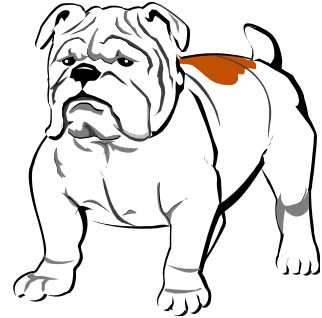


VACAVILLE UNIFIED SCHOOL DISTRICT
VACAVILLE HIGH SCHOOL COURSE CATALOG
2016-2017



Board of Education:

Shelley Dally
Michael Kitzes
Shawn Windham
John Jansen
Sherie Mahlberg
Nolan Sullivan
Whit Whitman

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.

1/31/2016

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Vacaville High School

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<http://internal.vusd.solanocoe.k12.ca.us/Vhs/index.html>

Mission

At Vacaville High School, learning is our core purpose.

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

We are excited about the direction we are moving in as a school. Within the last few years, Vaca High has built into its bell schedule a weekly block of time for teacher collaboration. This collaborative time has allowed Vacaville High School to grow as a professional learning community and improve its approach to curriculum, instruction and assessment. It has given us an opportunity to ponder our mission and vision. Vaca High has become more systematic in its efforts to support student achievement. While implementing systems to support our students, we have also raised our expectations of them. We have implemented support classes, pacing guides, benchmark exams, in-school tutorial time and a citizenship plan that expects the best from our students. The good news is that we are seeing the results of our efforts. Whether the measure is GPAs, P test results or CAASPP scores, we are seeing steady improvement over time.

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

We take very seriously our charge to prepare students for life in the 21st century and we are proud of where we see our kids going. From community colleges to the Ivy Leagues...from Broadway stages to the NFL...from veterinary technicians to surgeons...from classroom teachers (more than a dozen of our teachers graduated from this school) to university researchers...Vacaville High School prepares its students for their futures.

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

Welcome to Vacaville High School.

Administrators

Principal – Ed Santopadre

Assistant Principal – John Alongi

Assistant Principal – Samantha Working

Dean of Learning Support – Andrea Kamman

Counselors

Lois Chancellor

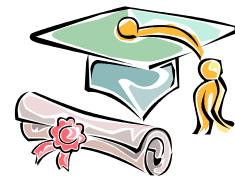
Mark Drake

Heidi Garcia

Greg Gmahling

GENERAL INFORMATION

Graduation Requirements



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

English – 40 units.

Social Studies – 30 units, including

- a. 10 units of 20th Century World History in grade 10.
- b. 10 units of US History in grade 11.
- c. 5 units of Government in grade 12.
- d. 5 units of Economics in grade 12.

Mathematics – 20 units

Science – 20 units, including:

- a. 10 units in Earth/Physical Science or the year course of Chemistry or Physics.
- b. 10 units in Biology or Agricultural Science classes.

Physical Education – 20 units, including 10 in grade 9.

Health – 5 units in grade 9.

Fine Arts – 10 units **or** Foreign Language – 10 units.
(Fine Arts courses include Music, Art, Drama, Photography, or Architectural Design)

REPEATED COURSES

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

Grade Level Placement Requirements

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

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

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

75 units: Sophomore Standing 130 units: Junior Standing 180 units: Senior Standing

Computing Grade Point Average

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

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

Determining Class Rank & Valedictorian

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

<http://vusd-ca.schoolloop.com/file/1224132568400/1313210378007/4211468872530384509.pdf>

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 extra-curricular or co-curricular activities.

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

Transcripts and Records

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

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

Scheduling Policy

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

Alternative Credits Toward Graduation

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

1. Supervised Work Experience Education (Ed Code 51760, 46144, 49110-49118; CCR 10070)
Students shall be granted up to 10 credits in any one semester or a total of 40 credits for supervised work experience education. At the time of enrollment, the student must be at least 16 years of age or met one or more of the following conditions:
 - a. The student is enrolled in grade 11 or a higher grade.
 - b. The principal of the school in which the student is enrolled certifies that the student is in need of immediate work experience education in order to pursue employment opportunities.
 - c. The principal of the school in which the student is enrolled certifies that there is a probability that the student will no longer be enrolled as a full time student without being provided the opportunity to enroll in a work experience education program.
 - d. The student's individualized education program prescribes the type of training for which participation in a work experience program is deemed appropriate.During enrollment in the program, the student must receive as a minimum the equivalent of one instructional period per week of classroom instruction or counseling by a certificated employee. The instruction or counseling shall be offered in sessions scheduled intermittently throughout the semester.
2. Distance Learning (Ed Code 51865)
"Students who opt to register for an online college preparatory course, must submit a copy of the course content to the administration. The **school** administration must examine this information and determine if the course meets the University of California "a" through "g" requirements. Failure to get this approval from the **school** administration will result in the student not receiving college preparatory credit for the course."
Students shall be granted up to 10 credits in any one semester or a total of 40 credits for individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum when provided by an accredited distance learning institution.

