

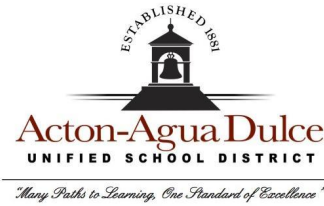


# VASQUEZ

— HIGH SCHOOL —

**PROGRAM OF STUDY**  
**2017-2018**

V1.5



### **Board of Trustees**

Mike Fox, President  
Ed Porter, Vice President  
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### **District Administration**

Kim Lytle, Interim Superintendent  
(661) 269-5999 Extension 102



**VASQUEZ**  
— HIGH SCHOOL —

### **Vasquez High School Administration**

Ty Devoe, Principal  
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Lisa Simonian, Dean of Students  
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Nicole Hannasch, Counselor  
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### **Accreditation**

Vasquez High School is fully accredited by the Western Association of Schools and Colleges, having received a six-year term from 2014-2020.

### **Curriculum**

Vasquez High provides a complete University of California 'A-G' curriculum as well as vocational programs for all students, including a full complement of Advanced Placement and Honors courses and a variety of Career Technical Education opportunities. We are one of only fifteen California school districts awarded the College Board AP Honor Roll for outstanding student participation and achievement on AP exams.

*The Acton Agua Dulce Unified School District does not discriminate by sex in employment or educational opportunity, in compliance with Title IX, Federal Education Amendments of 1972. Our district Title IX coordinator is Kim Lytle, Interim Superintendent, and can be reached at (661) 269-5999 Ext. 106.*



## TABLE OF CONTENTS

· PRINCIPAL'S LETTER	4
· DISTRICT VISION/ VHS MISSION STATEMENTS	5
· SCHOOLWIDE LEARNING OUTCOMES	6
· ACADEMIC EXPECTATIONS & REQUIREMENTS	7
· STUDENT SCHEDULES AND COURSE PLACEMENT	8
· UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS	9
· UNIVERSITY ADMISSIONS COMPARISON TABLE	11
· UC ADMISSION INDEX REQUIREMENTS	12
· CALIFORNIA STATE UNIVERSITY SYSTEM	12
· CALIFORNIA COMMUNITY COLLEGE SYSTEM	13
· NCAA FRESHMAN ELIGIBILITY REFERENCE	14
· HIGH SCHOOL TERMINOLOGY	15
· CATALOG OF COURSES	17
· ENGLISH	17
· ENGLISH LANGUAGE DEVELOPMENT	19
· VISUAL AND PERFORMING ARTS	19
· MATHEMATICS	21
· SCIENCE	22
· SOCIAL STUDIES	24
· SPECIAL EDUCATION	26
· WORLD LANGUAGES	26
· ELECTIVES	28
· TECHNOLOGY LITERACY	30
· HEALTH	30
· PHYSICAL EDUCATION	30



Welcome to Vasquez High School! This is an exciting time for all Mustang families with the arrival of a brand new state of the art campus, including classrooms, science labs, culinary, art and music rooms, gymnasium, multipurpose facility, and a dedicated library and administration building. Our new gym brings not only full court basketball and volleyball facilities, but a cafeteria, drama room, theater platform, weight room, locker rooms, student store, and full service cafeteria. After passing a bond and striving for years to acquire promised state matching funds, your school district and board have finally delivered a state of the art high school facility for our students.

Inside the classroom, our teachers have collaboratively committed to a high standard of academic rigor, the development of ethical community-centered thought, and a cultural environment that propels students to not just succeed but thrive. Professional development for the current year features a strong emphasis on responsive instruction, data-based assessments, technology, and a true K-12 collaborative synergy with our elementary and middle school partners.


Even amid the program challenges inherent to small school settings, Vasquez High offers a comprehensive University of California college preparatory course list with a robust array of advanced placement and honors courses. The College Board awarded Vasquez High Honor Roll status for achievement in participation and performance on AP exams, placing our AP program in the top 8% of California high schools. Our UC-approved virtual online academy serves both full-time and part-time students, permitting even more course customization in every student's four-year plan. Low teacher-to-student ratios encourage individual attention and deep mastery of subject material.

