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.

1/21/2012
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Vacaville High School
100 Monte Vista Avenue
Vacaville, CA  95688
TEL:  (707) 453-6065  FAX:  (707) 447-56042
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. And 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. And 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, exit exam passage rates, AP test results or API (STAR Test) 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 – Gricelda Rodriguez
Dean of Learning Support – Mike Sullivan

Counselors
Lois Chancellor
Mark Drake
Heidi Garcia
Greg Gmahling
The mission of Will C. Wood High School, as a collaborative learning community of students, staff and families, is to empower all students to be life-long learners, critical thinkers and productive citizens by inspiring excellence through a rigorous curriculum and innovative, imaginative teaching.

Mission

Will C. Wood High School is a comprehensive high school with an enrollment of approximately 1700 students. The student population reflects the diverse society of 2010, with 60% white, 18% Hispanic, 10% African-American, 6% Asian, and 1% Native American students.

Our students take a variety of education pathways that allow them to pursue the profession or vocation of their choice. Approximately 69% of seniors are enrolled in University of California approved a-g required classes which enable them to attend a UC of a California State University. 25% of last year’s graduating seniors went on to attend a 4-year college or university, 46% chose to attend a community college, with the remaining number entering vocational training or the work force. Programs such as Building Trades Academy, Virtual Enterprise, AP courses, AVID and Student Govt. give students an opportunity to choose what path best suits their educational needs. At our annual Senior Scholarship night, thousands upon thousands of dollars are bestowed on deserving graduates to help them further their studies.

As a part of Wood’s recent renovation project, a new state-of-the art science wing that incorporates the latest technology in laboratory work and instruction, was completed in 2009.

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

Accomplishments of alumni of the Will C. Wood athletic program over the past few years include World Series MVP, New York Yankee first round pick and NFC championship game participant. These athletes like those who have competed in NCAA bowl games, playoffs and championships spent their high school years competing for the Wildcats. Our athletic program has won a variety of league championships and competed in post season play the past few years. We offer twenty varsity sports and an ever improving set of athletic facilities.

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

Administrators

Principal – Cliff DeGraw
Assistant Principal – Kathy Farros-Hoeppner
Assistant Principal – Jon Cole
Dean of Learning Support – D. Mike Boles

Counselors

Lili Fisher
Lisa Lamb
Lindsay Wilson
Country High School
100 McClellan Street
Vacaville, CA  95688
TEL: (707) 453-6215   FAX: (707) 451-3875
http://internal.vusd.solanocoe.k12.ca.us/CH/default.htm

Mission Statement

Country High School staff, students, parents and school community members believe that all students can learn and achieve academic success and become positive people who are valuable contributors to society. We believe that these students should be contributors to local, state, and worldwide communities. In order to fulfill this vision, a solid curriculum based on California Department of Education standards, and concurrent educational research and practice is offered.

Description

Country High School is accredited by the Western Association of Schools and Colleges and offers an educational program leading to a high school diploma. Country High School adheres to all policies set by the California Department of Education and Vacaville Unified School District. The program at Country High School is normally open to any high school student eligible to enter continuation school.

Country High School has a personalized educational program. Each student receives individual attention. This personalization can mean success for our students. Self-motivation is taught, applied and expected. Students are taught academic and life skills that can be readily transferred to other areas of their lives.

The campus has a nursery for parenting students and care is provided on a space-available basis. There is room for fourteen (14) babies. A waiting list is maintained once the maximum is reached. Fathers who have custody of their children have the same opportunity to have childcare as mothers.

The positive atmosphere at Country High School fosters positive attitudes in our students.

Expected Schoolwide Learning Results

Effective communicators who interact with others in a positive manner:
• Read, write, speak, and listen carefully and critically.
• Convey significant messages to others orally, visually, and in writing.
• Respond to others in an effective manner.
• Develop technological literacy and competency.

Complex thinkers who use logical and effective decision making processes:
• Interpret, analyze and evaluate significant ideas within academic and social situations.
• Develop solutions to problems and formulate recommendations based on justifiable rationale.

Good citizens who demonstrate positive and productive citizenship:
• Are aware of the rights and responsibilities of citizenship.
• Establish and adhere to standards of behavior that will aid their development and successes.
• Contribute time, energies and talents to improve the quality of life in a variety of settings (such as school, community, state, nation and world).

Realistic goal setters who use effective goal setting strategies to create positive and realistic visions for themselves and their futures:
• Develop, monitor, evaluate, and modify self-improvement plans.
• Manage challenges through effective application of personal, social and academic skills.

Courteous people who demonstrate respect for individual differences:
• Effectively manage interpersonal relationships within culturally and organizationally diverse settings.
• Demonstrate skills in resolving conflicts through positive nonviolent actions

Expectations

The following are basic rules to guide each Country High School classroom, in addition to individual classroom rules established by the teacher:
• Respect – No profanity/put down of others.
• Attendance – Punctuality and consistency.
• Appearance – Adhere to school dress code policy.
• Attitude – Show respect for self and others.
• Academic – Complete all assignments

Principal – Bill Ewing  Counselor – Allison Adcock
MISSION STATEMENT

“As a small, nurturing college preparatory school with high expectations, Buckingham Charter Magnet High School will graduate all students as critical and creative thinkers who are equipped to succeed and contribute positively in a changing world, by providing unique educational opportunities in active partnership with staff, students, family and community.”

SCHOOL OVERVIEW

Elise P. Buckingham Charter Magnet High School (BCMHS) received its original charter in 1994. As a public school, BCMHS charges no tuition for attendance and is nonsectarian in its programs, admission policies, employment practices, and all other operations. BCMHS does not discriminate on the basis of ethnicity, creed, national origin, gender, or disability. Buckingham’s curriculum is aligned with the Content Standards for California Public Schools.

At Buckingham, curriculum and instruction combine technology and traditional textbooks with applied experience to allow students to exhibit mastery of subject matter. Students bridge the gap between knowledge and application through finished products that prepare students to further their formal education or succeed in the workplace. BCMHS is a Vacaville Unified School that has earned a number of distinctions. We have been chosen as a Certified Charter School by the California Charter Schools Association (CCSA) and a National Blue Ribbon School by the US Department of Education. We are also accredited by the Western Association of Schools and Colleges (WASC). Additionally, students have the opportunity to meet the course expectations for the University of California’s “a-g” requirements. Buckingham parents collaborate with all Buckingham stakeholders as we together prepare our students for the 21st century. Buckingham Charter Magnet High School is a challenging educational option for those who desire:

- A small high school environment
- A college preparatory curriculum
- Technology-integrated instruction
- Career education emphasizing visual and media arts

As an alternative to traditional comprehensive high school education, BCMHS is open to all students who wish to attend. Block scheduling, academic acceleration, innovative learning opportunities, and partnerships with businesses and post secondary institutions enable Buckingham students to display initiative and to take responsibility for their own education. However, BCMHS’ educational strategies are not necessarily appropriate for all students.