Instruction during which the student and instructor are in different locations and interact through the use of computer and communications technology is defined as *distance learning*. Distance learning may include video or audio instruction in which the primary mode of communication between student and instructor is instructional television, video, telecourses, or any other instruction that relies on computer or communications technology. Distance learning coursework must address, but may not be limited to, the following high priority educational needs:

- a. The enhancement of work force skills and competency.
 - b. The enhancement of curriculum to meet the needs of high-risk students.
 - c. Expansion of course offerings in subjects that include, but are not limited to, foreign languages, science, and mathematics.
3. Vacaville Unified School District Partial Credit Policy for Students Entering Late or Students Leaving Early
General Principle: Classes run for a semester and the expectation is that students will receive either five (5) or zero (0) credits. Counseling Departments at the traditional high schools will operate on a 5 or 0 credits policy **EXCEPT** for students who have not been enrolled for the full semester. All students who either enter late and/or leave early will be allowed partial credit based upon the amount of days enrolled. Students must receive a passing grade in the course. The schedule is as follows:

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

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

4. California Community College or Four-year College (Ed Code 48800; CCR 1630)
Students shall be granted credit for coursework successfully completed at a community or state college provided that:
 - a. The student makes written application for the credit.
 - b. The course subject is included in the high school course of study.
 - c. The student has not graduated from college and requests that the credit be disallowed by the authorities of the college as credit toward graduation from college.
 - d. The credit is allowed at the rate of 3 1/3 (three and one-third) semester credits for each credit hour earned in college. (Ed Code 51740)
Guidelines for community college admission are provided in AR 6250, Community College Special Admission Program.

5. **Correspondence Instruction (Ed Code 51740; CCR 1633)**
Students shall be granted credit, not to exceed 40 credits, for correspondence instruction coursework successfully completed under the following conditions:
 - a. The University of California, or other universities or colleges in California accredited for teacher training, provides the correspondence instruction in subjects included within or related to the course of study offered in the school.
 - b. The student is, for good reason, unable to take the course of study offered in the school.
 - c. The principal or designee determines the number of credits for successful completion of a particular correspondence course in accordance with the guidelines provided in AR 6250, Community College Special Admission Program.

6. **Private Instruction (CCR 1631)**
Students may be granted credit, not to exceed 40 credits, for private instruction through an accredited institution, including public and private colleges and universities, in subjects included in the District's course of study. These courses may be taken on campus and/or through correspondence or distance learning. Examinations will be given under the direction and supervision of the school administrator or his/her designee. Students may be required to provide evidence of satisfactory progress during the private instruction.

7. **Private School Foreign Language Instruction (Ed Code 51243)**
Students shall be granted credit, not to exceed 40 credits, for successfully completing private school foreign language courses if the following conditions are met:
 - a. The courses are in the following languages: Chinese, French, German, Greek (classical and modern), Hebrew (classical and modern), Italian, Japanese, Jewish, Latin, Spanish, and Russian, or other languages designated by the State Board of Education.
 - b. The student or parent/guardian applies in writing for the credit, specifies the private school attended and the amount of level of credit requested, and submits written evidence from the private school showing that the student successfully completed the course.
 - c. The amount of credit sought equals at least one semester's work.
 - d. The principal or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools.

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

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



PROGRAMS

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

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

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

GIFTED AND TALENTED EDUCATION (GATE). GATE serves identified GATE students. Advanced placement, honors and accelerated classes serve students who have been referred by teachers or parents and are found to be eligible because of: 1) high achievement; 2) specific academic ability; 3) intellectual ability; or 4) talent in visual and performing arts.

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

INDEPENDENT STUDY (ISP) - Is a voluntary K-12 program. High school students who complete the Vacaville Unified School District's graduation requirements receive a diploma from their school of residence: either Will C. Wood or Vacaville High School. Since students work independently, meeting for just one hour a week with their ISP teacher, it is crucial for parents or guardians to be active participants in their student's learning. Although this non-traditional instructional strategy is not appropriate for every student, it is an excellent option for those students who possess the basic reading fluency, self-discipline and motivation required for success in Independent Study.

LINK CREW. The transition to high school can pose challenges for students. The goal of the Link Crew program at VHS is to assist freshmen in the transition to a new campus and realize a high level of success in their first year. Built on the belief that students can help each other succeed, juniors and seniors are trained to be peer mentors to ninth graders and continue support throughout the school year. Mentors are

positive role models and motivators who organize and conduct the Freshmen Orientation, promote school spirit and activities for ninth graders and provide after school tutoring. Link Crew also is a course that teaches the Core Team Members leadership, communication and presentation skills. All freshmen have a mentor who personally follows their progress and provides individual support and encouragement.

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

SPECIAL EDUCATION. Special Education courses are provided for students who have exceptional learning needs and who have an active individualized educational plan (IEP). Specific course outlines are available at your student's school site. Vacaville High School provides student support through co-teaching and small group instruction according to each student's IEP. Specific areas of individual emphasis, course selection, and pacing may be discussed with the student's IEP team.

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 **prior written approval** of their school (principal/counselor) and parent/guardian. All inquiries concerning application, admission and registration should be sent to the direction of the office of admissions and records.

CALIFORNIA STATE UNIVERSITY:

Undergraduate Admission – Qualification for admission based upon:

- Graduation from high school
- Having met the ACT/SAT eligibility index with grade point average and test scores
- Additional educational requirements may be required for impacted programs.



Subject Requirements – Have or will have completed with a grade of “C” or better the following pattern of courses, known as the a-g subject requirements, which total 15 units: (A “unit” is one year of study in high school.)

