brittany Wensky

Counselors

Head Counselor - Liz Jensen

Monica Cole

Jamie Russell

Christine Kim

Jesus Muñoz

GENERAL INFORMATION

Graduation Requirements

1. A student must earn a total of 220 credits during grades 9-12.
2. To graduate from high school, a student must pass Integrated Math I.
3. Included in the required 220 credits, student must receive a D or better for the subject areas listed below.

English – 40 credits.

Social Studies – 30 credits, including

- a. 10 credits of Modern World History, Culture and Geography in grade 10.
- b. 10 credits of US History in grade 11.
- c. 5 credits of Government in grade 12.
- d. 5 credits of Economics in grade 12

Mathematics – 20 credits; including

- a. Integrated Math I
- b. One additional year (Integrated Math II or Business Math)

Science – 20 credits, including:

- a. 10 credits in Earth/Physical Science or the year course of Chemistry or Physics.
- b. 10 credits in Biology/Life Science or Human Anatomy and Physiology-P

Physical Education – 20 credits (10 credits in grade 9 required)
(10 credits in grade 10 required)

Health – 5 credits

Fine Arts or Foreign Language – 10 credits.

(Fine Arts courses include Band, Choir, Art, Theater, Photography)

REPEATED COURSES

Students who repeat core classes (English, mathematics, social studies, science and foreign language) in which they have received a “C” or “D” will receive credit twice. Both 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 credits: Sophomore Standing **105 credits: Junior Standing** **160 credits(fall) or 190 units (spring): Senior Standing**

Computing Grade Point Average

A student receives five semester credits 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 a 5.0 scale (A=5, B=4, C=3, D=1) is used for Honors or Advanced Placement classes accepted by the University of California.

A student’s GPA for admission to the UC and CSU system is computed using academic classes taken in the 10th and 11th grades that 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, a weighted 5.0 scale is used.
- The class valedictorian for each high school is the individual(s) with the highest GPA based on a weighted 5.0 scale.
 - a. A maximum of 16 semesters of honors/AP classes will be used in the calculation of GPA for valedictorian.
 - b. Must be at a VUSD High School for 2 years (11th and 12th)
 - c. All high school courses, regardless of the institution, will be used to calculate the student’s total GPA. College classes taken that are not used to meet high school graduation requirements may not be included on the high school transcript nor included in the calculation of GPA.

Extracurricular Eligibility

All students in grades 7-12 who participate in extra-curricular 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 Dean of Learning Support 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.

Transcripts and Records

College applications and other post- high school plans require that students send a copy of their school grade report. Transcripts are maintained in the registrar’s office located in the central administration building of each school site. College classes taken that are not used to meet high school graduation requirements may not be included on the high school transcript nor included in the calculation of GPA (AR 5127). All unofficial and official transcript requests can be ordered through Parchment, this can be found online on the Will C Wood homepage under the counseling tab. 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.

Poliza de Programació

El Vacaville Unified School District programa a los estudiantes sin tener en cuenta su raza, creencia, color, sexo, religión, o desventaja. La incapacidad de hablar el idioma inglés no impedirá la matriculación o participación en un programa vocacional.

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 have 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 work experience program is appropriate.
 - e. 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.”
 - a. 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*.
 - b. 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:
 - i. The enhancement of workforce skills and competency.
 - ii. The enhancement of curriculum to meet the needs of high-risk students.
 - iii. 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 traditional semester schedule is as follows:

Number of School Days Enrolled	Credits Earned
10	0
11-19	1
20-29	1.5
30-39	2
40-49	2.5
50-59	3
60-69	3.5
69-78	4
79-87	4.5
88-96	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 their 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:
 - a. The student makes written application for the credit.
 - b. The course subject is included in the high school course of study.
 - c. 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.

Vacaville Unified School District Adult School (Ed Code 52500)
Concurrent students enrolled under BP 6200 (b) may earn adult school credit.

PROGRAMS

AVID This is a series of courses at WCW for students who have average to above average grades who would like to go to college. In-class tutoring is provided two days per week. One day per week is spent on motivational activities, either campus visits or career speakers. The other two days are spent on strategies for success, such as note-taking skills, organizational skills, tips for taking standardized tests, and writing practice. Students are recruited from teacher recommendations. Students may be, but are not limited to, low income, under-represented minorities or first generation college students. They are expected to stay in the AVID program throughout their high school years. The yearly AVID course is a college prep elective (A-G requirement).

CAREER CENTER The Career Center at each site maintains an extensive library of college catalogs as well as 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 Career Center. Information on college scholarships and financial aid programs are available from the Career Center.

CREDIT RECOVERY INTERVENTION (CRI) It is an independent online learning program through Odysseyware. Priority goes to Seniors, then to Juniors. Students with impacted schedules (VECHS, AVID, etc.) may take Health through Odysseyware. Placement in this program is by referral only.

LINK CREW The transition to high school can pose challenges for students. The goal of the Link Crew program at WCW 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 to support them 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. Link Crew is also 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.

SPECIAL EDUCATION Special Education courses are provided for students who have exceptional learning needs and who have an active individualized educational plan (IEP). Turn to the Course Description section for a general description of all course contents, including specific courses in the Special Education section. Specific course outlines are available at your student's school site. Specific areas of individual emphasis, course selection, and pacing may be discussed with the student's IEP team.

VACAVILLE EARLY COLLEGE HIGH SCHOOL (VECHS) The VECHS program is an educational partnership between the Vacaville Unified School District and Solano Community College. Students are encouraged to apply as incoming 9th graders or before the start of their 10th grade year. VECHS is located at Will C. Wood High School (WCW). The program provides an innovative academic environment designed to serve motivated students with high potential for future academic and career success. Students are offered the opportunity to earn a high school diploma while meeting university entrance requirements by taking A-G high school coursework. Early College High School curriculum will also focus on career exploration and college readiness. Students will be challenged to complete college courses for which they receive college credit, culminating in a high school diploma and up to 60 transferable college credits (possibly earning an Associate degree) within the 4-year academic program. It is expected that graduates will go on to pursue and complete higher education degrees at a 4-year college or university.

Will C. Wood High School

CAREER TECHNICAL EDUCATION (CTE) offers classes utilizing the “hands-on” approach to learning. A student learns by actually working with the goods, services, and equipment used in the industry. Major emphasis is on the development of skills and knowledge required in actual job situations. Students must be at least 16 years of age. Credits earned in the CTE classes carry the same credits as other high school classes. Students who complete a CTE pathway typically have more experience and are more likely to be hired than other students. Completers take at least two courses in a pathway and graduate with a CTE distinction and gain a valuable advantage. Pathways include Automotive Technology, Aviation and Aeronautics, Building and Construction Trades, Culinary Arts, Introduction to Computer Science and Game Design, Kinesiology, Medical Science, and Introduction to Teaching and Education.