Administrators
Principal – Jeff Erickson
Assistant Principal – Sandy Ohara

Student Services Coordinator
Toni Salcido-Henry

Contact BCMHS for course information
GENERAL INFORMATION

Graduation Requirements

1. Students are required to pass the California High School Exit Exam.
2. To graduate from high school, a student must pass Algebra I.
3. Additionally, to graduate from high school, a student must earn a total of 220 units during grades 9-12.
4. 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 Modern World History, Culture and Geography 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/Life Science or Human Anatomy and Physiology-P or agricultural science classes. |
| Physical Education | 20 units, including 10 in grade 9. |
| Fine Arts | 10 units or Foreign Language - 10 units. (Fine Arts courses include Music, Art, Drama, Photography, or the class Architectural Design.) |
| Health | 5 units in grade 9. |

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. Both grades are entered on a student’s transcripts and are used in calculating the student’s GPA. The second units are credited as an elective.

Grade Level Placement Requirements

Students must have the following minimum number of units at the start of the school year for the respective grade level designation:
- 50 units: Sophomore Standing
- 105 units: Junior Standing
- 160 units (fall) or 180 units (spring): 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, a weighted 5.0 scale is used.
- The class valedictorian for each high school is the individual(s) with the highest GPA based on a weighted 5.0 scale.

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 toward 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.

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

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

1. Supervised Work Experience Education (Ed Code 51760, 46144, 49110-49118; CCR 10070)
   Students shall be granted up to 10 credits in any one semester or a total of 40 credits for supervised work experience education. At the time of enrollment, the student must be at least 16 years of age or 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:

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<th>Number of Days Enrolled</th>
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<td>51-60</td>
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<td>61-68</td>
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<tr>
<td>69-75</td>
<td>4.5</td>
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<tr>
<td>76-83</td>
<td>5</td>
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</tbody>
</table>

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

4. California Community College or Four-year College (Ed Code 48800; CCR 1630)
   Students shall be granted credit for coursework successfully completed at a community or state college provided that:
   a. The student makes written application for the credit.
   b. The course subject is included in the high school course of study.
   c. The 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 ½ (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 principal 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
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. 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. This is a series of courses at WCW for students who have average to above average grades who would like to go to college. In-class tutoring is provided two days per week. One day per week is spent on motivational activities, either campus visits or career speakers. The other two days are spent on strategies for success, such as note-taking skills, organizational skills, tips for taking standardized tests, and writing practice. Students are recruited from teacher recommendations. Students may be, but are not limited to, low income, underrepresented minorities or first generation college students. They are expected to stay in the AVID program throughout their high school years. The senior AVID course is a college prep elective.

CAREER CENTER. The Career Center at each site 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 Career Centers.

CONSTRUCTION TRADES ACADEMY. Will C. Wood High School provides students an opportunity to explore construction business related careers through contextual, hands-on, and/or rigorous curriculum that prepares students for direct entry into college, apprenticeship programs, and or entry level careers.

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 and WCW is to assist freshmen in the transition to a new campus and realize a high level of success in their first year. Built on the belief that students can help each other succeed, juniors and seniors are trained to be peer mentors to ninth graders and 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.

REGIONAL OCCUPATIONAL PROGRAMS (ROP). ROP offers classes utilizing the “hands-on” approach to learning. A student learns by actually working with the goods, services and equipment used in the industry. Major emphasis is on the development of skills and knowledge required in actual job situations. Students must be at least 16 years of age. Credits earned in the ROP classes carry the same credits as other high school classes.
SPECIAL EDUCATION. Special Education courses are provided for students who have exceptional learning needs and who have an active individualized educational plan (IEP). Turn to the Course Description section for a general description of all course contents, including specific courses in the Special Education section. Specific course outlines are available at your student's school site. Specific areas of individual emphasis, course selection, and pacing may be discussed with the student's IEP team.

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 (Algebra I, Algebra II, and Geometry; 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").
- 2 years: Language other than English (2 years in same language).
- 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 (Algebra I, Algebra II and Geometry; 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; 3 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: In planning your four-year program, it is the student’s responsibility to include all required courses. Use the chart below to plan a tentative program. 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. The courses already included in the plan are courses that should be scheduled in the year indicated.

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<thead>
<tr>
<th>9TH GRADE</th>
<th>10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
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<tr>
<td>ENGLISH 9</td>
<td>ENGLISH 10</td>
<td>ENGLISH 11</td>
<td>ENGLISH 12</td>
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<td>HEALTH (1 sem)</td>
<td>WORLD HISTORY</td>
<td>US HISTORY</td>
<td>AM GOV (1 sem)</td>
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<td>PE</td>
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<td>MATH</td>
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One year of the following additional required courses must be scheduled at some time during grades 9-12: physical science, biology/life science, fine arts or foreign language.
ASSESSMENTS

California High School Exit Exam (CAHSEE)

California public school students must pass the CAHSEE in order to receive their high school diplomas. This graduation requirement was authorized by California Education Code 60851, which became state law in 1999. The purpose of the CAHSEE is to ensure that students who graduate from high school can demonstrate grade-level competency in the state content standards for reading, writing, and mathematics. Tenth grade students have one opportunity to take the CAHSEE during the school year. Students in 11th grade who have not yet passed both parts of the exam, have two opportunities to take the test and twelfth grade students have five opportunities. Testing dates are published by the California Department of Education each school year. CAHSEE information is posted on the Internet at http://www.cde.ca.gov/statetests/cahsee/.

California Standardized Testing and Reporting Program (STAR):

One part of the state testing system is the Standardized Testing and Reporting (STAR) Program. This program, administered annually, was authorized in 1997 by state law (CCR, Title 5, Div. 1, Ch 2, §3.75). The purpose of the STAR Program is to measure how well students are learning basic academic skills. The results from STAR may be used for placement in academic classes. All students in grades 2-11 take the STAR test.

The STAR program includes four elements:
1. The California Standards Tests (CST) are a major component of the STAR program. The CSTs are developed by California educators and test developers specifically for California. They measure grade 2-11 students’ progress toward achieving California’s state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested. Grade 7 students will complete a writing assignment as part of the ELA test.
2. The Standards-Based Tests (STS) in Spanish are multiple-choice tests that are required for Spanish-speaking English learners. The STS is administered to students in grades 2-11 and to students who meet the criteria for taking the end-of-course Algebra I and Geometry tests. Items on these tests are developed by bilingual, biliterate California educators and test developers, and are written specifically to assess students’ achievement of California’s content standards in reading/language arts and mathematics.
3. The California Modified Assessment (CMA) is a grade-level test administered to students who have an individualized education plan (IEP), are receiving grade-level instruction, and, even with interventions, will not achieve grade-level proficiency within the year covered by the student’s IEP. The purpose of the CMA test is to allow students with disabilities a greater opportunity to demonstrate their achievement of the California content standards in English-language arts, mathematics, and science. Eligible students in grades 7 will complete a writing assessment as part of the CMA English-language arts test.
4. The California Alternate Performance Assessment (CAPA) is administered to students in grades 2-11 students who have an individualized education plan (IEP), with significant cognitive disabilities, and who are unable to take the California Standards Tests or the California Modified Assessment.