Award-winning CTE program fields include culinary arts, technology, science, and public service, all of which serve as culminating courses in blossoming career pathways. Targeted proactive intervention programs driven by student study teams, individualized education plans, and 504s, as well as peer tutoring and data-driven differentiated instruction collectively weave an additional net to ensure success for all students.

A dynamic associated student body program, heavy community support, and an active parent-teacher-student organization positively contribute to campus culture. A small-town environment, bolstered by expanding club offerings and a strong counseling department, further unify our student body. Creative student outlets include choir, theater, digital photography and design, yearbook, video production, and music theory, and VHS offers 13 California Interscholastic Federation-sanctioned athletic sports as well as cheer. Our athletic teams often participate in CIF playoffs.

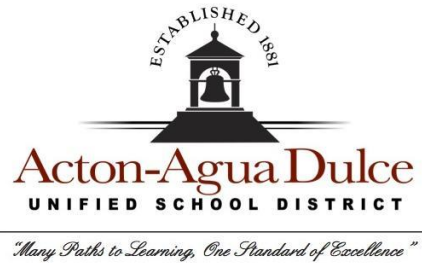
We are committed to student success at Vasquez High School, and look forward to an exciting year ahead!

Ride on, Mustangs!



Ty Devoe  
Principal

## DISTRICT VISION STATEMENT AND SCHOOL MISSION STATEMENT



*The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals that can achieve their highest degree of potential and who will responsibly shape our future.*



*It is the mission of Vasquez High School to provide a rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including critical thinking, effective communication, and the fluent use of technology. We provide a rigorous academic program through which effective educators lead students to take responsibility for learning and maximize potential.*

*We are committed to sustaining a school in which individuals representing diverse cultures and experiences instruct one another in the meaning and value of community and the importance of lifelong learning.*

## VASQUEZ HIGH SCHOOL SCHOOLWIDE LEARNING OUTCOMES

All VHS curriculum and campus culture strives to guide students into:

### **CRITICAL AND CREATIVE THINKERS**

- generate questions and employ creative approaches to problem solving
- identify connections in content and integrate knowledge
- analyze and comprehend the complexities of the English language and the symbolic language of mathematics and the sciences
- effectively acquire, assess, and organize information

### **EFFECTIVE COMMUNICATORS**

- practice empathy and cultural awareness
- articulate using academic language and an informed point of view
- employ good listening skills
- evaluate and successfully utilize forms of argument in both oral and written context

### **EMPOWERED INDIVIDUALS**

- take a proactive approach to their current academic pursuits and future goals
- make sound decisions about physical, emotional, and mental health
- act ethically and take personal responsibility for actions
- adapt to an increasingly complex and ever-changing world
- draw inspiration from the diversity of the environment

### **TECHNOLOGICALLY PROFICIENT CITIZENS**

- develop foundational skills for transition to life and career readiness
- demonstrate competency in exchanging and presenting ideas through a wide variety of technologies
- distinguish accurate information and the validity of sources

### **COMMUNITY LEADERS**

- apply excellence, respect, courage, and integrity in interactions with others
- take part in meaningful service within their communities
- work cooperatively with diverse populations
- use individual voice to advocate for the needs of all
- act with a global consciousness



## ACADEMIC EXPECTATIONS AND REQUIREMENTS

Vasquez High School strives to provide all students with a wide range of programs that ensure viable options for post-high school experiences: college, business school, vocational-technical school, certification in a variety of CTE programs, fine arts participation, full-time employment and the military. Outlined on the following pages are the Acton-Agua Dulce Unified School District graduation requirements and entry requirements for the University of California (UC), the California State University (CSU) and Community College systems. Students will be programmed into qualifying for UC/CSU admission requirements if no other specific academic program preparation is selected.

**Four Year Plan** – In collaboration with the counseling department, students will develop a four year academic program in an effort to meet graduation requirements and post-secondary goals; this plan will be updated annually through one-on-one meetings with an academic and career counselor.