<i>Pathway</i>	<i>Course Name</i>	<i>A-G Subject</i>	<i>CTE Completer Eligibility</i>
Automotive Technology	Auto Tech I	“G” Elective	Certification Eligible
	Auto Tech II	“G” Elective	
Aviation and Aeronautics	Intro to Aviation and Aeronautics	“G” Elective	Certification not available at this time
	Aviation Mechanics	“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	
Video Game Design	Intro to Video Game Design	*pending G elective	Certification not available at this time
	Video Game Design	*pending G elective	
Kinesiology	Kinesiology I	“G” Elective	Certification Eligible
	Kinesiology II	“G” Elective	
Medical Science	Med Sci I	“D” Science	Certification Pending
	Med Sci 2	“G” Elective	
Introduction to Education and Teaching	Intro to Teaching	*pending G elective	Certification Eligible
	Teaching and Education	*pending G elective	

COLLEGE & UNIVERSITY ENTRANCE REQUIREMENTS

COMMUNITY COLLEGE:

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 a **Special Admissions Form** from their school (principal/counselor) and parent/guardian signature. All inquiries concerning application, admission and registration should be sent to the direction of the office of admissions and records. Students in grade 9-12, taking community college courses, are required to have a 2.0 gpa at the high school level.



CALIFORNIA STATE UNIVERSITY:

Undergraduate Admission – Qualification for admission based upon:

- Graduation from high school
- Meeting the A-G requirements with a 2.5 GPA or higher (some schools accept students with 2.0-2.49)
- Additional educational requirements may be required for impacted programs.

UNIVERSITY OF CALIFORNIA:

Undergraduate Admission – Qualification for admission based upon:

- Graduation from high school
- Meeting the A-G requirements with a 3.0 GPA or higher
- Additional educational requirements may be required for impacted programs.

A-G Subject Requirements -- Completion of the following courses with a grade of “C-” or better

- A.** 4 years: College prep English
- B.** 3 years: College prep Mathematics (Integrated Math 1, 2, 3; **4 years recommended**)
- C.** 2 years: College prep Social Studies (including 1 year of US history or 1 semester US history and 1 semester of Government)
- D.** 2 years: Science with laboratory (including 1 year physical science and 1 year of biological/life science)
- E.** 2 years: Language other than English (2 years in same language; **3 years recommended**).
- F.** 1 year: Visual and performing arts (art, dance, drama/theater, or music)
- G.** 1 year: College prep elective (an additional class from any of the subject areas)

PLANNING A FOUR-YEAR PROGRAM: During the first semester of freshman year, counselors present to students regarding credits, graduation and beyond. A four year Academic plan is created as sophomores and can be accessed by students through AERIES. Counselors and students update this each year during course registration. The basic classes for graduation are listed below. In addition, students wanting to pursue a college degree, **MUST** incorporate additional A-G requirements into the plan and pass with a C or better.

PLANNING FOR GRADUATION REQUIREMENTS

9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
ENGLISH 9	ENGLISH 10	ENGLISH 11	ENGLISH 12
HEALTH (1 sem)	WORLD HISTORY	US HISTORY	AM GOV (1 sem)
PE	PE	LANGUAGE OR ART	ECONOMICS (1 sem)
MATH	MATH		
SCIENCE	SCIENCE		

One year of the following additional required courses must be scheduled at some time during grades 9-12: physical science, biology/life science, fine arts or foreign language.

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 2021-2022 school year, pending enrollment numbers.

- AP Biology
- AP Calculus AB
- AP Computer Science Principles
- AP English Language and Composition
- AP English Literature and Composition
- AP Environmental Science
- AP Government and Politics

- AP Physics 1
- AP Spanish Language and Culture
- AP Statistics
- AP Studio Art: 2-D Design
- AP United States History
- AP Human Geography
- AP Psychology



COLLEGE ATHLETIC ELIGIBILITY INFORMATION

List of [Will C. Wood High School's NCAA eligible courses](#)

If that link doesn't work, go to the [NCAA Eligibility Center](#) and click on List of NCAA Courses in the information bar at the top of the page. Our High School code is 053597.

COURSE DESCRIPTIONS

P – UC/CSU(a-g)

XL - accelerated course

HP – Honors course – *weighted G.P.A.*

AP - Advanced Placement course – *weighted G.P.A.*

CTE – Career Technical Education

CAREER TECHNICAL EDUCATION



AUTO TECH I (CTE)

(1 year) 10th – 12th grade

Prerequisite: None

Auto Tech I introduces the student to the modern automobile in terms of its basic components and their operations. Emphasis is placed upon the power plant and its component systems. The main objective is proper maintenance, e.g., lubricating, cooling, fuel, and electrical systems. The student is also introduced to the drivetrain of the modern automobile. The basic parts and operations of the clutch, transmission, driveline, differential, axles, brakes, and front-end geometry is the focus of attention. The chief objective is the proper maintenance of these components. Both classroom and laboratory time will be involved.

AUTO TECH II (CTE)

(1 year) 11th- 12th

Prerequisite: Auto Tech I with a grade of "C" or better or completion of Auto Tech I, or with instructor's permission.

This course provides classroom and practical instruction in the three major areas of automotive service and maintenance; 1) engine performance, 2) auto electronics, and 3) braking systems. This is a two-period, yearlong course opened to 11th and 12th graders. Students must have completed Auto Tech I with a grade of "C" or better, and/or with instructor's permission.



INTRODUCTION TO AVIATION AND AERONAUTICS - (CTE)

(1 year) 11th - 12th grade

Prerequisite: None

This Career and Technical Education (CTE) course will provide the following benefits to students. Students will be introduced to the history, principles, and basic physics of aviation and human flight. Students will learn about important aspects of modern aviation such as piloting, navigation, and air traffic control. Students will have an introductory overview of the main components of different aircraft (airframe, powerplant) and learn about their operation and maintenance. Students will gain hands-on experiences with real aircraft and participate in field experiences to local aeronautic facilities. Students will explore college and career pathways in aviation and aeronautics.

AVIATION MECHANICS - (CTE)

(1 year) 11th - 12th grade

Prerequisite: Introduction to Aviation and Aeronautics with a grade of "B" or with instructor's permission

This course is an in-depth study of the fundamental methods, techniques and practices used in aircraft inspection, maintenance, and repair. Exploration of shop safety, aircraft exterior finishes, composite/ sheet metal structures, airframe inspection processes, and reciprocating engines will complete this course. This involves study in the essentials of engine design, types, materials used in construction, nomenclature, repair, and service. Course content is guided by Title 14 of the Code of Federal Regulations, Aeronautics and Space as they pertain to the AMT (Aviation Maintenance Technician).

INTRODUCTION TO THE BUILDING TRADES - (CTE)

(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 several projects during the year.