- 4 years: College prep English
- 3 years: College prep Mathematics (Integrated Math 1, Integrated Math 2, and Integrated Math 3) (**4 years recommended**)
- 2 years: College prep Social Studies (including 1 year of US history or 1 semester US history and 1 semester of Government **and** two semesters of history/social studies from either the "a" or "g" subject areas.)
- 2 years: Science with laboratory (including 1 year physical science and 1 year of biological science, one of which must be from the "d" subject area with the other from either "d" or "g." (**4 years recommended**))
- 2 years: Language other than English (2 years in same language). (**3 years recommended**)
- 1 year: Visual and performing arts (art, dance, drama/theatre, or music)
- 1 year: College prep electives chosen from the subject areas listed above

UNIVERSITY OF CALIFORNIA:

Students applying to any the University of California (UC) sites have or will have completed with a minimum grade of “C” or bettering **both** semesters of a year-long a-g course. The University of California sets the following sequence of high school courses (a-g requirements) as the minimum to be eligible for admission and as the minimum academic preparation students are expected to achieve in high school before undertaking university level work. The a-g requirements are:

- 2 years: College prep history/social science. One year of US history or 1 semester of US history and 1 semester of civics or American Government; **and** one year of world history, cultures, and geography.
- 4 years: College prep English.
- 3 years: College prep mathematics (Integrated Math 1, Algebra II and Integrated Math 2; **4 years recommended**).
- 2 years: Science with laboratory (including at least 2 of the 3 core disciplines of biology, chemistry and physics; both from the "d" subject area; **4 years recommended**)
- 2 years: Language other than English. (Must be the same language; **3 years recommended**)
- 1 year: Visual and performing arts (art, dance, drama/theatre, or music).
One year-long course in the same discipline.
- 1 year (2 semesters): College prep electives chosen from visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

Students must have the minimum ACT/SAT eligibility index with grade point average and test scores. Entrance tests must include ACT Assessment with writing or SAT Reasoning Test. Some majors require additional SAT Subject Tests The SAT Subject Tests are in the areas of history/social science, English literature, mathematics, laboratory science or language other than English.

PLANNING A FOUR-YEAR PROGRAM: When planning a four-year program, it is the student's responsibility to include all required courses. This plan should be re-evaluated each semester as course requirements are completed, and as the student begins to make specific plans for the years after high school.

ASSESSMENTS



Smarter Balanced Assessment System

AB 484 terminates the California Standards Tests and other assessments that formed the state's Standardized Testing and Reporting program, known as STAR. 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 CST Science tests in grades 5, 8 and 10 will continue to be given. 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 2013-2014 school year:

- AP English Language and Composition
- AP English Literature and Composition
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Biology
- AP Chemistry
- AP Psychology
- AP Physics 1
- AP Physics C
- AP United States History
- AP Economics
- AP Spanish Language and Culture
- AP Art History
- AP Studio Art
- AP Computer Science

COLLEGE ATHLETIC ELIGIBILITY INFORMATION

To access a list of Vacaville High School's NCAA eligible courses go to:

NCAA Eligibility Center www.eligibilitycenter.org/

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

COURSE DESCRIPTIONS

Course Title Legend:
P – UC/CSU (a-g)
XL -accelerated course
HP -Honors course – *weighted G.P.A.*
AP -Advanced Placement course – *weighted G.P.A.*

CAREER/TECHNOLOGY EDUCATION



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.

MEDICAL SCIENCE I-P

(1 year) 11th – 12th grade

Prerequisite: None

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 engaging 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 continuance of Medical Science I and builds on a common set of skills and knowledge necessary for all health care 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.

BUSINESS MATH

(1 year)

10th – 12th grade

Prerequisite: None

Business Math fulfills one year of the graduation requirements in mathematics. 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 problems. Calculators and/or computers are used for some problem solving activities. This course is recommended for students preparing to major in business in college as well as for vocational preparation. (This course is also listed under Math Department)

PRINCIPLES OF ENGINEERING – ROBOTICS–P

(1 year) 9th – 12th grade

1-P;

Prerequisite: Completion/ concurrent enrollment in Integrated Math 1-P/Integrated Math

Concurrent enrollment in a science class; Recommendation of science or math teacher

Students will have hands-on experience with the building and programming of a working robot. Students will use in-class games and competitions to evaluate robot design and test ideas. Students will become proficient with specialized tools, automation and controls. Students will learn to write custom code to bring machines to life. No prior experience needed.

Principles of Engineering will consist of instruction and hands on learning in eight main areas; introduction to engineering and robotics, safety, mechanical systems (static and dynamic), fluid power systems (pneumatics), electronics (DC), Computer Aided Design, Programming (C), and Systems Integration. Coursework in these areas will be focused around the FIRST Robotics Competition. Students will be required to participate fully in all aspects of this competition which may include fundraising, community presentations, mentoring of other teams, graphic and animation production, and website maintenance. Students will be expected to be available after school and on weekends during Jan – Mar.

AP COMPUTER SCIENCE

(1 year)
10th – 12th grade

Prerequisite: Successful completion of Algebra II; access to a computer with the ability to write and run programs in Java

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

BEGINNING/INTERMEDIATE ARCHITECTURE AND ENGINEERING GRAPHICS

(1 semester each level) 9th – 12th grade

Prerequisite: None

An introductory course into the fundamentals of mechanical/technical drawing. Covers drafting tools and uses, drawing to scale, lettering, layout, geometric constructions, orthographic projection, pictorial drawing, and dimensioning conventions. This course provides introductory training and experiences into the basics of drafting techniques and knowledge. Students who complete both semesters of this course may earn credit for Drafting 45 and Drafting 50 at Solano Community College.

ARCHITECTURAL AND ENGINEERING DRAFTING AND DESIGN-P

(1 year) 10th – 12th grade

Prerequisite: None. May be repeated for credit.

A full year satisfies the 4-year college Fine Art requirement for college entrance.

If you are a student interested in 3D computer modeling, drawing and design with an emphasis on Architecture, this is the class for you! Study the history and diversity of extraordinary buildings and extreme structures from all over the world. Students will build real and virtual models of existing and future architecture and have the chance to put their own ideas into a 3D computer environment and do a virtual walk-through of their own designs.