**Vasquez High School Graduation Requirements** - In order to graduate with a high school diploma from Vasquez High School, a student must complete 230 semester credits of high school work equivalent to or including:

English/Language Arts		
English 9	10 credits	1 Year
English 10	10 credits	1 Year
English 11	10 credits	1 Year
<u>English 12</u>	<u>10 credits</u>	<u>1 Year</u>
<b>Total</b>	<b>40 credits</b>	<b>4 Years</b>
History/Social Science		
Geography ( <i>through class of 2019</i> )	5 credits	1 Semester
World History	10 credits	1 Year
United States History	10 credits	1 Year
Government	5 credits	1 Semester
<u>Economics</u>	<u>5 credits</u>	<u>1 Semester</u>
<b>Total for class of 2018 and 2019</b>	<b>35 credits</b>	<b>3.5 Years</b>
<b>Total for class of 2020 and beyond</b>	<b>30 credits</b>	<b>3 Years</b>
Mathematics (must include a completed Algebra 1 course)		
Math Selection	10 credits	1 Year
Math Selection	10 credits	1 Year
<u>Math Selection</u>	<u>10 credits</u>	<u>1 Year</u>
<b>Total</b>	<b>30 credits</b>	<b>3 Years</b>
Science		
Biology (Life Science)	10 credits	1 Year
<u>Chemistry or Physical Science</u>	<u>10 credits</u>	<u>1 Year</u>
<b>Total</b>	<b>20 credits</b>	<b>2 Years</b>
Physical Education		
Physical Education 9	10 credits	1 Year
<u>Physical Education and/or Athletics</u>	<u>10 credits</u>	<u>1 Year</u>
<b>Total</b>	<b>20 credits</b>	<b>2 Years</b>
World Language or Fine Arts	<b>10 credits</b>	<b>1 Year</b>
Health	<b>5 credits</b>	<b>1 Semester</b>
Technology Literacy	<b>5 credits</b>	<b>1 Semester</b>
<i>(9<sup>th</sup> grade requirement beginning with class of 2020 – replaces Geography)</i>		
Electives	<b>70 credits</b>	
<b>Minimum Graduation Requirements</b>	<b>230 credits</b>	



## STUDENT SCHEDULES AND COURSE PLACEMENT

### Master Schedule and Student Schedules

Vasquez High School's master schedule of classes is built each year on student course requests and academic four year plans. Students should consult with their parents, teachers, the VHS Program of Study and the school counselor prior to selecting classes each spring for the upcoming year. In order to properly assign students and teachers to courses and create the schedule in time for the fall semester, it is imperative that all fall student schedule requests are finalized in the spring through one-on-one meetings with a school counselor. Student programs should match four year plans. Schedules are distributed during registration in the fall semester, and on the first day of classes in the spring semester.

### Honors and Advanced Placement

All honors and Advanced Placement courses at Vasquez High are structured to challenge each student and prepare them for college coursework, and our school was awarded College Board AP Honor Roll in 2015 for outstanding student participation and achievement: one of only 15 school districts in California to receive this distinction. Students enrolling in honors or AP courses should expect a significant increase in workload and cognitive demands, bringing discipline and integrity in preparation. Further, enrolling in an AP course carries the expectation of taking the relative exam in May, and students should plan in advance to cover the fee (\$89) for the exam. Vasquez offers payment plans and even a limited number of scholarships for these exams to students in need. Ask a counselor for more information.

### Student Placement

It is important for students to challenge themselves by taking academically rigorous courses. Choosing the right level course depends on several factors including previous course selection and performance, prerequisites, results from State Standards Tests (CAASPP), teacher recommendations, student motivation, and future goals. Administration and staff will place students in courses after considering all data in an effort to meet student requests and ensure students have a reasonable likelihood of academic success.

### Curriculum and Content Standards – The Common Core

The California State Department of Education (CDE) in conjunction with the Smarter Balanced Assessment Consortium has adopted the Common Core Framework as a base for curriculum design, and the CAASPP (California Assessment of Student Performance and Progress) as the formal state assessment. The details of Common Core State Standards can be found online at <http://www.cde.ca.gov/re/cc/>. Vasquez High School students are expected to meet these standards and to demonstrate proficiency on state assessments and on site benchmark and course final examinations.