ADVANCED BUILDING TRADES II - (CTE)

(1 year) 11th - 12th grade

Prerequisite: Passing grade in Introduction to Building Trades or teacher approval

This course will complete the students pathway in construction. The students will design and build sheds safely using the tools of the construction trade. There will be several field trips to Hands on apprenticeship events put on by the trades to recruit students into the future workforce. The second semester will focus on a design and build competition. OSHA 10 Safety certification will be included in this course

CULINARY ARTS I - (CTE)(1 year) 10th - 12th grade**Prerequisite:** None

Culinary Arts provides students with the competencies needed in the area of food and nutrition. The skills, knowledge, and attitudes taught in this course will enable students to understand goals and decision-making, basic concepts of nutrition, resource conservation, food preparation, kitchen organization, food buying, food preservation, use of consumer resources and agencies, and the relationship of nutrition and physical fitness to good health. Emphasis is placed on cultural and regional foods, barbecued foods, yeast breads, and frozen and refrigerated desserts.

CULINARY ARTS II - (CTE)(1 year) 11th - 12th grade**Prerequisite:** Culinary Arts 1 with a grade of “C” or better or teacher approval

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 FCCLA-HERO. Student 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; costing and cost analysis; entrepreneurship, personal, interpersonal and communication skills, and thinking and problem-solving skills.

INTRODUCTION TO VIDEO GAME DESIGN/CODING - (CTE)

(1 year) 9th - 12th grade

Prerequisite: None (Grade of B or better in IM -1 Recommended)

This is a concentrator course in the (CTE-ICT) pathway designed to develop foundational game design knowledge and understanding through academic integration and technical preparation with a focus on providing students with in-depth and advanced instruction and hands-on experience pertaining to the development of video games with a special emphasis on coding.

Areas of study include design process, basic programming, project management, and working as part of a design and engineering team. The material emphasizes computational thinking and helps develop the ability to solve complex problems.

Students will complete both individual and team projects, learning to sequence and engage in critical thinking, problem-solving, and teamwork while developing simple programs and exploring the process. Students will create a minimum of two program projects throughout the year. The curriculum for this course includes 21st Century job skills such as effective communication, critical thinking, creativity, and collaboration. This course prepares students to advance to post-secondary career training such as AP Computer Science Principles, AP Computer Science A courses, and the CTE-ICT Video Game Design Capstone Course.

VIDEO GAME DESIGN - (CTE)**Prerequisite:** Grade of “C” or better in Introduction to Video Game Design/Coding

Video Game Design is a capstone course in the (CTE-ICT) pathway designed to develop foundational game design knowledge and understanding through academic integration and technical preparation with a focus on providing students in-depth and advanced instruction and hand-on experience pertaining to the development of video games with a special emphasis on coding. Areas of study include career exploration, designing a video game, design process, basic programming, graphic arts, sound, and music production, project management, working as part of a design and engineering team, and building 2d platform games.

INTRODUCTION TO TEACHING

(1 year) 11th- 12th grade

Prerequisite: Completion of English 10 or 10 XL with a C or better

This year-long course is designed to introduce students to theories of teaching and learning, and to prepare students for entry into programs and careers in Education or related fields. Public speaking, problem solving, analytical reading, expository writing, and critical thinking skills are embedded throughout the course. The course also offers students opportunities to explore and research career options in teaching and other school site educational careers. Integration of theory and practice is enhanced by required volunteering in the K-12 setting with cooperating schools and teachers.

TEACHING IN PRACTICE - YEAR 2

(1 year 12th grade)

Prerequisite: Completion of year 1 introduction to teaching or equivalent course

This capstone course provides CTE Education Careers pathway students in 12th grade with an opportunity to understand learning and teaching in its practical application. Students will continue to explore growth and development, major learning theories, principles of learning and teaching, classroom management techniques, and strategies for group dynamics, recreation and play management, lesson planning, and development. In addition, they will complete a minimum of 30 hours of fieldwork in a classroom or after school program under the guidance of a mentor teacher. Students will complete evaluations of mentor and supervising teachers to better understand teaching practice and the application of learned theories and strategies. This fieldwork will consist of implementing lesson plans and activities designed for content area courses, tutoring academics. Students will be required to practice communication, ethics, interpersonal/team skills, critical thinking and problem solving, self-management, professionalism, and classroom safety

FUNDAMENTALS OF KINESIOLOGY - P (CTE)

(1 year) 11th-12th grade

Prerequisite: Biology, Chemistry and Integrated Math I with grade of “C” or better in each course, each semester.

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.

KINESIOLOGY II - P (CTE SPORTS MEDICINE II)

(1 year) 12th grade

Prerequisite: Biology, Chemistry, Integrated Math I and Kinesiology I with “C” grade or better in each course, each semester.

This Kinesiology II course provides an excellent opportunity for students to continue to explore their interest in the fields of health science and medicine, specifically focused toward careers in athletic training, emergency field medicine, and therapeutic services. This course is aligned with California Career Technical Education Model Curriculum Standards and is a second level course in a Kinesiology CTE pathway. This class provides a framework of advanced skills for building on the concepts learned in Kinesiology I. 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.

MEDICAL SCIENCE I-P (CTE)

(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.

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.

ENGLISH DEPARTMENT



ENGLISH 9-P, ENGLISH 10-P, and 10-P-XL

(1 year) 9th – 10th grade

Prerequisite: English 10-P-XL: Satisfy 10-P-XL Criteria. This course requirement completion of spring assignment for fall enrollment and a grade of B or better in English for fall enrollment.

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. Vocabulary will be linked to context in the literary selections and students' writing. Students will be guided and encouraged to become "real" readers, writers, speakers, and listeners. English 10-P-XL requires completion of spring assignments and a grade of B or better in English 9 for fall enrollment.

ENGLISH 11-P

(1 year) 11th grade

Prerequisite: Previous enrollment in Grade 10 English

English 11-P 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 "real" readers, writers, speakers, and listeners.

ENGLISH 12-P: ERWC (Expository Reading and Writing Course)

(1 year) 12th grade

Prerequisite: Previous enrollment in English 10-P or English 11-P

The English 12P ERWC curriculum is used in this course, and students focus specifically on close reading skills and writing. The ERWC curriculum offers an integrated reading, writing, listening and speaking experience. The meaning-based study of literature and informational text will provide varied opportunities for learning and development of critical thinking skills. This course focuses on argumentative and /informational writing and MLA requirements to prepare students for the literacy demands of higher education.

AP ENGLISH LANGUAGE AND COMPOSITION

(1 year) 11th or 12th grade

Prerequisite: Grade of "B" or better in English 9 and 10 or with teacher recommendation. This course requires completion of summer work.

AP Language and Composition is routinely the first AP English class in the series, building a foundation for AP Literature. This course is designed for students capable of producing college-level work in a secondary school setting, and assumes advance 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 expression 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) 11th or 12th grade

Prerequisite: For Seniors: Grade of “B” or better in English 11 or grade of “C” or better in AP Language & Composition.
For Juniors: Grade of “A” in English 10XL with teacher recommendation.

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works (poetry, prose, short stories, novels, and plays).

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.

FOREIGN LANGUAGE DEPARTMENT

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.