This Architectural Design course will emphasize the application and principles of design in architecture. Students will study the history of architecture with an emphasis on American residential architecture, including architectural language, meaning, structure and design trends. The course emphasis is expressing creativity in a visual form reviewing and applying the elements and principles of design and theoretical elements through architectural sketches and designs culminating in the creation of both a virtual model and a 3D model. This course meets the high school graduation and California college entrance requirements for fine arts.

FASHION DESIGN, MANUFACTURING & MERCHANDISING (FDMM) 1, 2

(1 sem - may be repeated every semester for a maximum of 20 units of credit)

9th - 12th grade

Prerequisites: **FDMM 1:** None

FDMM 2: FDMM 1

Fashion Design Manufacturing and Merchandising 1, 2, & 3 (FDMM) provide students with the competencies needed in the area of clothing and textiles. The skills, knowledge, and attitudes taught in this course will enable students to understand goals and decision making, social, physical, and psychological needs of individuals and families; use of product information and advertising; clothing budgets; clothing and textile product care; and to construct, repair, alter and remodel clothing and textile items. In addition, these courses include the nature, acquisition, and use of clothing and textile products.

FOOD AND NUTRITION 1

(1 semester) 9th-12th grade

Prerequisite: None

Food and Nutrition 1 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, use and care of equipment and appliances, 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 preparing balanced breakfast and lunch meals.

FOOD AND NUTRITION 2

(1 semester) 9th-12th grade

Prerequisite: Food and Nutrition 1

Food and Nutrition 2 is a continuation of Food and Nutrition 1 and 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 on the preparation of dinner menus.

CULINARY ARTS

(1 year) 11th-12th grade

Prerequisite: None

This exciting advanced course in Culinary Arts, Food Service and Hospitality is the capstone course in a sequence of courses in the Hospitality, Tourism and Recreation pathway. The focus is on quality food production, customer service, communication, management, and entrepreneurial skills. A student might want to be the owner or operator of a food service establishment or catering business specializing in international, gourmet, or regional foods. This course develops valuable leadership and career skills through FHA-HERO. Students pursuing a career in food service and hospitality will study all aspects of the food service and hospitality industry, including laws and regulations; safety

and emergency procedures; sanitation and food handling; tools, utensils, appliances and equipment; facilities management; customer service and guest relations; nutrition; food and beverage production, preparation and service; sales and marketing strategies; costing and cost analysis; entrepreneurship, personal, interpersonal and communication skills, and thinking and problem-solving skills.

CULINARY ARTS 2

(1 year) 12th grade

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

This exciting advanced course in Culinary Arts, Food Service and Hospitality is the capstone course in a sequence of courses in the Hospitality, Tourism and Recreation pathway. The focus is on quality food production, customer service, communication, management and entrepreneurial skills. A student might want to be the owner or operator of a food service establishment or catering business specializing in international, gourmet, or regional foods. This course develops valuable leadership and career skills through FHA-HERO. 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.

NEWSPAPER PRODUCTION

(1 sem) 9th – 12th grade

Prerequisite: B average in English or teacher permission.

Newspaper production students are responsible for the preparation and production of the school paper. The production areas are: writing, layout, advertising, photography, and commercial art.

AGRICULTURAL SCIENCE I-P

(1 year – may be taken in semester units)
9th – 12th grade

Prerequisite: Meets Life Science graduation requirement.
Meets UC a-g elective requirement.

This introductory course focuses on various aspect of agriculture including animal science, plant and soil science, FFA leadership, and basic principles of public speaking.

ANIMAL SCIENCE I-P

(1 year – may be taken in semester units)
10th – 12th grade

Prerequisite: Meets Life Science graduation requirement.
Meets UC a-g elective requirement.

This course covers the study of domestic livestock and small animal care. This course shall include biological principles and practical aspects of feeding, breeding, care, and management of farm animals, as well as the economics of animal agriculture, record keeping, and career information.

WORK EXPERIENCE EDUCATION 1, 2, 3, 4

(1 semester – may be repeated up to 4 semesters)
11th – 12th grade

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

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

Work Experience 1: Students will immerse themselves into the World of Work learning and utilizing the following skill sets: Resume and cover letter writing, job safety, interview procedures, job hunting strategies and employer expectations. Students will also learn general employment information that deals with labor laws, harassment, promotions and raises, and how to properly leave a job.

Work Experience 2: *Must complete Work Experience 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 student’s 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.

ENGLISH DEPARTMENT



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

(1 year)
9th – 10th grade

Prerequisite: **English 9-P** None
English 10-P: Previous enrollment in Grade 9 English
English 10-P-XL: Satisfy 10-P-XL Criteria. This course requires completion spring semester assignments 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. When possible, vocabulary and spelling lessons will be linked to context in the literary selections and students' writing. Students will be guided and encouraged to become "real" readers, writers, speakers, and listeners. English 10-P-XL requires completion of spring assignments for fall enrollment. The two-period course allows for additional intervention strategies, and differentiated instruction. English 9-P/Freshman Focus is designed to meet all of the above and is designed for the English learner students.

ENGLISH 11-P

(1 year) 11th -12th grade

Prerequisite: Grade 11: Previous enrollment in Grade 10 English

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

EXPOSITORY READING AND WRITING COURSE (English 12-P)

(1 year) 12th grade

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

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

AP ENGLISH LANGUAGE AND COMPOSITION

(1 year) 11th -12th grade

Prerequisite: Satisfy AP entrance requirement. This course requires completion of summer work.