### Dropping/Adding/Transferring Classes

Within the first three weeks of the semester, students may drop a course by meeting with their teacher and counselor to discuss the impact of such a decision. Dropping a class after the third week of the semester may only be done with administrator review and approval and is only granted in the case of extenuating circumstances. The grade earned at the time of drop shall be carried to the next class unless the student is assigned to a completely different subject.

Course programs are created for the year. Students are expected to remain in the courses selected and assigned. Changes to course programs will be done only in the following cases: 1) computer/school error; 2) course work completed in the summer (with administrator/counselor approval); 3) misplacement/lack of prerequisites; or 4) teacher recommendation. Course programs will not be changed for period or teacher preference. Requests for a schedule change must be turned in during the first three (3) weeks of each semester. No changes will be made after this period.

To request a class or schedule change, the student must complete a Request for Schedule Change form, available in the main office. Please ensure the form is completely filled out, including reason for request and any necessary signatures (teacher and/or parent), prior to submitting to the counselor.



# UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

## Subject Requirement ("A-G" Coursework)

To be considered eligible for admission to the University of California students must satisfy the A-G Subject Requirement. You must complete no less than fifteen of the year-long high school courses listed below; these courses are also known as the "A-G" subjects. At least seven of the fifteen year-long courses must be taken in your last two years of high school, and you must complete eleven of the fifteen "A-G" courses by the end of your junior year.

## California High School Students

The courses you take to fulfill the Subject Requirement must be certified by the University as meeting the requirement and must be included on Vasquez High School's UC-certified course list. To view the VHS UC-certified course list, go to <http://www.ucop.edu/agguide/>.

Required "A-G" Courses
<p><b>a   History/Social Science – 2 YEARS REQUIRED</b> Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.</p>
<p><b>b   English – 4 YEARS REQUIRED</b> Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.</p>
<p><b>c   Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED</b> Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.</p>
<p><b>d   Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED</b> Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may approved engineering courses or the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.</p>
<p><b>e   Language Other than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED</b> Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.</p>
<p><b>f   Visual and Performing Arts (VPA) – 1 YEAR REQUIRED</b> A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.</p>
<p><b>g   College-Preparatory Electives – 1 YEAR REQUIRED</b> One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: engineering, technology, visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).</p>

## Honors Courses and the University of California

The University of California assigns extra grade points for up to eight semesters of University certified honors level and advanced placement courses taken in the last three years of high school: A=5 points, B=4 points, C=3 points. No more than two of certified honors level courses taken in the 10<sup>th</sup> grade may be counted for extra points. All College Board Advanced Placement courses as well as college courses recorded on your high school transcript that are transferable to the university are acceptable as honors courses.

## Examination Requirement

Students applying for fall term college admission must take the SAT and/or ACT tests no later than December of their senior year.

Interested students must submit the following test scores:

- Either the Scholastic Aptitude Test I: Reasoning Test (SAT I) or the American College Test (ACT). The verbal and mathematics scores on the SAT I must be from the same sitting. The ACT composite score must be submitted.
- Three Scholastic Assessment Test II: Subject Tests (SAT II), including Writing, Mathematics Level 1 or Level 2, and one test in any of the following areas: English Literature, Foreign Language, Science, or Social Studies,

For registration information for SAT or ACT please visit the College Board or ACT websites:



[www.collegeboard.com](http://www.collegeboard.com)



[www.actstudent.org](http://www.actstudent.org)