SPANISH III- HP

(1 year) 9th - 12th grade

Prerequisite: Level II with a “B” or better or with teacher recommendation

This is an accelerated third year course that continues the studies emphasized in Spanish 2. The goal is for students to demonstrate intermediate ability to speak, read, write and understand an accelerated third year level of Spanish. The objectives in this Honors program are to empower students to develop, cultivate and polish the necessary linguistic skills so that the student may be better prepared and build proficiency for Spanish IV Honors or AP success. All students are strongly encouraged to speak in Spanish to the best of their ability with special attention given to developing, expanding, and enriching a strong command of verb conjugations and a solid lexical and idiomatic bank as the foundation for student achievement. The course will celebrate the cultural diversity of the Spanish-speaking world providing a variety of activities that transport the student from the classroom to authentic locations. The Honors course celebrates cultural diversity that enables the student to connect and compare different Spanish speaking customs and cultures. This course is intended as a pre-Spanish IV Honors or pre-AP course for students who want to continue their study of foreign language for a fourth year. This Honors course will cover 6 units for the year.

FRENCH IV-HP, SPANISH IV-HP

(1 year) 9th – 12th grade

Prerequisite: Level III with a grade “C” or better or by evaluation.

Level IV 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 non-directed 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. Students in French IV may take the French advanced placement exam, with teacher approval.

AP SPANISH LANGUAGE AND CULTURE

(1 year) 9th – 12th grade

Prerequisite: Level III or IV with a grade of “C” or better or by evaluation

AP Spanish 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 nondirected topics, using correct idioms, and appropriate structures. This course will prepare students to take the advanced placement exam.

MATH DEPARTMENT

INTEGRATED MATH 1-P

(1 year)

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. Students will be introduced to exponential models with regards to sequences. Reinforcement of topics from two-dimensional geometry is integrated into this curriculum. This includes applications of area and perimeter, the Pythagorean Theorem and geometric proportion.

INTEGRATED MATH 1 SUPPORT

(1 year)

Corequisite: Students must be concurrently enrolled in IM1

IM1 Support is a companion course for students who are enrolled in Int Math 1. The primary goal is to assist students in gaining success in Integrated Math 1, by extra focus on fundamental math skills, including those from prior years, which are key for Integrated Math 1 topics. Placement to be determined by a variety of factors, including but not limited to, a student's grade earned in Math 8 curriculum, a previous unsuccessful grade in Int Math 1, teacher recommendation and a basic skills placement test.

INTEGRATED MATH 2-P

(1 year) 9th – 12th grade

Prerequisite: Integrated Math 1-P, with a grade of "C-" or better

Integrated Math 2 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 be introduced to probability models. Students will problem solve using equations, graphs and tables and investigate quadratic relationships, including the use of the Quadratic Formula and factoring. Two-dimensional and three-dimensional geometry is a major focus of this course, including similarity, congruency, trigonometric ratios, surface area and volume.

INTEGRATED MATH 3-P

(1 year) 10th – 12th grade

Prerequisite: Integrated Math 1-P and 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 (quadratic, cubic, exponential, hyperbolic, logarithmic) graphically and algebraically. Then, they will solve equations of various methods (graphically, systems, and inequalities) along with probability and statistics. Students will also be introduced to rational functions and higher order polynomial equations. Law of Sines is introduced to start preparing for Pre-Calculus.

PRE-CALCULUS-P

(1 year) 10th – 12th grade

Prerequisite: Grade of "C-" or better in IM-3

The course includes a short review of a variety of functions and their graphs. Students will be introduced to the unit circle as well as the six trigonometric functions. Other topics include vectors, law of sines, and law of cosines. Students will expand their knowledge of exponential and logarithmic functions and will explore geometric topics like conics and parabolas. The course also includes a preview of calculus, introducing such concepts as limits, continuity, and the derivative.

PRE-CALCULUS- HP

(1 year) 10th – 12th grade

Prerequisite: Grade of "B" or better in IM-3 (both semesters) or by Department approval

The course begins with a review of prerequisites from algebra and geometry. 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; 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.

CALCULUS – P

(1 year) 11th-12th grade

Prerequisite: Grade of "C-" or better in Pre-Calculus-P or Pre-Calculus-HP

This course is designed to study the four concepts of calculus: limits, derivatives, definite integrals and indefinite integrals. For each concept, students learn its precise definition, gain an intuitive understanding of what it means, learn how "to do" the concept, and apply the concept in the real world or mathematical world.

AP CALCULUS AB

(1 year) 11th – 12th grade

Prerequisite: Grade of “A” or “B” in Pre-Calculus-HP or “A” in Pre-Calculus-P

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.

STATISTICS-P

(1 year) 11th – 12th grade

Prerequisite: Grade of “C-” or better in IM3-P

Two major areas of statistics are covered: (1) Descriptive statistics involving collecting data, 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. This course also includes probability topics.

AP STATISTICS

(1 year) 11th-- 12th grade

Prerequisite: Grade of “B-” or better in IM3-P (both semesters) or by Department approval

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will learn the uses of statistics in everyday life and how different professions employ statistics in their work. This course is designed to prepare students for the AP test in statistics.

BUSINESS MATH

(1 year) 11th – 12th grade

Prerequisite: Grade of “D-” or better in IM1-P or concurrently enrolled in IM1-P

Business Math fulfills one year of the graduation requirements in mathematics and also meets the requirements for a CTE pathway. This course reviews and fosters improvement of basic computational skills (addition, subtraction, multiplication, and division) involving whole numbers, decimals, percentages, and fractions. Students apply these skills to practical business and career-technical problems, financial literacy and awareness. Calculators and/or computers are used for some problem solving activities.

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 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.

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, completed application and interview by AVID elective instructor or Coordinator.

AVID (an A-G college prep elective course) 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 with the support of AVID tutorials led by college or peer academic tutors. College visits, guest speakers and career and college research are also part of the AVID Curriculum. AVID students are expected to take the SAT or ACT as needed for college admission.

AP COMPUTER SCIENCE PRINCIPLES

(1 year) 10th -12th grade

Prerequisite: Grade of “C-” in IM2-P or concurrently enrolled in IM2-P

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. This course prepares students to submit 2 AP projects and to take the AP CSP test.

BEGINNING WOODWORKING

(1 semester) 9th - 12th grade

Prerequisite: None

Beginning Woodworking is a one-semester elective course. This introductory course will give the student an introduction into basic woodworking technology. The student will acquire knowledge of planning and construction of a woodworking project. The student will also develop accuracy, craftsmanship and discover their technical abilities and interest

FRESHMAN FOCUS

(1 sem) 9th grade

Prerequisite: None

Freshman Focus is a course designed specifically for freshmen (students with impacted schedules, AVID, and VECHS will not be enrolled in this course). 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.

HEALTH

(1 sem) 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.