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) 12th grade

Prerequisite: Satisfy AP Entrance Criteria. This course requires completion of summer assignments for fall enrollment.

This course is designed to enhance college-level reading and response to literature. It is for students who wish to satisfy requirements for the first year of college English while still in high school. The course prepares students for and culminates in the AP Literature Exam in May. Students should expect a rigorous study focusing on literary analysis and critical argument.

ENGLISH LANGUAGE DEVELOPMENT I: APPLICATIONS

(1 - 3 years) 9th-12th grade

Prerequisite: None

English Language Development I: Applications is one of two concurrent courses offered for students in the structured English immersion program; the other course is English Language Development I: Structures. Students develop listening, speaking, reading and writing skills acquired in the structures course through the themes of home, school, clothing, food, hygiene, communication, and transportation. This course counts toward graduation requirements for English.

ENGLISH LANGUAGE DEVELOPMENT I: STRUCTURES

(1 - 3 years) 9th-12th grade

Prerequisite: None

English Language Development I: Structures is one of two concurrent courses offered for students in the structured English immersion program; the other course is English Language Development I: Applications. This is the foundation course. Students in this class have little or no previous exposure to English; therefore, the focus of this class is on providing students with literacy skills essential for language acquisition. Students begin by learning the alphabet, commands, pronunciation, and classroom vocabulary and routines; and advance to manipulating grammatical structures and groups of words to form sentences. This course counts toward graduation requirements for English.

ENGLISH LANGUAGE DEVELOPMENT II: STRUCTURES AND APPLICATIONS

(1 - 3 years)

9th – 12th grade

Prerequisite: English Language Development I or equivalent

English Language Development II: Structures and Applications is a course for English Learners. This course emphasizes oral language development, writing, grammar, and reading skills. Students learn the essential vocabulary to develop language arts skills. They read simple dialogues and basic paragraphs. Using the dialogues, they role play, and ask and answer simple questions. They learn to give and respond to commands and follow instructions in English. Pronunciation is stressed. This course counts towards graduation requirements for English.

ENGLISH LANGUAGE DEVELOPMENT III: STRUCTURES AND APPLICATIONS

(1 - 3 years) 9th -12th grade

Prerequisite: English Language Development II or equivalent

ELD III: Structures and Applications is a course for English Learners. This foundation course emphasizes listening and speaking, writing, grammar, and reading skills in English. Students learn the essential vocabulary to perform in those skill areas. They read dialogues, short narratives, and simple stories. They ask and answer questions, make interpretations, perform analysis, complete summaries, develop vocabulary and engage in reflections about their readings. This course counts towards graduation requirements for English.

ENGLISH LANGUAGE DEVELOPMENT IV

(1 - 3 years) 9th-12th grade

Prerequisite: Successful completion of English Language Development III or equivalent

English Language Development IV is designed to help the English Learner develop and refine reading and writing skills. Writing assignments allow students to discover their own voice as they experience a wide range of audiences, purposes, and forms. Classroom activities include frequent opportunities for active speaking and listening. Direct instruction in punctuation usage and grammar are included, as needed, to improve student reading, writing and speaking. Vocabulary and spelling lessons are linked to literacy selections and student writing. Students are guided and encouraged to become "real" readers, writers, speakers, and listeners. This course counts toward graduation requirements for English.

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

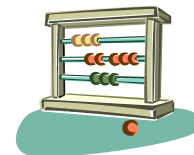
Level III builds on the foundation of listening, reading, writing, and cultural skills developed during the previous levels. Students review basic grammar and vocabulary previously covered, and reinforce and expand the basics. Students continue to develop language skills through activities which focus 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) 11th-12th grade**Prerequisite:** Spanish II-P with a B or better

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

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

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

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

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

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

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

INTEGRATED MATH 3(1 year) 10th – 12th grade**Prerequisite:** Integrated Math 1-P and Integrated Math 2-P (“C” or better in both)

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

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

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

PRE-CALCULUS-P(1 year) 10th – 12th grade**Prerequisite:** “C” or better in Integrated Math 3

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

PRE-CALCULUS-HP(1 year) 10th – 12th grade**Prerequisite:** “B” or better in Integrated Math 3

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

STATISTICS-P(1 year) 11th – 12th grade**Prerequisite:** Pre-Calculus P or HP with a grade of “C” or better/teacher recommendation

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

AP STATISTICS(1 year) 12th grade**Prerequisite:** Pre-Calculus P or HP or recommendation of teacher

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

AP CALCULUS AB(1 year) 11th – 12th grade**Prerequisite:** Pre-Calculus-HP or 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.

BUSINESS MATH(1 year) 10th – 12th grade**Prerequisite:** None

Business Math fulfills one year of the graduation requirements in mathematics. 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 problems. Calculators and/or computers are used for some problem solving activities. This course is recommended for students preparing to major in business in college as well as for vocational preparation. (This course is also listed under Business Department)

NON-DEPARTMENTAL**AVID (Advancement Via Individual Determination) I, II, III, IV**(1 year – may be repeated) – 9th -12th grade**Prerequisite:**

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

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

ACADEMIC TUTOR(1 year) 9th – 12th grade**Prerequisite:** Good attendance and behavior record; counselor and teacher approval.

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 model.

DRIVER EDUCATION(1 semester) 9th – 12th grade**Prerequisite:** None

The purpose of this semester course is to introduce the highway transportation system and its complexities to the prospective driver. Students will investigate the key elements of the highway transportation system (people, vehicles, and roadways) from several different view points. Present and future problems in the highway transportation system will be discussed and evaluated and solutions proposed. Rules of the road, defensive driving tactics, driver attitudes, traffic safety, and substance abuse will be studied as students prepare for the provisional drivers license.