Vasquez High School Accreditation 2014-2020

## UNIVERSITY ADMISSIONS COMPARISON TABLE

	CALIFORNIA STATE UNIVERSITY SYSTEM (CSU)	UNIVERSITY OF CALIFORNIA SYSTEM (UC)	PRIVATE COLLEGES & UNIVERSITIES
<b>High School Academics</b> (minimum requirements)	<b>"A-G" subjects</b> (a) History (2 yrs) (b) English (4 yrs) (c) Math (3 yrs - to Alg2) (d) Lab Science (2 yrs) (e) Foreign Lang (2 yrs) (f) VPA (1 yr) (g) Elective (1 yr)  <b>2.0 GPA</b> (10 & 11 gr.)	<b>"A-G" subjects</b> (a) History (2 yrs) (b) English (4 yrs) (c) Math (3 yrs to Alg2) (d) Lab Science (2 yrs) (e) Foreign Lang (2yrs) (f) VPA(1 yr) (g) Elective (1 yr)  <b>3.0 GPA</b> (10 & 11 gr.)	<b>College Prep Classes</b> History (2-3 yrs) English (4 yrs) Math (4 yrs) Science (3-4 yrs) Foreign Language (3-4 yrs)  <b>Grades from 9th thru 12th grades</b> are considered, but there is no minimum GPA requirement
<b>Standardized Tests</b>	<b>SAT Reasoning Test</b>  <b>SAT Subject Tests</b> are not required and will not be considered	<b>SAT Reasoning Test* or ACT plus writing</b>  <b>SAT Subject Tests</b> are not required, but will be considered  <b>AP/IB Tests</b> are not required, but will be considered  <b>SAT Reasoning Test or ACT</b>	<b>SAT Subject Tests</b> (at least 2 tests)  <b>AP/IB Tests</b> are not required, but will be considered
<b>Extracurricular Activities</b> (leadership, special talents and achievement)	Lightly considered	Important	Very important
<b>Letters of Recommendation</b>	Not considered	Not considered	2 high school teachers 1 guidance counselor
<b>Application Deadline</b>	<b>11/30*</b> (Application period opens 10/1) *Some CSUs extend this deadline based on the number of applications received	<b>11/30</b> (Application period opens 8/1)	Varies by university

Students applying to the University of California need to meet the minimum test score requirements in order to qualify for admission.

## UC ADMISSION INDEX REQUIREMENTS

The University of California system guarantees admission to California students if:

- The student ranks in the top 9 percent of California high school students according to the Admissions Index. (This is called "Eligible in the Statewide Context.")
- The student ranks in the top 9 percent of graduating class at the student's high school based on the grade point average (GPA) obtained on 11 of the 15 "a-g" courses required for UC admissions by the end of 11th grade. (This is called "Eligible in the Local Context.")

Guaranteed admission means the student will be offered admission to a UC campus. However, it does not guarantee acceptance to the student's campus of choice.

For more information, visit the UC online admissions calculator

at: <http://admission.universityofcalifornia.edu/freshman/california-residents/admissions-index/index.html>

## CALIFORNIA STATE UNIVERSITY SYSTEM

Students who are considering attending one of the 23 campuses in the California State University (CSU) system should become familiar with the <http://www.csumentor.edu/> website. CSUMentor is a website designed to help students and their families learn about the California State University (CSU) system, comprised of 23 campuses. It assists students in planning for college, selecting the appropriate CSU campus to attend, planning how to finance their education, and applying for admission.

### Freshman Admission Requirements

To establish eligibility for admission as a first-time freshman, and applicant is required to:

1. Be a high school graduate
2. Have completed, with grades of "C" or better, each of the courses in the comprehensive pattern of college preparatory subject requirements; and
3. Have a qualified eligibility index.

### Eligibility Index

A table showing the Eligibility Index may be found on the Admissions Application.

Students with grade point averages of 3.00 and above may establish eligibility for admission without submitting test scores. However, applicants are encouraged to take the SAT I or ACT as test scores may be included among the supplementary criteria used to determine admission to impacted campuses (impacted campuses are those that have many more qualified applicants than open spaces) and programs.

## CALIFORNIA COMMUNITY COLLEGE SYSTEM

Some VHS students are eligible to apply for “Special Admit” status during high school enrollment. Concurrent Antelope Valley College and College of the Canyon course work shall be for elective credit only unless specifically authorized by the Acton-Agua Dulce Unified School District.