INTRODUCTION TO ENGINEERING – ROBOTICS- P

(1 year) 9th – 12th grade

Prerequisite: Concurrent enrollment in IM2

In a flexible format, students learn about engineering and engineering problem solving. They will be given introductions to the VEX Robotics Design System and Autodesk® Inventor® while learning key STEM principles through a process that captures the excitement and engagement of robotics competition. The curriculum is heavily focused on mechatronic principles with an influence on the computer sciences, such as programming. Students are required to complete several robots throughout the year to meet project requirements.

LINK CREW CORE TEAM MENTORSHIP PROGRAM

(1 year) 9th – 12th grade

Prerequisite: Application accepted by faculty advisor for the Link Crew Program. Must attend training and freshman orientation

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 primarily 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.

OFFICE ASSISTANT

(1 year) 11th – 12th grade

Prerequisite: Good attendance and behavior record, Counselor and Principal approval required

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

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.

STUDENT GOVERNMENT

(1 year) 9th – 12th grade

Prerequisite: Application and election process

This yearlong course is a practical and political approach to Student Government at the high school level. The course incorporates project planning, event oversight, values coordination, decision making and serviced based leadership principles. Weekly commissioner meetings held on Tuesdays will be used to address student and athlete recognition, advertising principles and fundraising. Weekly student council meetings will be held every Wednesday during class times to oversee student organizations' and clubs' moneys, events, and facilities usage. Weekly class meetings on Thursdays will be used to facilitate each graduating class's responsibilities and show gratitude to students and staff on campus.

TEACHER'S ASSISTANT/TA (on campus)

(1 year) 11th – 12th grade

Prerequisite: Good attendance and behavior record, counselor approval required

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

FRESHMEN FOCUS VECHS (Vacaville Early College High School Support)

(1 year) 9th - 10th grade

Prerequisite: VECHS enrollment; selection based on recommendation by teachers/counselor, appropriate standardized math and English scores, essay and interview process

This course prepares students to navigate the college experience and be successful in the VECHS program. Students will learn to conduct themselves appropriately in a college classroom, interact with college-level peers, set up business meetings with teachers and professors, register for classes, etc. Other topics include guided study sessions, binder organization, formatted note-taking, public speaking, analysis, and writing.

WEB PAGE DESIGN AND EVALUATION

(1 semester) 9th - 12th grade

Prerequisite: None

In this one-semester course, students will learn how to use Hyper-Text Markup Language (HTML) and simple editors to design web pages that are easy to use and communicate information logically. Students will learn how to evaluate web pages based on their content, appearance, and overall design. Students will complete several small projects demonstrating their mastery of each of the elements of web page design. In the final project, students will demonstrate their ability to develop a complete web site by designing and uploading to one of the free web page hosting sites and a web project that includes multiple frames, tables, several different types of links, graphics and forms. The project will need to have an easy to understand page layout.

WORK EXPERIENCE EDUCATION (WEE) 1 & 2

(1 year) 11th - 12th grade

Prerequisite: Student must be employed on a regular basis (minimum of 10 hours of work per week for 5 units of credit and 15 hours of work per week for 10 units of credit), have at least a 2.00 GPA and be 16 years of age. As part of the enrollment process, students must complete and return a work permit application, training agreement form (signed by parents and employer) and an information sheet.

WEE Semester 1: Students will immerse themselves into the World of Work learning and utilizing the following skill-sets: Resume & Cover Letter Writing, Job safety, Interview procedures, job hunting strategies and employer expectations. Students will also learn general employment information that deal with labor laws, harassment, promotions and raises and how to properly leave a job.

WEE Semester 2 (must complete semester 1): Students will focus and develop their own Electronic Portfolio that will be created through a web site generator. The E-portfolio functions as a personal resume of students work history, work experience, internship and leadership

activities. Students will also complete a Workplace Ready Safety Curriculum with the opportunity to earn an Industry Recognized Credential through OSHA.

WORK EXPERIENCE EDUCATION (WEE) 3&4

(1 year) 12th grade

Prerequisite: Same prerequisites as above. Most complete WEE semesters 1&2

WEE Semester 3: Students will begin a Financial Literacy Program that will help prepare students for college and the workplace. Students will learn many aspects of personal finance and will be quizzed throughout the Semester. Topics include: Money, Budgeting, Cost of Money, Banking, Credit, Insurance, Investing, Money Management/Financial Planning, and Careers

WEE Semester 4: Students will aid the Work Experience Coordinator in the process, development and implementation of the Vacaville Unified School District Career Technical Work Education Experience. Students will help create and modify curriculum for students interested in securing a paid or non-paid employment in a particular field that is related to or concurrently enrolled Career Technical Education course of study. Students will be asked to communicate with members of the local community in order to create and strengthen the Career Technical Work Education Experience Program.

PHYSICAL EDUCATION

BODY WORKS

(1 year) 10th – 12th grade

Prerequisite: None

Body Works is a one semester course within the Physical Education Department. This course is designed to meet the California State Standards for Physical Education. The purpose of this course is to instruct and encourage lifetime skills in health and fitness, emphasizing a variety of fitness activities such as Pilates, Yoga, Tae Bo, Body Sculpting, Aerobics, Self Defense and Dance.

PHYSICAL EDUCATION

(1 year) 9th – 12th grade

Prerequisite: None

Physical education is a 4-semester course required for graduation. Two semesters of the requirement should be taken in the 9th grade year. The remaining two semesters may be taken anytime during the 10th, 11th and 12th grade. The physical education course is designed to meet the California State Framework for physical education. The semester courses offered in physical education are organized so that students participate in a variety of activities. The activities taught are decided upon by the department at the beginning of each term. Some courses may be offered only during certain periods.

WEIGHT TRAINING

(1 sem, may be repeated) 10th – 12th grade

Prerequisite: None

This course is designed to provide the weight training student with an opportunity to gain, extend, or expand his/her knowledge of progressive resistance training through the use of a variety of weight training equipment. The student is given the opportunity through the structure of the course to take advantage of the WCW weight training facilities and is encouraged to incorporate more extensively the use of weight training techniques as part of their lifelong personal fitness program. Proper lifting techniques, safety guidelines, and various exercises are thoroughly reviewed. Equipment available to weight training students includes a variety of free weights as well as numerous machines. During the course students will be given the opportunity to experience social interaction through shared use of equipment. For advanced students who want to explore advanced training methods there is opportunity for instruction in the sport of powerlifting as well as bodybuilding.

INDEPENDENT STUDY PHYSICAL EDUCATION (ISPE)

(1 year) 9th -12th

Prerequisite: None

This course is designed for students with impacted schedules ONLY who cannot fit PE into their schedule any other time during the day (Band, Choir, AVID). Counselor approval for this course is required. Students need to have a 2.0 gpa from prior semester to be eligible. Students who earn an F grade in ISPE will be dropped from ISPE the following semester.