LINK CREW CORE TEAM MENTORSHIP PROGRAM(1 year) 11th – 12th grade**Prerequisite:** Application accepted by Link Crew faculty advisor.

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

OFFICE ASSISTANT(1 sem) 9th – 12th grade**Prerequisite:** Good attendance and behavior record, Counselor approval required

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

STUDENT COUNCIL(1 year) 9th – 12th grade**Prerequisite:** Must be current member of the Student Council

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

TEACHER'S AIDE (off campus)(1 year) 10th - 12th grade**Prerequisite:** Counselor approval

Students assist off-campus in the elementary, junior high, and Irene Larson classrooms.

TEACHER'S ASSISTANT (TA) (on campus)(1 semester) 9th – 12th grade**Prerequisite:** Good attendance and behavior record, counselor approval required

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

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

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

PHYSICAL EDUCATION**PE-9 CORE**

(1 year) grade 9

Prerequisite: None

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

PHYSICAL EDUCATION(1 year) 10th – 12th grade**Prerequisite:** None

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

WEIGHT TRAINING

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

Weight Training is designed to meet the California State Standards for Physical Education. 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 weight training facilities and is encouraged to incorporate more extensively the use of weight training techniques as part of their life-long personal fitness program. Proper lifting techniques, safety guidelines, and various exercises are thoroughly reviewed. During the course, students will be given the opportunity to experience social interaction through shared use (partnering) of equipment.

BODY WORKS

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

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

ADVANCED WEIGHT TRAINING

(1 semester may be repeated) 10th-12th grade **Prerequisite:** VHS Athlete with coach recommendation

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

SPORTS AND ATHLETIC CONDITIONING

(1 semester may be repeated) 10th-12th grade **Prerequisite:** VHS Athlete with coach recommendation

Sports and athletic conditioning is designed to meet the California State Standards for Physical Education. This course is open to all students participating in high school athletics at a competitive level. Sports and athletic conditioning gives students the opportunity to improve on the techniques and performance levels for their sport. This course will focus on strength, power, cardiovascular fitness, agility, flexibility, and balance. A variety of training aids will be used to improve conditioning and endurance and develop sport specific skills. Topics covered will include training intensity and volume, plyometrics, speed/agility work, nutrition and sports psychology.

SCIENCE DEPARTMENT



BIOLOGY-P

(1 year) 9th – 12th grade

Prerequisite: None

Throughout this course the scientific method is used, along with lab tools and techniques. Basic biochemistry is learned along with the physiology of cells (including animal and plant). The variety of living things and natural selection are emphasized. Cell structure, development, and genetics are covered in detail. The organ systems of plants and animals are compared. This course includes the study of life at the microcosmic levels as well as the level of the individual, populations, and communities. This course deals with life and the environment needed for that life to exist. Experiments requiring individual compilation and interpretation of data are performed.

AGRICULTURAL BIOLOGY-P

(1 year) 9th-12th grade

Prerequisite: None. Course includes an FFA component

Agricultural Biology is a laboratory science course designed for the college-bound student. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior.

AGRICULTURAL CHEMISTRY-P

(1 year) 10th-12th grade

Prerequisite: Completion of Integrated Math 1-P with a grade of “C” or better, concurrent enrollment in Integrated Math 2-P, (Algebra II-P strongly recommended). Completion of Biology-P or Agriculture Biology with a grade of a “C” or better. (Science teacher recommendation may be requested.)

Agricultural Chemistry is a laboratory science course designed for the college bound student with career interests in agriculture. Students will be involved in hands on laboratory studies and in-depth looks at various concepts in chemistry including: chemistry and its relationship to agriculture, matter and energy, the periodic table, bonding, chemical reactions, moles, gases and gas laws.

EARTH AND PHYSICAL SCIENCE-P

(1 year) 9th – 12th grade

Prerequisite: CSU-eligible physical science lab

Earth and Physical Science-P is a two-semester course that will satisfy the 1-year Physical Science requirement for high school graduation. This class will provide successful students with a firm foundation allowing students to pursue additional high school science coursework. This course will provide students with skills in laboratory methods, measurement, scientific method, data collection and interpretation.

Laboratory activities and demonstrations will be an extensive portion of the curriculum. Students enrolled in Earth and Physical Science-P will study both the natural and physical world.

First semester topics include: a review of science skills, meteorology and physics. In meteorology students will learn about the structure and composition of the atmosphere, climate and weather, and global climatological problems. Physics involves the study of motion and energy and topics include: kinematics-velocity, acceleration, gravity, Newton's Laws of Motion; waves, and the electromagnetic spectrum. Both projects and laboratory practice will be an extensive part of the physics curriculum.

Second semester topics include: astronomy, geology, oceanography, and chemistry. Students will learn about star sequences, theories regarding the birth of the universe, our solar system and space exploration while studying astronomy. Topics covered during geology include plate tectonics, geologic history, earth structure, and California's unique geological features and hazards. Chemistry involves the study of matter and its interactions. Students will learn about chemical bonding, chemical reactions, the periodic table, and will be involved with significant laboratory practice. Earth and Physical Science-P/Freshman Focus is designed to meet all of the above and is designed for the English learner students.