STAR information and results are posted on the Internet at http://www.cde.ca.gov/statetests/star/.

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 2008-2009 school year:
• AP English Language and Composition (Will C. Wood and Vacaville High School)
• AP English Literature and Composition (Will C. Wood and Vacaville High Schools)
• AP Calculus AB (Will C. Wood and Vacaville High Schools)
• AP Statistics (Will C. Wood High School)
• AP Chemistry (Vacaville High School)
• AP Physics B (Will C. Wood and Vacaville High Schools)
• AP United States History (Will C. Wood and Vacaville High Schools)
• AP Studio Art: 2-D Design (Will C. Wood High School)
• AP Spanish Language (Vacaville High School)
• AP Art History (Vacaville High School)
AGRICULTURE DEPARTMENT

AGRICULTURAL BIOLOGY - P
(VHS) (1 yr) 9th – 12th grade
Prerequisite: Algebra I (may be concurrently enrolled) a C or better in Earth and Physical Science (or last course taken); teacher recommendation may be required.

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 & NATURAL RESOURCES – P
(VHS) (1 yr – may be taken in semester units) Prerequisite: Algebra I-P or concurrent enrollment. Meets Life Science requirement.
10th – 12th grade

This course covers the study of theories and principles related to Agriculture & Natural Resources. Topics will include fish and wildlife management and forest conservation. Other topics will include Renewable and Non-Renewable resources, weather and climate and sustainable agriculture.

AGRICULTURAL SCIENCE I-P
(VHS) (1 yr – may be taken in semester units) Prerequisite: Algebra I or concurrent enrollment. Meets Life Science graduation requirement.
9th – 12th grade

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
(VHS) (1 yr – may be taken in semester units) Prerequisite: Algebra I-P (may be concurrently enrolled). Meets Life Science requirement.
10th – 12th grade

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.

BUSINESS TECHNOLOGY

3D ANIMATION DESIGN (ROP)
(BCMHS) (2 Sem) 11th – 12th grade
Prerequisite: Basic computer skills, referral from counselor or school administrator.

Hours: Students receive up to 240 hours of classroom/lab instruction and up to 80 hours of community classroom/cooperative vocational education.

This class provides students with a working knowledge of the world’s most powerfully integrated 3D modeling, animation, effects, and rendering software, Maya. Students discover the technology behind 3D modeling and animating, and learn the theories and philosophy of 3D design, texturing and lighting. Through real-world exercises and examples, students will become familiar with the user interface; basic modeling; animation; particle systems; and rendering.

BUSINESS MATH
(VHS/WCW) (1 yr) 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)
Computer Technology introduces computer literacy, keyboarding skills, formatting and word processing skills, spreadsheets, presentation programs, and Internet. This course is strongly recommended for college and vocational preparation.

This course is an advanced production class that introduces software programs that allow students to produce brochures, newsletters, flyers, programs, and web-based design projects. The students will be able to maneuver the software features to produce professional looking documents. The students will use advanced computer skills (Word, Excel, etc.) to create projects for groups and departments on campus and in the community. Also included are project management skills including timelines, budgets, team work, and scheduling.

This is an introduction to careers with an emphasis on business. It provides the student with an overview of careers in business and many other industries. It provides the student with an overview of the relationship between business and economics and the workplace. Students will prepare a life-span plan, set career goals, and learn about personal financial management. This course fulfills the introductory level of the Career Technical Education (CTE) Business marketing Pathway.

This class provides students with the knowledge to create graphical elements – either composites of real images, or combinations of completely original imagery. Students learn to cut graphical elements into different forms of media, i.e. video, DVD, web, etc. Through real-world exercises and examples, students will become familiar with the user interface; basic modeling; particle systems; and rendering.

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

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 summer 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
ENGLISH 12-P
(1 year) 11th – 12th grade
Prerequisite: Grade 11: Previous enrollment in Grade 10 English
Grade 12: Previous enrollment in Grade 11 English

English 11P-12P 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.

AP ENGLISH LANGUAGE AND COMPOSITION
(VHS/ WCW) (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
(VHS/ WCW) (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 EXIT EXAM BASICS
(VHS/ WCW) (1 sem – may be repeated with instructor’s permission) 12th grade, retained 11th, 11th (second semester)
Prerequisite: Failure to pass the English-Language Arts part of the CAHSEE.

This course is designed to specifically address the reading and written language skills necessary to pass the California High School Exit Exam (CAHSEE), a graduation requirement. Seniors as well as retained juniors who have not passed the CAHSEE will be enrolled in this course unless a written waiver from a parent/guardian is received by the school. Credit for this course may be used to replace a failed English course.

ENGLISH LANGUAGE DEVELOPMENT I: APPLICATIONS
(VHS) (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
(VHS) (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  
(VHS) (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  
(VHS/ WCW) (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  
(VHS/ WCW) (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 towards graduation requirements for English.

READING ACCESS – See Non Departmental

FOREIGN LANGUAGE DEPARTMENT

CHINESE I-P  
(VHS) (1 yr) 9th – 12th grade  
Prerequisite: None

Chinese I-P is an introduction to the Chinese language and culture. Emphasis is on listening and speaking. Most of the learning experiences will be through oral repetition, dialogues, games and written exercises. Students will be introduced to the customs, and geography of the country by means of movies, maps, pen pals, sampling food, learning songs and other activities.

CHINESE II-P  
(VHS) (1 yr) 9th – 12th grade  
Prerequisite: Chinese I with a grade “C” or better or by evaluation.

This course is a continuation of Chinese I-P. Grammar and vocabulary are developed along with listening, reading, writing and speaking skills. Students continue to learn more aspects of Chinese culture and history.

CHINESE III-P  
(VHS) (1 yr) 9th – 12th grade  
Prerequisite: Chinese II with a grade “C” or better or by evaluation.

This course is a continuation of Chinese II-P. Grammar and vocabulary are developed along with listening, reading, writing and speaking skills. Students continue to learn more aspects of Chinese culture and history.

CHINESE IV-P (Pending UC approval)  
(VHS) (1 yr) 9th – 12th grade  
Prerequisite: Chinese III with a grade “C” or better or by evaluation.

This course is a continuation of Chinese III-P. Grammar and vocabulary are developed along with listening, reading, writing and speaking skills. Students continue to learn more aspects of Chinese culture and history.

AP SPANISH LANGUAGE  
(VHS) (1 yr) 9th – 12th grade  
Prerequisite: Level III Spanish with a grade “C” 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.
FRENCH I-P, SPANISH I-P  
(WCW/VHS) (1 yr) 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  
(WCW/VHS) (1 yr) 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  
(WCW/VHS) (1 yr) 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 Levels I, II and III of the language.