SCIENCE

BIOLOGY- P

(1 year) 9th – 12th grade

Prerequisite: None

Throughout this course scientific models are used to explain natural phenomena. While performing labs, students collect and analyze data to create and address driving questions such as how organisms obtain and use energy, how species interact over time, how traits are built from parent and offspring, and how those traits change over time. Students develop models to make sense of the biological world in a cooperative learning environment. Emphasis is placed on recognizing patterns found in nature and underlying causes; the scientific method; proper methods of experimental record keeping; the different methods used to express scientific data; and the development of conclusions based on the facts presented. The course is aligned to the Next Generation Science Standards for the Life Sciences.

AP BIOLOGY- P

(1 year) 11th – 12th grade *10th Grade with teacher recommendation

Prerequisite: *Recommended* Two years of lab science: Biology P or Chemistry with grade of C or better or teacher recommendation.

Students will study the major concepts of biology and their relevance to themselves and society. The fall semester places a focus on cellular molecular concepts, including biochemistry, cellular structure and function along with biochemical processes. The spring semester includes the study of genetics and biotech along with taxonomy/phylogeny, evolution, and ecology. Students will design and carry out laboratory experiments in a collaborative environment with emphasis placed on the individual analysis of data. The course is designed to enable students to develop advanced inquiry and reasoning skills necessary for college readiness. Students will prepare to take the AP Biology Exam in May.

CHEMISTRY- P

(1 year) 10th – 12th grade

Prerequisite: Completion of Integrated Math I with a C or better, concurrent enrollment in Integrated Math II, (Integrated Math 3 recommended); completion of Biology P or Earth Science P with a grade of C or better (or teacher recommendation may be requested)

Throughout this course scientific models are used to explain natural phenomena. While performing labs, students collect and analyze data to create and address driving questions investigating the makeup of the world around us (matter and atomic theory); how the nose knows (organic chemistry); how much is too much (toxicity, stoichiometry and chemical reactions); and the nature of fire (energy). Students develop models to make sense of the chemical world in a cooperative learning environment. The course is aligned to the Next Generation Science Standards for the Physical Sciences. Emphasis is placed on recognizing patterns of chemical reactions and the reasons underlying these patterns; the scientific method; proper methods of experimental record keeping; the different methods used to express scientific data; and the development of conclusions based on the facts presented. This course utilizes a laboratory notebook.

CHEMISTRY HP

(1 year) 10th – 12th grade

Prerequisite: Concurrently enrolled in Integrated Math II; (Integrated Math 3 recommended); grade of B or better in Biology P or Earth Science P. Teacher recommendation required.

Chemistry-HP is for the potential science major and high ability student. At a minimum, Honors Chemistry will cover the same topics as Chemistry P but with increased rigor. Throughout this course scientific models are used to explain natural phenomena. While performing labs, students collect and analyze data to create and address driving questions investigating the makeup of the world around us (matter and atomic theory); how the nose knows (organic chemistry); how much is too much (toxicity, stoichiometry and chemical reactions); and the nature of fire (energy). Students develop models to make sense of the chemical world in a cooperative learning environment. The course is aligned to the Next Generation Science Standards for the Physical Sciences. Emphasis is placed on recognizing patterns of chemical reactions and the reasons underlying these patterns; the scientific method; proper methods of experimental record keeping; the different methods used to express scientific data; and the development of conclusions based on the facts presented. This course utilizes a laboratory notebook.

EARTH SCIENCE- P

(1 year) 9th – 12th grade

Prerequisite: None

Earth Science P 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 Science-P will develop models to explain both the natural and physical world. Topics include a review of science skills, geology, oceanography, meteorology, and astronomy.

EARTH SCIENCE-HP
(1 year) 11th – 12th grade

Prerequisite: Biology and Chemistry with a grade of “C” or better in both semesters of each course.

HP Earth Science is an Honors level lab course designed for students in grades 11 and 12, to build upon knowledge gained in Biology and Chemistry. The course emphasis is geology, including plate tectonics, rocks and minerals, topography, environmental studies, oceanography, meteorology and astronomy. The course includes all California Earth Science Standards as well as the Next Generation Science Standards. Honors Earth Science is a one-year (two semesters) 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.

AP ENVIRONMENTAL SCIENCE
(1 year) 11th – 12th grade

Prerequisite: Two years of science grade “C” or better.

This course is designed to be the equivalent of an introductory college course in environmental science. Students will be encouraged to think critically about our natural world and how we influence it. The course will include the following: study of the interrelationships of living things and their environment; identification and study of both natural and human-made environmental problems; analysis of national and international legislation; laboratory and field studies. Students will prepare to take the AP Environmental Science Exam in May.

HUMAN ANATOMY & PHYSIOLOGY- P
(1 year) 11th – 12th grade

Prerequisite: Biology with a grade of “C” or better..

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 human will illustrate the basic principles with experiments and dissections. When possible the students will observe the actions of their own bodies.

PHYSICS- P
(1 year) 11th – 12th grade

Prerequisite: Concurrent enrollment in Integrated Math 2

Physics-P emphasizes learning through experimentation, observation, and analysis. Mechanics, energy, optics and waves, and electricity with some electronics are covered. Approximately one-third of the course is spent doing experiments. Emphasis is placed on scientific method and proper method of experimental record keeping in a laboratory notebook. Formal reporting of analysis and results is done using Google classroom.

AP PHYSICS I
(1 year) 11th- 12th grade

Prerequisite: Concurrent enrollment in Integrated Math 3 AP Physics is an algebra-based, introductory college level physics course that explores kinematics, dynamics, rotation, universal gravitation, electrostatics, work and energy. Students will develop scientific critical thinking and reasoning skills through inquiry based learning and the development of models to explain physical phenomena. Students will prepare to take the AP Physics 1 Exam in May.

AP PHYSICS II (1 year) 11th- 12th grade

Prerequisite: Concurrent enrollment in Integrated Math 3, B or better in Physics or AP Physics 1 with a C or better.

AP Physics 2 is an elective course in the STEM department. It is a second year algebra based course for juniors and seniors who have completed AP Physics 1. This course covers electricity & magnetism, thermodynamics, fluids, optics, and modern physics. The electricity & magnetism portion of this course will introduce students to electrostatics, electric circuits, magnetic fields, and electromagnetism. Thermodynamics will introduce students to methods of heat transfer, heat engines, and the laws of thermodynamics. Fluids will investigate the equation of continuity, and Bernoulli’s equation. The course provides students with the opportunity to earn AP college credit for an algebra based physics course. The course makes use of both technology and traditional methods to collect and analyze data.

MEDICAL SCIENCE I-P (CTE) (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.



SOCIAL STUDIES DEPARTMENT

AMERICAN GOVERNMENT-P

(1 sem) 11th - 12th grade

Prerequisite: Modern World History, Culture & Geography and 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) 11th - 12th grade

Prerequisite: Modern World History, Culture & Geography and US History with B or better or with teacher recommendation. This course requires completion of summer assignments for fall enrollment.

This course satisfies both the American Government and Economics requirement for the VUSD. Students will pursue a deeper understanding of the institutions of American Government. They will 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. Students will also master fundamental economic concepts, applying the tools used to better understand the operations and institutions of economic systems.