EARTH SCIENCE-HP

(1 year) 11th – 12th grade

Prerequisite: Biology; Chemistry; Integrated Math 1 with a grade of "C" or better

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

CHEMISTRY-P

(1 year) 10th -12th grade

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

Chemistry-P covers the basic topics of atomic structure; chemical bonds; periodicity; kinetics; equilibriums; and atomic and molecular theories, with the emphasis on the development of concepts through inquiry and experimentation. The goal of this course is to have students understand the behavior of the elements; to recognize the organization of knowledge in the Periodic Table; to be able to give examples of practical applications of that knowledge; and to understand the risks associated with chemistry and chemical technology. Approximately twenty percent of the course is spent performing experiments and analyzing the data. 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.

CHEMISTRY-HP

(1 yr) 10th – 12th grade
grade

Prerequisite: Integrated Math 2 concurrently enrolled, (Integrated Math 3 recommended); of "B" or better in Biology P and Earth P; grade of "C" with teacher recommendation.

Chemistry-HP is for the potential science major and high ability student. The course covers the topics of atomic structure, chemical bonds, periodicity, kinetics, equilibrium, atomic, and molecular theory in depth with emphasis on development of concepts through inquiry and experimentation. At a minimum, Honors Chemistry will cover the same topics as Chemistry P but with approximately one fourth of the course spent doing experiments. Emphasis is placed on scientific method and higher order thinking skills, utilizing a hardbound lab notebook.

BIOTECHNOLOGY-P

(1 year) 11th-12th grade

Prerequisite: Completion of Biology and Integrated Math 1/Integrated Math I with a grade of "C" or better each semester. Meets UC a-g elective requirement.

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

HUMAN ANATOMY & PHYSIOLOGY-P

(1 year) 11th – 12th grade

Prerequisite: Biology-P, or Agricultural Biology-P, Integrated Math 1-P and Integrated Math 2-P (may be concurrently enrolled)

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

AP BIOLOGY

(1 year) 11th-12th grade

Prerequisite: Chemistry-P with a "C" or better grade each semester

AP Biology is designed to be the equivalent of a college introductory biology course, and to prepare students for the advanced placement exam in May. This course is an in-depth, content intensive study of biological principles which include laboratory investigations dealing with

biochemistry, cell biology, genetics, biotechnology, cellular metabolism, energy transfer, ecology, evolution, and physiology. Study topics will be covered with great depth and breadth in comparison with the college preparatory biology course. Homework consisting of reading, writing, lab reports, and general study will be assigned daily. Students will take the AP Biology Exam in May or an equivalent exam as their spring final for the course.

AP CHEMISTRY
(1 year) 11th – 12th grade

Prerequisite: Chemistry-P with a “C” or better each semester, concurrent enrollment in Integrated Math 3 or higher, and completion of summer assignments.

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

AP PHYSICS 1
(1 year) 10th-12th grade

Prerequisite: Concurrent enrollment in Integrated Math 3 or higher math

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

AP PHYSICS C
(1 year) 10th-12th grade

Prerequisite: AP Physics 1, Concurrent enrollment in Pre-Calculus or higher math

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Approximately 25% of the course will be hand-on laboratory work with an emphasis on inquiry-based learning.

SOCIAL STUDIES DEPARTMENT

AMERICAN GOVERNMENT-P
(1 semester) 12th grade

Prerequisite: 20th Century World History, US History-P, or AP US History



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

AP ART HISTORY
(1 year) 11th – 12th grade

Prerequisite: Teacher recommendation.

AP Art History is a two-semester course that provides the foundations of visual expression over the course of history looking at different periods from ancient to modern. 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.

AP ECONOMICS
(1 year) 12th grade

Prerequisite: Integrated Math 2

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

AP PSYCHOLOGY
(1 year) 11th – 12th grade

Prerequisite: None

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

AP UNITED STATES HISTORY
(1 year) 11th grade

Prerequisite: 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. This course requires completion of summer assignments for fall enrollment

ECONOMICS-P

(1 semester) 12th grade

Prerequisite: 20th Century World History-P, 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 macro-economics, international economics, comparative economic systems, measurement and methods.

INTRODUCTION TO AMERICAN LAW-P

(1 semester) 11th – 12th grade

Prerequisite: Junior or senior standing.

In this one-semester course, students will be introduced to the American legal system. Students will explore, among other topics: the structure and mechanics of the American court system, criminal law, civil law, constitutional law, and trial practice skills. The course is designed to impart to students a sense of their legal rights and responsibilities and to develop in students the ability to analyze, evaluate and resolve legal questions and disputes.

20th CENTURY WORLD HISTORY-P

(1 year) 10th grade

Prerequisite: None

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

US HISTORY-P

(1 year) 11th grade

Prerequisite: Junior standing.

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 semester) 11th – 12th grade

Prerequisite: None

Psychology-P is a one-semester course designed to introduce students to a variety of topics within the field of psychology. Students will study human behavior with a focus on physical, emotional, environmental, social, and cognitive development.

PSYCHOLOGY 2-P

(1 semester) 11th-12th grade

Prerequisites: Psychology-P

Psychology II will review some of the principal subject areas that make up the scientific study of human behavior that were studied in Psychology I. In addition to providing you with a basic knowledge of psychology, the course is designed to help you develop an understanding of psychological processes as well as a critical approach to psychological. This course will emphasize major theories and research in social psychology. Social Psychology is a field that studies how people affect one another. In the first part of the course we will examine how people are influenced by the situations (and especially the other people in those situations) they encounter. We cover conformity, aggression, and helping behavior in this part of the course. The second part of the course will focus on how people influence the situation and the people they encounter. Topics in this section will include the self-image and self-esteem, attribution and person perception, stereotyping and prejudice, and persuasion. In the third section of the course, we will examine how these first two processes interact. That is, we will examine how the power of the situation and the perceiver's perception of the situation work together in shaping people's thoughts and actions. Finally, we will apply social psychology to some important social issues, health and well-being, law and the courts, the environment, business, and attraction and relationships. More than any other field within Psychology, Social Psychology is intrinsically cultural. The cultural basis of Social Psychology and its strong links to cultural and social sciences such as sociology, anthropology, and cross-cultural psychology require a cultural and international approach, both of which will be present in this course.