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

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

SPANISH V-HP  
(WCW) (1 yr) 9th – 12th grade  
Prerequisite: Level IV or equivalent

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

HEALTH DEPARTMENT

HEALTH  
(VHS/WCW) (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.

HOME ECONOMICS DEPARTMENT

CHILD DEVELOPMENT  
(CHS/WCW) (1 sem) 9th – 12th grade  
Prerequisite: None

The skills, knowledge, and attitudes taught in Child Development will enable students to understand responsible parenting, principles of child growth and development, promote self-worth, positive learning and play experience, child guidance and discipline, learning activities, health and safety, requirements of children with special needs, and careers and employment in the field.
FASHION DESIGN, MANUFACTURING & MERCHANDISING (FDMM) 1, 2, 3
(CHS/VHS/WCW) (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  
FDMM 3:  FDMM 2

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.

COSTUME AND FASHION DESIGN
  Prerequisite:  1 semester of Fashion Design Manufacturing and Merchandising (FDMM) and/or teacher permission

(CHS/WCW) (1 sem-may be repeated for maximum of 10 credits) 9th - 12th grade

Costume and Fashion Design provides students with the competencies needed for entry-level positions in the costume and fashion industry. This advanced clothing course includes instruction in the history of clothing and its relationship to current fashion, creative expression in clothing design, design principles, practice in clothing construction technique, and pattern adaptation. In addition, this course may include interaction with the performing arts program through costume design, stage make-up, hair design, costume research, and stage technology in costuming.

FOOD AND NUTRITION 1
(VHS/WCW) (1 sem) 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
(VHS/WCW) (1 sem) 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.

FOOD AND NUTRITION 3
(WCW) (1 sem) 10th - 12th grade  
Prerequisite:  Food and Nutrition 2

Food and Nutrition 3 is a continuation of Food and Nutrition 2 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 placed on cultural and regional foods, barbecued foods, yeast breads, and frozen and refrigerated desserts.

FOOD AND NUTRITION
(CHS) (variable length) 9th – 12th grade  
Prerequisite:  None

This elective course is designed for students who want to learn and practice skills related to food and nutrition. The emphasis will be on the preparation and consumption of healthy foods.

LIVING ON YOUR OWN
(VHS) (1 sem) 10th – 12th grade  
Prerequisite:  None

The skills, knowledge, and attitudes taught in Living On Your Own will enable students to understand goals and decision making, effects of occupational goals, use of resources when planning purchases, spending plans, use of credit information, use of consumer services provided by financial institutions, consumer rights and responsibilities, plans for economic security, taxation, and concepts of the economic system.

WORLD OF WORK (CHS)
(CHS) (variable) 9th – 12th grade  
Prerequisite:  None

This course will provide information to students about their place in the world of work. Students will have the opportunity to assess their own aptitudes, strengths, and interests and develop a realistic career plan. Activities will include self-assessment, job shadowing, guest speakers from the community, mock interviews, and on-the-job observation and evaluation. Career opportunities and general job skills will be addressed.
INDUSTRIAL TECHNOLOGY DEPARTMENT

AUTO TECH I (ROP)
(WCW) (2 sem) 9th – 12th grade  
Prerequisite: None

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

AUTO TECH II (ROP)
(WCW) (2 sem) 11th, 12th and adult  
Prerequisite: Auto Tech I with a grade of "C" or completion of Auto 1A & Auto 1B, or with instructor's permission.

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

BEGINNING AUTO 1A
(VHS) (1 sem) 9th – 12th grade  
Prerequisite: None

Beginning Auto 1A introduces the student to the modern automobile in terms of its basic components and their operations. Emphasis is placed upon the power plant and its component systems. The main objective is proper maintenance, e.g., lubricating, cooling, fuel, and electrical systems. Both classroom and laboratory time will be involved.

BEGINNING AUTO 1B
(VHS) (1 sem) 9th – 12th grade  
Prerequisite: None

Beginning Auto 1B introduces the student to the drive train of the modern automobile. The basic parts and operations of the clutch, transmission, drive line, differential, axles, brakes, and front-end geometry is the focus of attention. The chief objective is the proper maintenance of these components. Both classroom and laboratory time will be involved.

AUTO MECHANICS (ROP)
(VHS) (1 or 2 sem) 11th – 12th grade and adult  
Prerequisite: None

This course provides classroom and practical instruction in the three major areas of automotive service and maintenance; 1) engine performance, 2) auto electronics, and 3) braking systems.

DRAFTING/ENGINEERING

ARCHITECTURAL AND ENGINEERING DRAFTING AND DESIGN (ROP)
(VHS) (1 yr) 10th – 12th grade  
Prerequisite: Beginning/Intermediate Architecture and Engineering Graphics (ROP)

Architectural Drafting and Design focuses on the study and application of the design process, and the study of the history of American residential architecture, including architectural language, meaning, structure, and design trends. The emphasis is on expressing creativity in a visual form by: 1) reviewing and applying the elements and principles of design and by 2) gaining a deeper insight into the inspirations, theoretical elements, and principles behind good design. Students will follow the stages of the design process by completing a project from site analysis to a finished building design, creating it in three dimensional form. This course meets Fine Arts requirement for high school graduation. Students who complete this course may earn credit for Drafting 60 at Solano Community College. 
(This course does not meet the Fine Arts criteria for purposes of UC/USC college entrance eligibility.)

BEGINNING/INTERMEDIATE ARCHITECTURE AND ENGINEERING GRAPHICS (ROP)
(VHS/WCW) (1 or 2 semesters) 9th – 12th grade  
Prerequisite: None

A basic 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 at Solano Community College.

PRINCIPLES OF ENGINEERING – ROBOTICS (ROP) – P
(VHS/WCW) (1 yr) 9th – 12th grade  
Prerequisite: A) Completion or concurrent enrollment in Algebra I;  
B) Concurrent enrollment in a science class;  
C) Recommendation of science or math teacher.

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.
BEGINNING METALS
(VHS/WCW) (1 sem) 9th – 12th grade
Prerequisite: None

Beginning Metals is a semester-length course organized to teach the students fundamentals of working efficiently and safely with hand tools and power equipment. Shop work will cover basic bench metal, sheet metal, introductory oxyacetylene, Arc welding and foundry area. Students are also given instruction on the operation of the metal lathe, drill press, pedestal grinder, bandsaw, disc sander and vertical mill.

INTERMEDIATE METALS
(VHS/WCW) (1 sem) 9th – 12th grade
Prerequisite: Beginning Metals

Intermediate Metals concentrates on machining of metals. More complex procedures used in machining metals are learned. Precision measurement, layout procedures, metal finishing, and production techniques are practiced. Shop and machine tool safety are stressed. Students have an opportunity to investigate careers in the metal working industry.

ADVANCED METALS, WELDING
(VHS/WCW) (1 sem) 10th - 12th grade
Prerequisite: Intermediate Metals with a C or better or consent of teacher.