AP UNITED STATES HISTORY

(1 year) 11th grade

Prerequisite: Modern Modern World History, Culture & Geography; with B or better or with teacher recommendation. This course requires completion of summer assignments for fall enrollment.

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.

ECONOMICS-P

(1 sem) 11th - 12th grade

Prerequisite: Modern World History, Culture & Geography; US History-P

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 historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement and methods.

ETHNIC STUDIES- P

(1 year) 10th- 12th grade

Prerequisite: 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.

MODERN WORLD HISTORY, CULTURE AND GEOGRAPHY-P(1 year) 10th grade (9th grade VECHS)**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 (10th grade VECHS)**Prerequisite:** Junior Standing and/or completion of 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.

PSYCHOLOGY- P

(1 year) 11th- 12th grade

Prerequisite: None

This is a yearlong course designed to introduce students to a variety of topics in the field of psychology. Students will study human behavior with a focus on physical, emotional, environmental, social, and cognitive development.

AP PSYCHOLOGY

(1 year) 11th – 12th grade

Prerequisite: grade of “C” or better in English 10 or English 11

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.

SPECIAL EDUCATION DEPARTMENT

Special Education courses are provided for students who have exceptional learning needs and who have an active individualized educational plan (IEP). Will C. Wood High School provides student support through individualized course work 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.

VISUAL AND PERFORMING ARTS DEPARTMENT**VISUAL****AP STUDIO ART 2D DESIGN**

(1 year- may be repeated) 11th - 12th grade

Prerequisite: Visual Art II-P, Painting, Sculpture, and/or teacher recommendation.
This course requires completion of summer assignments for enrollment.

AP Studio Art is a two-semester course. This course is for highly motivated students who are seriously interested in the study of art. Students will independently explore problems, techniques, art history, and art careers. A quality portfolio based on the students' interest in a particular visual concern in a variety of means and materials is the primary goal. Quality, concentration, and breadth will be stressed throughout the course. This course requires completion of summer assignments for fall enrollment. *Students will take the AP Exam or an equivalent exam as part of their final course grade.

AP Art History

(1 year) 11th- 12th grade

Prerequisite: Visual Art II-P, Painting, Sculpture, and/or teacher recommendation.
This course requires completion of summer assignments for enrollment

AP Art History provides the foundations of visual expression over the course of history looking at different periods from ancient to modern. Aesthetic valuing and criticism will be a large part of the class. This class will be aligned with The Visual and Performing Art Standards and Framework of California. This class is for the student who has an interest in looking at history through the lens of artists of different societies through time. This class will be very rigorous, as 2,000 years of western and non-western art will be covered in the course of the year. Students should have a strong background in English and History, as well as art studio. Students will utilize the Elements of Art and Principles of Design, as a way to discuss the art that will be viewed. Students will become immersed in the story of art and will have the ability to communicate thoughts and ideas, as well as compare and contrast works of art. Reflective practice, assessment, and rubrics will be utilized throughout the class. Students will be using visual art skills to convey understanding about the movements, periods, and artists that will be studied

GRAPHIC DESIGN 1

(1 year) 10th – 12th grade

Prerequisite: None

This course is an introduction to the concepts and processes of graphic design. Students learn about the field of graphic design and work with computers in bitmap, vector graphic, and page layout software, as well as with traditional art and design media. Projects involved digital imaging, typography, identity design, and page layout. Original projects will include: posters, logos, magazine covers, brochures and t-shirt design for personal use and business. Students will leave the course with a strong foundation in graphic design, which will enable them to create designs independently. This foundation will enhance their prospects for entering high education in the design field and the potential to become professional graphic designers.

GRAPHIC DESIGN 2

(1 year) 11th - 12th grade

Prerequisite: Grade of C or better in Graphic Design 1

This course will build off of skills and concepts learned in Graphic Design 1, students will continue to learn skills regarding Photoshop, Illustrator and InDesign. Students will be creating design through teacher assignments. Students will also have the opportunity to work with different groups and departments on campus to create designs for posters, t-shirts, invitations, advertisements, etc. The overriding theme of visual Perception will be explored throughout the year- what it is, how does it affect a target audience, and by what means does a designer attempt to use it.

PAINTING / SCULPTURE

(1 year) 11th - 12th grade

Prerequisite: Survey of Art I-P, Visual Art I-P, or teacher approval

Painting, which is part of the course, emphasizes the importance of technique, color and composition in assisting individual painting expression. Students will create painting on paper, canvas and 3-D surfaces using tempera, acrylic or oils, watercolor and mixed media. Students will study art movements, a variety of cultures and the careers of artists, especially twentieth century artists. Sculpture is another part of the course involving three-dimensional design and creativity. Emphasis is on form, spatial organization and expression. Students will become familiar with the tools and materials of the sculptor and how the tools and materials are used to express ideas. A variety of cultures, art periods, sculptors and sculptures will be studied in order to broaden the student's awareness of numerous areas of expression. Students will investigate art related careers and artists.

PHOTOGRAPHY - P

(1 year) 10th – 12th grade

Prerequisite: None

Photography I-P is an introductory course which covers both digital and traditional photography methods. Students will be introduced to theories of composition and artistic perception that will aid in the development of a personal photographic style. Students will learn how to edit photos in Adobe Suite programs including Photoshop and Lightroom. Students will be trained in how to use an SLR film camera and

will be familiar with darkroom developing and printing practices. By the end of the school year, students will have a portfolio of digital work as well as traditional darkroom prints.

ADVANCED PHOTOGRAPHY- P

(1 year) 12th grade

Prerequisite: Photo 1/ Teacher approval

This course will prepare students to explore careers in the visual arts industry by giving students a basic understanding of a number of career paths within the visual arts industry and how they interconnect. Photography, as a nonverbal language, allows students to increase their visual perception and provides a medium for creative expression. Students learn to understand the artistic qualities of the photographic medium while acquiring the techniques for utilizing photography for expressive purposes. Instruction includes studio and field techniques, photojournalism, fashion photography, and commercial, portrait, nature, wildlife and sports photography. In producing their own works and by studying the photographs of others, students will develop a base for making informed aesthetic judgments. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, and technology and employment literacy.

ART 1 - P

(1 year) 9th – 12th grade

Prerequisite: None

Art I-P is an introductory course that provides the foundations of visual expression in different media, selected art history lessons, aesthetic valuing and criticism. Special emphasis is placed on creative expression and problem-solving skills. The art elements and principles of design serve as the foundation for units covered. Students will become familiar with tools, vocabulary, technique, processes and possibilities of 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 in production using a variety of media.

ART 2 - P

(1 year) 9th – 12th grade

Prerequisite: None

Art II-P provides the foundations of visual expression in different media, selected art history lessons, aesthetic valuing and criticism through alignment with The Visual and Performing Art Standards and Framework of California. Emphasis in this course is for the student who has an interest in beginning a portfolio and deepening skills in drawing, design, sculpture, and painting. Students will utilize the Elements of Art and Principles of Design, as the foundation for units covered. Students will become immersed in the process of creative expression, problem-solving skills, technique, and acquire the ability to visually communicate thoughts and ideas. Reflective practice, assessment, and rubrics will be utilized throughout the class. Students will gain insight into past and current art history periods and become aware of art-related careers.