SPECIAL EDUCATION DEPARTMENT

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

VISUAL AND PERFORMING ARTS DEPARTMENT



ARCHITECTURAL AND ENGINEERING DRAFTING AND DESIGN-P

(1 year) 10th – 12th grade

Prerequisite: None. May be repeated for credit. A full year satisfies the 4-year college Fine Art requirement for college entrance.

If you are a student interested in 3D computer modeling, drawing and design with an emphasis on Architecture, this is the class for you! Study the history and diversity of extraordinary buildings and extreme structures from all over the world. Students will build real and virtual models of existing and future architecture and have the chance to put their own ideas into a 3D computer environment and do a virtual walk-through of their own designs. This Architectural Design course will emphasize the application and principles of design in architecture. Students will study the history of architecture with an emphasis on American residential architecture, including architectural language, meaning, structure and design trends. The course emphasis is expressing creativity in a visual form reviewing and applying the elements and principles of design and theoretical elements through architectural sketches and designs culminating in the creation of both a virtual model and a 3D model. This course meets the high school graduation and California college entrance requirements for fine arts.

ART 1-P

(1 year – may be taken in semester units)
9th – 12th grade

Prerequisite: None

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

ART 2-P

(1 year – may be taken in semester units)
10th-12th grade

Prerequisite: Art 1-P with a grade of “C” or better or teacher approval

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

FINE ART DIGITAL PHOTOGRAPHY-P

(2 semester) 9th-12th grade

Prerequisite: Students must have access to a digital camera that is NOT a phone.

The emphasis for this course will be the use of digital media to create works of fine art and explore the State standards related to digital media. Students will build a portfolio of meaningful pieces of art as they explore the values of artistic perception, historical and cultural contexts and their skills of creative expression. Access to a digital camera that is not a phone is a requirement of this class. General computer experience is also helpful.

AP STUDIO ART

(1 year) 10th – 12th grade

Prerequisite: Photo portfolio students must have access to a digital camera that is NOT a phone.

AP Studio Art is a course for highly motivated students who are seriously interested in the study of art, visual expression in different media, selected art history lessons, aesthetic valuing and criticism. The primary medium at VHS will be digital photography with an opportunity to choose alternative forms of 2D media. Special emphasis is placed on creative expression and problem-solving skills. Content Standards and CA State Framework for the Visual and Performing Arts are the foundation for this course. The elements of art and principles of design are addressed within each lesson and unit. Students utilize the tools, vocabulary, technique, processes and possibilities on a deeper level in two-dimensional and three-dimensional design. Students will develop portfolio for The Advanced Placement Test in May. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and judgment of student work as well as appreciation of works of art from other cultures. The emphasis in this class is on understanding the process of artistic production, using a variety of media and technique, and the development of a portfolio. Students will develop a resume, explore colleges, and prepare themselves for a career in the arts.

AP ART HISTORY

(VHS) (1 year) 11th – 12th grade

Prerequisite: Teacher recommendation.

AP Art History is a two-semester course that provides the foundations of visual expression over the course of history looking at different periods from ancient to modern. 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.

CONCERT BAND-P

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

Prerequisite: 1 year of band instruction or consent of instructor following evaluation of student skills

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

SYMPHONIC BAND-P

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

Prerequisite: Consent of instructor following evaluation of student skills

The Symphonic Band-P is one of four large performing groups in the music department. The ensemble concentrates on exploring the various original works and transcriptions for its medium. The ensemble performs at concerts, festivals and other public events as time and performance ability 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) 9th - 12th grade

Prerequisite: Consent of instructor following evaluation of student skills

The Wind Ensemble-P is one of the four large performing bands. The ensemble concentrates on exploring challenging high school literature written for band. The Wind Ensemble-P performs at concerts, festivals, and other public events as time and performance ability 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** teacher consent following evaluation of student skills.

The Jazz Band-P is the first of two limited enrollment performing ensembles in the music department which are composed of set numbers of saxophones, trumpets, and trombones, with rhythm instruments to include piano, bass, electric guitar and percussion (drum set and auxiliary percussion). The ensemble concentrates on exploring the various original works and transcriptions for its medium. The ensemble performs at concerts, festivals and other public events as time and performance ability 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.

ORCHESTRA-P

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

Prerequisite: 2 years of string orchestra instruction or consent of instructor following evaluation of student skills

The Orchestra-P 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.

ORCHESTRA WINDS-P

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

Prerequisite: Consent of instructor following evaluation of student skills.

Orchestra Winds-P is an advanced wind ensemble that concentrates on exploring the various original works and transcriptions for its medium. The ensemble performs at concerts, festivals and other public events as time and performance ability 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.

PREMIER ORCHESTRA –P

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

Prerequisite: Consent of instructor following evaluation of student skills.

Premier Orchestra-P is an advanced string ensemble that concentrates on exploring the various original works and transcriptions for its medium. The ensemble performs at concerts, festivals and other public events as time and performance ability 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.

MIXED CHORUS-P

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

Prerequisite: None. Mandatory attendance at all performances

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