Covers oxyacetylene welding theory and practice, oxyacetylene cutting, brazing, direct current arc welding theory and practice, DC arc welding equipment and supplies, alternating current arc welding, preparation of metal for welding, and testing of welds. Gas metal-arc welding (M.I.G.) and gas tungsten-arc welding (T.I.G.) will be introduced. Students will be encouraged to construct welding projects. Shop safety is stressed, and safe work habits are developed.

BEGINNING WOODWORKING
(VHS/WCW) (1 sem) 9th – 12th grade
Prerequisite: None

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

INTERMEDIATE WOODWORKING
(VHS/WCW) (1 sem) 9th – 12th grade
Prerequisite: Completed Beginning Woodworking at the high school level with a "C" or better or teacher recommendation

This course reinforces and expands upon the basic knowledge and skills acquired in the beginning woodworking class. The student will use acquired as well as new skills to complete a required project; accuracy, neatness of construction will be stressed. The student will receive instruction in wood joinery and advanced machine joinery. The student will develop safe work practices and good working relationships along with a wise use of time.

ADVANCED WOODWORKING
(VHS/WCW) (1 sem - May be repeated for credit) 10th – 12th grade
Prerequisite: Intermediate Woodworking passing with a “C” or better.

This course is designed to increase the knowledge and abilities of the more competent woodworker. Areas covered include safety, project planning and bill of material, complex tool operations, special jigs and set ups, production techniques, machine-tool maintenance, and cabinet construction.

INTRODUCTION TO THE BUILDING TRADES (ROP)
(WCW) (1 yr) 11th – 12th grade
Prerequisite: Junior standing and consent of instructor

Students will be provided with a general introduction and overview of careers in carpentry, plumbing & pipefitting, electrical, and iron and steel construction. Topics to be covered: Introduction to the Trades; safety of common tools along with use and care, blueprints, technical math, projects utilizing the basic components of the above mentioned trades.

MATH DEPARTMENT

ALGEBRA I SUPPORT – See Non Departmental

ALGEBRA I-P, ALGEBRA I-P/Freshman Focus
(VHS/WCW) (1 yr) 9th – 12th grade
Prerequisite: Placement to be determined by a grade earned in a pre-algebra curriculum, state assessment results (STAR), district assessments, and teacher recommendation. Some students will be placed in one period of Algebra I-P while other students will be recommended for one period of Algebra I-P and one period of Algebra I-Support.

A rigorous two-semester course in first-year algebra. Topics include: operations in algebra, polynomials, special products and factors, formulas, linear equations, graphs, fractional equations, powers, roots, radicals, quadratic equations, simultaneous equations, proportions, and
verbal problems. Emphasis is placed on preciseness and consistency in language and on the development of mathematical structure. Algebra I-P/Freshman Focus is designed to meet all of the above and is designed for the English learner students.

CONCEPTUAL GEOMETRY  
(VHS/WCW) (1 yr) 10th – 12th grade  
Prerequisite: Students in Algebra I-P with a grade of “D” and, students with a grade of “C” or “D” in Algebra I-P with an Algebra I-Support class and/or Math Department approval. Students with a D- or below are highly recommended to repeat Algebra I.

This is a survey of the most important concepts in college prep Geometry. This course will provide an informal introduction to those topics covered in more depth in Geometry-P while concurrently reviewing the essential topics that will be covered in Algebra I-P. The scope and sequence of this course is designed to bridge the gap between Algebra and Geometry, allowing time for students to master and extend concepts necessary for their success in Geometry and further study in Mathematics. In addition, students will be reviewing topics covered on the CAHSEE exam.

GEOMETRY-P  
(VHS/WCW) (1 yr) 9th – 12th grade  
Prerequisite: Algebra I-P, with a grade of “C” or better and/or Math Department approval

This course is designed for students to develop the ability to discern, conjecture, reason, invent, and construct mathematically in real-life applications. Two-dimensional geometry, coordinate geometry, brief units in solid geometry, deductive reasoning, and area probability will be introduced. This course differentiates clearly between giving examples that support a conjecture and giving a proof on a conjecture. This course will provide for the consistent use of algebra and a full range of problem-solving skills in the development of geometric concepts. In addition, students will communicate their knowledge of basic skills, understanding of concepts, and appropriate applications.

ALGEBRA II-P  
(VHS/WCW) (1 yr) 10th – 12th grade  
Prerequisite: Algebra I-P and Geometry-P (“C” or better in both)

This course is an in-depth study of the topics listed in Algebra I-P, and an introduction to the theory of functions, probability, sequences, series, complex numbers, matrices, properties of conic sections, and exponential, logarithmic, and trigonometric functions. Critical thinking and problem solving skills will be emphasized.

ALGEBRA II-P-XL  
(VHS) (1 yr) 10th – 12th grade  
Prerequisite: Geometry-P; and GATE qualification or teacher/counselor recommendation

This course is an in-depth study of the topics listed in Algebra I-P, and an introduction to the theory of functions, sequences, series, complex numbers, exponential functions, logarithmic functions and conic sections.

STATISTICS-P  
(VHS) (1 yr) 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  
(VHS/WCW) (1 yr) 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.

PRE-CALCULUS-P  
(VHS/WCW) (1 yr) 10th – 12th grade  
Prerequisite: “C” or better in Algebra II-P

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.
The course begins with a review of prerequisites from algebra and geometry. Then the course begins an extensive study of functions and graphs; polynomial, power, and rational functions; exponential, logarithmic, and logarithmic functions; trigonometric functions; analytic trigonometry; applications of trigonometry; systems and matrices; analytic geometry 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.

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

AP Calculus AB
Prerequisite: Pre-Calculus-HS 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.

This course is designed to specifically address the mathematics skills necessary to pass the California High School Exit Exam (CAHSEE), a graduation requirement. Seniors as well as retained juniors who have not passed the CAHSEE will be enrolled in this course unless a written waiver from a parent/guardian is received by the school. Students in the spring semester of their junior year are also eligible to enroll in this course.

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

Business I Support will be a companion course for 9th - 12th grade students who are enrolled in Algebra I but lack the basic math skills and knowledge base necessary for success in the Algebra I curriculum. The primary goal of the course will be to provide focused instruction in a variety of basic math skills that are vital to a student's mastery of algebraic "key standards." These fundamental skills include: understanding the decimal number system and place value; command of math facts for basic operations; conversion and operations with fractions; decimals and percents; rates, ratios and percent; operations with integers and rational numbers; absolute value and number opposites; order of operations; evaluation of expressions; exponents; measurement (customary and metric); basic geometric forms; use of formulas; interpreting and using data and graphs; basic statistics; basic probability; and money management. Because all students will be taking Algebra I concurrently, the Algebra I Support instructor will also provide students with coordinated support and basic, complementary instruction of the key standards taught in Algebra I.
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.

AVID SENIOR SEMINAR
(WCW) (1 yr) 11th – 12th grade

Prerequisite: Previous enrollment in AVID elective class prior to grade 11 for at least one year.
Corequisite: Enrollment in at least one Honors, Advanced Placement, or International Baccalaureate course or in a college transferable course accepted by both UC/CSU in both the 11th and 12th grades.