YEARBOOK - P

(1 year) 9th – 12th grade

Prerequisite: Teacher permission and application

This course produces the high school yearbook, it is a one year commitment. Staff members will be a part of every aspect of the creation of the yearbook including planning, layout design, art journalism, photography, bookkeeping, advertisement (selling ads to local businesses, promoting sales to the student body), sales (selling the yearbook to the student body), and distributing the yearbook in the spring. All jobs are performed under the guidance of the advisor. This is an opportunity to experience publishing and design deadlines with real world applications. Be prepared for occasional after school hours when covering events and working on deadlines. This class can be taken more than once.

INSTRUMENTAL

ADVANCED SYMPHONIC BAND-P

(1 year may be repeated) 10th - 12th

Prerequisite: Consent of instructor following evaluation of student skills.

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

CHAMBER ORCHESTRA-P(1 year -may be repeated) 10th – 12th grade**Prerequisite:** Consent of instructor following evaluation of student skills.

The Chamber 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 allow. 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.

ORCHESTRA-P(1 year - may be repeated) 9th - 12th**Prerequisite:** Consent of instructor following evaluation of student skills

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

SYMPHONIC BAND-P(1 year – may be repeated) 9th – 12th grade**Prerequisite:** None

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 allow. Through their membership in Symphonic Band-P, the students are offered other performance options such as honor bands, solos, small ensembles, school musical and concert tour.

WIND ENSEMBLE-P(1 year - may be repeated) 10th - 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 allow. 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** consent of instructor 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 allow. 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.

INTRODUCTION TO GUITAR(1 Year) 9-12th grade**Prerequisite:** None

An introductory level course that reviews the basic fundamentals and knowledge needed for a basic understanding of the specific instrument. Knowing the proper care and instrument parts as well as introduction to learning "keys" associated with the specific instrument

MUSIC APPRECIATION(1 Year) 9-12th grade**Prerequisite:** None

In Music Appreciation, students will recognize the development of music from a historical and cultural perspective. Students will study the fundamentals of music and discover basic music terminology, instrument families, tempo, rhythm, form and meter.

INTRODUCTION TO MUSICIANSHIP(1 Year) 9-12th grade**Prerequisite:** None

In this class you get a chance to learn a band and/or orchestra instrument. (Flute, Clarinet, Saxophone, Trumpet, French Horn, Trombone, Baritone, Violin, Viola, Cello, Bass) If you missed joining band or orchestra previously, this would be a class to get you into the music program with opportunities to join the bands and orchestras at WCW and feel successful.

INTRODUCTION TO PIANO

(1 Year) 9-12th grade

Prerequisite: None

An introductory level course that reviews the basic fundamentals and knowledge needed for a basic understanding of the specific instrument. Knowing the proper care and instrument parts as well as introduction to learning "keys" associated with the specific instrument

AP MUSIC THEORY

(1 Year) 9-12th grade

Prerequisite: None

An introductory college-level music theory course. Prospective students should be able to read and write musical notation and have basic performance skills with voice or an instrument. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

VOCAL

MIXED CHORUS (Beginning)

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

Prerequisite: None

Mixed Choir is a non-auditioned, male and female combined beginning vocal ensemble in which students focus on the fundamentals of vocal technique, sight singing, music theory, music history, and perform a diverse repertoire of music. All students are welcome!

TREBLE CHORUS (Intermediate)

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

Prerequisite: One year of chorus and/or consent of instructor following vocal evaluation

Treble Chorus is an auditioned, higher voice (treble/female) vocal ensemble in which students add to their knowledge of the fundamentals of vocal technique, sight singing, music theory, music history, and perform a diverse repertoire of music. This ensemble may compete against other treble choirs at Six Flags and other music festivals. Please contact colbyh@vacavilleusd.org for audition info.

VOCAL ENSEMBLE (Intermediate)

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

Prerequisite: Consent of instructor following vocal evaluation in spring of prior year

WCW Sylvan Choir is a large, auditioned, male and female combined vocal ensemble in which students build upon a beginning level of vocal technique, sight singing, music theory, music history, and perform a diverse repertoire of music. This choir competes every year at music festivals and every other year travels internationally to perform in Europe. It is a year-long, intermediate level high school course requiring a 30 second vocal audition w/a song of one's choice in Spring of the school year prior to enrollment.

WCW SINGERS (Advanced)

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

Prerequisite: Consent of instructor following vocal evaluation in April/May of the school year prior to enrollment AND concurrent enrollment in Concert Choir

WCW Sylvan Choir is a large, auditioned, male and female combined vocal ensemble in which students build upon a beginning level of vocal technique, sight singing, music theory, music history, and perform a diverse repertoire of music. This choir competes every year at music festivals and every other year travels internationally to perform in Europe. It is a year-long, intermediate level high school course requiring a 30 second vocal audition w/a song of one's choice in Spring of the school year prior to enrollment. Please contact colbyh@vacavilleusd.org for audition info.

THEATRE

THEATRE ARTS I & I - P

(1 year) 9th- 12th grade

Prerequisite: None



During the first quarter, Theatre Arts I concentrates on the use of theatre games and improvisation to allow the first timer as well as the more experienced theatre student to become more comfortable on stage. The second quarter incorporates modern monologues and scene work to continue the study of the techniques and fundamentals of acting. The fundamentals of stage vocabulary, appropriate lighting, and set design are also involved. Students who are interested in becoming more comfortable in front of both small and large audiences are highly encouraged to sign up. The second semester begins with the study of the history of theatre - the traditional Greek and Roman periods, progressing through the Renaissance and Restoration periods. Shakespeare monologues and scenes are then discussed and performed. Students will progress to incorporate Theatre I acting and production knowledge and Theatre II historical understanding to create their own theatrical presentations for their Final. Students will graduate with a basic knowledge of acting and directing, but also the appreciation of Theatre Arts in general.

ADVANCED THEATRE ARTS –Theatre III

(1 year; Can be repeated) 10th - 12th grade

Prerequisite: Theatre Arts I with a grade of “B” or better; or with teacher interview/recommendation

This course is designed to give the student further specialized training in developing the techniques of acting and more subtle character presentation as well as to increase his/her appreciation for drama as a cultural and social force. With teacher permission, the student will be able to repeat this class each year. The focus of each of the subsequent semester’s work will change to accommodate different levels of competence. In class the students will apply their skills of acting, handling technical aspects, and evaluating a performance. The students will receive further instruction in set design, lighting, costuming, make-up and theatre technology. The students will study the techniques of directing by selecting scenes to produce for either in class or outside of class audiences. The students will continue to study selected plays. It is expected that the students will show a greater involvement with the major productions offered each semester.