The AVID Senior Seminar is a two-year interdisciplinary course for AVID juniors and seniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration and reading) strategies than experienced in prior years of AVID. This higher level thinking, reading, writing and oral language skills are needed to prepare students for the level of work required to produce a culminating research project at the end of the senior year.

DRIVER EDUCATION
(VHS/WCW) (1 sem) 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
(VHS/WCW) (1 yr) 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.

NEWSPAPER PRODUCTION
(VHS/WCW) (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.

OFFICE ASSISTANT
(VHS/WCW/CHS) (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.

READING ACCESS
(WCW) (1 or 2 sem) 9th – 12th grade

Prerequisite: State assessment results (STAR), district assessments, and teacher recommendation.

This is a two period course designed to improve students overall reading ability which includes, phonemic awareness, phonics, comprehension, fluency, and vocabulary. The students targeted for this course are students who are significantly below grade level in English language arts. Students will use materials specifically designed to accelerate reading acquisition and provide the opportunity to advance more than one grade level with a year’s instruction. Other areas of focus will be spelling, grammar, writing, and spoken language. Students will also learn strategies to improve their ability to read successfully in the content areas. Students enrolled in Reading Access will also be concurrently enrolled in a one period grade level English course.
STUDENT COUNCIL  
(VHS/WCW) (1 yr) 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)  
(VHS/WCW) (1 yr) 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)  
(VHS/WCW) (1 sem) 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.

WORK EXPERIENCE EDUCATION  
(1 sem – may be repeated up to a maximum of 4 semesters) 11th – 12th grade  
**Prerequisite:** Student must be employed on a regular basis (minimum of 10 hours of work per week for 5 units of credit and 15 hours of work per week for 10 units of credit), have at least a 1.50 GPA and be 16 years of age. As part of the enrollment process, students must complete and return a work permit application, training agreement form (signed by parents and employer) and an information sheet.

This course gives students the opportunity to acquire general and specific occupational skills through a combination of supervised paid employment and related classroom instruction. Students attend one “A” period class per week. The subjects covered in class include the following topics: applying for work, how to keep a job, how to be promoted, labor laws, on-the-job safety, general employment information and career explorations.

YEARBOOK  
(VHS/WCW) (1 yr) 9th – 12th grade  
**Prerequisite:** 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

ADVANCED BODY WORKS/FITNESS  
(VHS/WCW) (1 yr)  
**Prerequisite:** None

This elective Physical Education course is designed for students who have been exempted from Physical Education or have already fulfilled their course 1 and course 2 requirements according to the Physical Education standards. In this course students will be given the opportunity to be challenged at a higher level of Physical Fitness. They will participate in circuit training, cardio interval training, cardio apparatus training (treadmills, stair climbers, bicycles etc.) and physical fitness strength training. The purpose of this course is to motivate students to achieve at that next level of fitness. They will also have the opportunity to participate in advanced Pilates, Yoga, Body sculpting, Self-defense, TaeBo, etc.

ADVANCED TEAM SPORTS  
(VHS/WCW) (1 yr)  
**Prerequisite:** None

This elective Physical Education course is designed for students who have been exempted from Physical Education or have already fulfilled their course 1 and course 2 requirements according to the Physical Education standards. Students will be given the opportunity to participate in advanced team sports activities in the following areas: Basketball, flag football, soccer, softball, tennis or paddle tennis (VHS), badminton (WCW), and volleyball. The purpose of this course is to encourage students to participate and play at a higher level. Students will be challenged in more advanced skills, techniques and tournament levels.

BODY WORKS  
(WCW) (1 sem) 9th – 12th grade  
**Prerequisite:** None

Body Works is a one semester course within the Physical Education Department. This course is designed to meet the California State Standards for Physical Education. The purpose of this course is to instruct and encourage lifetime skills in health and fitness, emphasizing a variety of fitness activities such as Pilates, Yoga, Tae Bo, Body Sculpting, Aerobics, Self Defense and Dance.
**PHYSICAL EDUCATION**  
(VHS/WCW) (1 yr) 9th – 12th grade  
**Prerequisite:** None

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

**WEIGHT TRAINING**  
(WCW) (1 sem, may be repeated) 9th – 12th grade  
**Prerequisite:** None

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

**SCIENCE DEPARTMENT**

**BIOLOGY-P**  
(VHS/WCW) (1 yr) 9th – 12th grade  
**Prerequisite:** Algebra I-P (may be concurrently enrolled); a C or better in Earth and Physical Science-P (or last science course taken); teacher recommendation may be requested.

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.

**CHEMISTRY-P**  
(VHS/WCW) (1 yr) 11th – 12th grade (Students are encouraged to enroll at the 11th grade level)  
**Prerequisite:** Completion of Algebra I with a grade of "C" or better, concurrent enrollment in Geometry P (Algebra II strongly recommended); and completion of Biology P, Biology P XL or Agricultural Biology P with a grade of "C" or better (science teacher recommendations may be requested)

Chemistry-P covers the basic topics of atomic structure; chemical bonds; periodicity; kinetics; equilibria; 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**  
(WCW) (1 yr) 11th – 12th grade  
**Prerequisite:** Algebra II-P or Algebra II-P-XL - "B" or better; Biology-P-XL - "B" or better

Chemistry-HP is for the potential science major and high ability student and covers the basic topics of atomic structure, chemical bonds, periodicity, kinetics, equilibria, atomic and molecular theory with emphasis on development of concepts through inquiry and experimentation. Approximately one fourth of the course is spent doing experiments. Emphasis is placed on scientific method and proper method and higher order thinking skills, utilizing the U.C. Davis textbook.

**AP CHEMISTRY**  
(VHS) (1 yr) 11th – 12th grade  
**Prerequisite:** a) Chemistry-P with passing grade, concurrent enrollment in Algebra II-P 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, equilibria, 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.

**EARTH AND PHYSICAL SCIENCE-P**  
(VHS/WCW/CHS) (1 yr) 9th – 12th grade (Students are encouraged to take this course as a freshman)  
**Prerequisite:** None

Earth and Physical Science-P is a two-semester course that will satisfy the 1-year Physical Science requirement for high school graduation. This class is typically a freshman offering that 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 tectons, 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.

**HUMAN ANATOMY & PHYSIOLOGY-P**  
(VHS/WCW) (1 yr) 11th – 12th grade  
**Prerequisite:** Biology-P or Biology-P-XL, Algebra I-P and Geometry-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.

**LIFE SCIENCE**  
(CHS) (1 yr) 10th – 12th grade  
**Prerequisite:** None

The purpose of Life Science is to develop an appreciation of science so that the student can achieve a greater understanding of our environment. The course will integrate the understanding of the cell and basic biological principles to the development of plant and animal life. Topics covered in this course are: The Scientific Method (including experimental design and data analysis), Scientific Measurement (including graphing), Cell Development, Life Activities, Genetics, Taxonomy, Plant Development and Classification, Animal Development and Classification, Similarities and Differences between Vertebrates and Invertebrates, Human Physiology, and Ecology.

**MEDICAL SCIENCE I (ROP)**  
(VHS) (1 yr) 11th – 12th grade  
**Prerequisite:** None

This preparatory core is for students seeking a career in health care. It includes a common set of skills and knowledge necessary for all health care employees. Medical Science I instructs students in the basic medical terminology, body systems, pathogens, disease, and how common pharmaceuticals work in the body. Mathematical concepts that are commonly used in health professions will also be addressed. Students will explore career employment opportunities in various medical fields. This course is for juniors and seniors only.

**MEDICAL SCIENCE II (ROP)**  
(VHS) (1 yr) 12th grade  
**Prerequisite:** Medical Science I or consent of instructor

This advanced course is intended for students in grade twelve who are pursuing a career in the medical health field requiring postsecondary education. It is a continuation of Medical Science I and builds on a common set of skills and knowledge necessary for all 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. This course is for juniors and seniors only.
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  
(VHS/WCW) (1 sem) 12th grade  
Prerequisite: Modern World History, Culture and Geography-P  
US History, 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  
(VHS) (1 sem) 11th – 12th grade  
Perquisite: 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.

MODERN WORLD HISTORY, CULTURE AND GEOGRAPHY-P  
(VHS/WCW) (2 sem) 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  
(VSH/WCW) (1 yr) 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  
(VHS) (1 sem) 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.

SPECIAL EDUCATION DEPARTMENT

Special Education courses are provided for students who have exceptional learning needs and who have an active individualized educational plan (IEP).

ALGEBRA I  
ALGEBRA I, INDIVIDUALIZED SMALL GROUP INSTRUCTION  
ALGEBRA I, INDIVIDUALIZED  
(VHS/WCW) (1yr) 9th – 12th grade  
Prerequisite: Individualized Educational Plan (IEP)

A two-semester course in first-year algebra. Topics include: operations in algebra, polynomials, special products and factors, formulas, linear equations, graphs, fractional equations, powers, roots, radicals, quadratic equations, simultaneous equations, proportions, and verbal problems. This course is designed to assist students in meeting their educational needs as outlined in their individualized education plans.

AMERICAN GOVERNMENT  
AMERICAN GOVERNMENT, INDIVIDUALIZED SMALL GROUP INSTRUCTION  
AMERICAN GOVERNMENT, INDIVIDUALIZED  
(VHS/WCW) (1 sem) 12th grade  
Prerequisite: Individualized Educational Plan (IEP)

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 of 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. This course is designed to assist students in meeting their educational needs as outlined in their individualized education plans.
Individualized and Individualized Small Group Instruction is provided in driver’s education, art, PE and elective courses. This course is designed to assist students in meeting their educational needs as outlined in their individualized education plans.

**ECONOMICS**

**ECONOMICS, INDIVIDUALIZED SMALL GROUP INSTRUCTION**

(VHS/WCW) (1 sem) 12th grade  
**Prerequisite:** Individualized Educational Plan (IEP)

In a one-semester course in economics, students should 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. This course is designed to assist students in meeting their educational needs as outlined in their individualized education plans.

**EARTH SCIENCE, INDIVIDUALIZED SMALL GROUP INSTRUCTION**

(VHS/WCW) 9th-12th Grade  
**Prerequisite:** Individualized Educational Plan (IEP)

SEE SCIENCE DEPARTMENT for course description.

**ENGLISH 9-12**

**ENGLISH 9-12, INDIVIDUALIZED SMALL GROUP INSTRUCTION**

(VHS/WCW) (1 yr) 9th – 12th grade  
**Prerequisite:** Individualized Educational Plan (IEP)

English 9-12 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. Punctuation, usage, grammar, vocabulary and spelling will be taught. This course is designed to assist students in meeting their educational needs as outlined in their individualized education plans.

**HEALTH, INDIVIDUALIZED SMALL GROUP INSTRUCTION**

(VHS/WCW) (1 sem) 9th – 12th grade  
**Prerequisite:** Individualized Educational Plan (IEP)

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. This course is designed to assist students in meeting their educational needs as outlined in their individualized education plans.

**LIFE SKILLS SCIENCE, INDIVIDUALIZED SMALL GROUP INSTRUCTION**

(VHS/WCW) (1 yr, var. 1-4 yr) 9th – 12th grade  
**Prerequisite:** Individualized Educational Plan (IEP)

SEE LIFE SCIENCE course outline in SCIENCE DEPARTMENT for course description.

**LIFE SKILLS II, INDIVIDUALIZED SMALL GROUP INSTRUCTION**

(VHS/WCW) (1 yr, var. 1-4 yr) 9th – 12th grade  
**Prerequisite:** Individualized Educational Plan (IEP)

This introductory home economics course includes instruction in child development and guidance, consumer education, clothing and textiles, family and individual health, family living and parenthood education, food and nutrition, housing and furnishings, and leadership and careers. Learning activities focus on management of personal and family responsibilities, emphasizing the relationship of a well-ordered personal and home life to a productive and satisfying work life. This course is designed to assist students in meeting their educational needs as outlined in their individualized education plans.

**MATH 9-12**

(VHS/WCW) (1 yr) 9th – 12th grade  
**Prerequisite:** Individualized Educational Plan (IEP)

A survey and review of the fundamental operations of arithmetic, with applications to practical and real life problems. Specific topics include addition, subtraction, multiplication and division of whole numbers, fractions and decimals, percents, geometric shapes, perimeter, area, volume, place value, estimation, probability, interpreting maps, graphs and charts, the metric system and the English measurement system. Students will be introduced to simple Algebraic concepts. This course is designed to assist students in meeting their educational needs as outlined in their individualized education plans.
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. This course is designed to assist students in meeting their educational needs as outlined in their individualized education plan.

**AP STUDIO ART**
(VHSC/WCS) (1 yr) 9th – 12th grade  
Prerequisite: Individualized Educational Plan (IEP)

AP Studio Art is a two-semester course for seniors. Students may elect to take it one semester. This course is for highly motivated students who are seriously interested in the study of art. Students will independently explore problems, techniques, art history, and art careers. A quality portfolio based on the students' interest in a particular visual concern in a variety of means and materials is the primary goal. Quality, concentration, and breadth will be stressed throughout the course. This course requires completion of summer assignments for fall enrollment. *Students will take the AP Exam or an equivalent exam as part of their final course grade.*
Graphic Design is a one semester course which includes the study of artistic expression, communication, and commercial applications of art. Assignments incorporate elements of art and principles of design. Visual communication for selling products will be investigated as well as use of various lettering styles. Students will understand the visual impact of art in everyday life from the commercial standpoint to environmental design. Emphasis will be placed on originality, creativity and visual appeal. Students will investigate art-related careers and artists.

**MASS MEDIA 1**

(VCW) (1 sem) 10th – 12th grade  
**Prerequisite:** Any Fine Arts Class or teacher recommendation

Mass Media 1 is a one semester course designed to establish an understanding of video (video as being defined as the mixing of word, sound, and visual image). Students will explore the influence of media on themselves, and the world around them. They will study and analyze current and past media forms. They will create their own work in "video," using camcorder, computer, and editor. Students will learn to "speak" in this "new" language, and will experience working in groups. They will also gain experience in various careers, within the field.

**PAINTING**

(VHS/WCW) (1 sem–may be repeated for a maximum of 10 credits) 10th – 12th grade  
**Prerequisite:** Survey of Art I-P, Visual Art I-P and/or teacher approval

Painting is a one-semester course, which emphasizes the importance of technique, color and composition in assisting individual painting expression. Students will create painting on paper, canvas and 3-D surfaces using tempera, acrylic or oils, watercolor and mixed media. Students will study art movements, a variety of cultures and the careers of artists, especially twentieth century artists.

**PHOTOGRAPHY I-P**

(VHS/WCW) (1 yr) 9th – 12th grade  
**Prerequisite:** None

Photography I-P is an introductory black and white art photography course. Time is taken to familiarize the student with photographic equipment, materials, methods, and processes, but the main emphasis of the course is to introduce students to the theories of composition and artistic perception that will allow them to develop a personal photographic style. Students will also be introduced to computer technology, as a tool to continue their individual educations in photography through use of Internet sites, as well as a means of storing, manipulating, transmitting and printing digital images.

**SCULPTURE**

(WCW) (1 sem–may be repeated for a maximum of 10 credits) 10th – 12th grade  
**Prerequisite:** Creative Clay/Sculpture (MS course), Visual Art I-P, and/or teacher approval

Sculpture is a one semester course in three-dimensional design and creativity. Emphasis is on form, spatial organization and expression. Students will become familiar with the tools and materials of the sculptor and how the tools and materials are used to express ideas. A variety of cultures, art periods, sculptors and sculptures will be studied in order to broaden the student's awareness of numerous areas of expression. Students will investigate art related careers and artists.

**SURVEY OF ART I-P**

(VHS/WCW) (1 yr – may be taken in semester units)  
**Prerequisite:** None  
9th – 12th grade

Survey of Art I-P is an introductory course that provides the foundations of visual expression in different media, selected art history lessons, aesthetic valuing and criticism. Special emphasis is placed on creative expression and problem-solving skills. The art elements and principles of design serve as the foundation for units covered. Students will become familiar with tools, vocabulary, technique, processes and possibilities of two-dimensional and three-dimensional design. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and judgment of student work as well as appreciation of works of art from other cultures. The emphasis in this class is in production using a variety of media.

**VISUAL ART I-P**

(VHS/WCW) (1 yr) 9th – 12th grade  
**Prerequisite:** None

Visual Art I-P provides the foundations of visual expression in different media, selected art history lessons, aesthetic valuing and criticism through alignment with The Visual and Performing Art Standards and Framework of California. Emphasis in this course is for the student who has an interest in beginning a portfolio and deepening skills in drawing, design, sculpture, and painting. Students will utilize the Elements of Art and Principles of Design, as the foundation for units covered. Students will become immersed in the process of creative expression, problem-solving skills, technique, and acquire the ability to visually communicate thoughts and ideas. Reflective practice, assessment, and rubrics will be utilized throughout the class. Students will gain insight into past and current art history periods and become aware of art-related careers.
ADVANCED SYMPHONIC BAND-P
(WCW) (1 yr may be repeated) 9th – 12th grade

Prerequisite: Consent of instructor following evaluation of student skills.

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

CHAMBER ORCHESTRA-P
(VHS/WCW) (1 yr -may be repeated) 9th – 12th grade

Prerequisite: Consent of instructor following evaluation of student skills.

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

CONCERT BAND-P
(VHS/WCW) (1 yr – 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.

ORCHESTRA-P
(VHS/WCW) (1 yr - 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.

SYMPHONIC BAND-P
(VHS/WCW) (1 yr – 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
(VHS/WCW) (1 yr - 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
(VHS/WCW) (1 yr - may be repeated) 9th – 12th grade

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

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

JAZZ ENSEMBLE-P
(WCW) (1 yr - may be repeated) 9th – 12th grade

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

The Jazz Ensemble-P is the second 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 enrollment in Jazz Ensemble-P, the students are offered other performance options such as honor Jazz Ensemble-P, solos, small ensembles (combos), school musical and concert tour.

**VOCAL**

**MIXED CHORUS-P**  
(VHS/WCW) (1 yr - 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.

**MUSICIANSHIP (INSTRUMENTAL) (CHOIR)**  
(WCW) (1 sem -may be repeated) 10th – 12th grade  
*Prerequisite:* Concurrent enrollment in another music course  
This course is for students that plan to do more than is required in their music class. Students will receive credits for preparing and auditioning for honor bands, forming or participating in other music groups, or completing other music projects.

**VOCAL ENSEMBLE-P**  
(WCW) (1 yr) 9th – 12th grade  
*Prerequisite:* None  
This course will cover instruction in vocal production techniques, music reading, ensemble and solo singing and performance skills. Appreciation of music in a variety of historical periods and styles will be studied and practiced. This is a more advanced vocal music course and students should have prior choir experience or consent of the instructor for entrance into this course.

**THEATRE**

**THEATRE ARTS I-P**  
(WCW) (1 yr) 9th – 12th grade  
*Prerequisite:* None  
This is a course that will strengthen the student's understanding of and appreciation for Theatre Arts. Techniques and fundamentals of acting will be studied. Activities will include pantomime, voice and diction practice, improvisation, auditioning, and group work in prepared scenes and reading of different kinds of plays. Basic instruction in set design and theatre technology will be offered. Fundamentals of play production will be covered. A minimum of 5 hours work outside of class is required in order to pass the class.

**ADVANCED THEATRE ARTS**  
(WCW) (1 sem can be repeated) 9th – 12th grade  
*Prerequisite:* Theatre Arts I-P, teacher permission  
This course is designed to give the student further specialized training in developing techniques of acting and more subtle character presentation as well as to increase his appreciation for the drama as a cultural and social force. With teacher permission the student will be able to repeat this class each semester. The focus of each of the subsequent semesters work will change to accommodate different levels of competence. In class the students will apply their skills of acting, handling technical aspects, and in evaluating a performance. The students will receive further instruction in set design, lighting, costuming, make-up and theatre technology. The students will study the techniques of directing by selecting scenes to produce for the class and other outside of class audiences. As the students reach a certain level of competence and experience in directing, they will direct and produce a one-act play for a paying audience. The students will be expected to widen their repertoire of performances by adding a complete audition piece each semester. The students will continue to study selected plays. It is expected that the students will show a greater involvement with the major productions offered each semester. A minimum of 15 hours work outside of the class is required in order to pass the course.