Title 5 of the State Educational Code (48800.5) and 76001 (a), (b) and (h) indicates that minor students may take college classes that are for “advanced scholastic or vocational education and for which they have demonstrated adequate preparation in the discipline to be studied and have availed themselves of all opportunities to enroll in an equivalent course at their school of attendance.” The intent is to provide educational enrichment opportunities for eligible minor students. Students who enroll in college level classes will find them challenging. As a result, interested students must demonstrate to VHS administration that they meet the academic prerequisites and possess a strong enough work ethic to receive permission to enroll in college courses.

Application and program information for community colleges is available in the College and Career Center. To find out more about applying to either Antelope Valley College or College of the Canyons, visit the following websites:



### **Antelope Valley Community College**

<http://www.avc.edu/prospective/>



### **College of the Canyons**

<http://www.canyons.edu/offices/Admissions/highschoolstudents.asp>

## NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

### NCAA

Student athletes who plan to register with the NCAA must meet certain criteria to be eligible for Division I or Division II consideration. See the chart below for the breakdown for Division I and Division II, 16 core-course requirements respectively.

NCAA Division I requires 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement. Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA).

### Test Scores

Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on the NCAA website: [http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf)

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

### Grade-Point Average

Only core courses are used in the calculation of the grade-point average. Be sure to look at Vasquez High School's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

Division I grade-point-average requirements are listed in detail on the NCAA website: [www.ncaa.org](http://www.ncaa.org). The Division II grade-point-average requirement is a minimum of 2.00. Division II core GPA required to be eligible for competition on or after August 1, 2018, is 2.200. The minimum Division II core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000.

## HIGH SCHOOL TERMINOLOGY

### **Advanced Placement/Honors**

Vasquez offers many Advanced Placement (AP) and Honors (H) courses. Please see listings in each department. Both weighted points (A=5, B=4, C=3) and college credit may be earned by passing AP examinations, potentially saving students and families thousands of dollars. AP students by virtue of enrollment are expected to take the AP exam in May.

### **California Scholarship Federation**

The codes CSF-I and CSF-II designated List A solids and List B solids, defined in the CSF state constitution. In order to qualify for CSF the student must enroll in at least three subjects designated by the Codes CSF-I or CSF-II, and of these three, at least two must be designated CSF-I. One elective class may count for CSF membership. A student may qualify based upon their 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade grades. 9<sup>th</sup> grade is honorary only. See a counselor for more detailed information.

### **Class Rank**

Class rank is a student's standing based on his/her cumulative academic weighted GPA as compared to other members of the same grade level. In a class of 100, for example, the student with the highest grade point average would be number one, and the lowest would be number one hundred.

### **National Honors Society**

National Honor Society is a club for students who demonstrate excellence in service, scholarship, leadership, and character. For eligibility, students must be an active member of a club or sport, have a 3.5 or higher grade point average, be recommended by two or more teachers, and receive approval from a committee that reviews the student's questionnaire. Eight or more hours of community service is required each semester. Students are not eligible for NHS enrollment until sophomore year.

### **Credit Summary**

During the spring semester, counselors evaluate each student's credit standing. A general rule for normal progress is the completion of 60 credits during the course of each high school year. Each student is advised of his/her credit standing during individualized counseling sessions that take place each spring during registration for the following year. Seniors meet with the counselor twice per year to clarify graduation requirements and credit pace. Parents are advised if any credit deficiency exists. Falling behind graduation pace (more than 12.5 credits behind at any time) results in student loss of privileges, including athletic competition and some campus culture events.

### **Early Graduation**

If a student wishes to exercise the option of early graduation at the end of the first semester of senior year, he/she must: 1. meet all of the credit, subject matter, and proficiency requirements, 2. present a request in writing prior to April of the junior year, 3. complete a conference with a counselor, 4. and receive approval from the site principal.

### **Grades**

A – Outstanding Achievement  
B – Very Good Achievement  
C – Average Achievement  
D – Minimum Achievement  
F – Failure/Unsatisfactory Achievement  
I – Incomplete  
NM – No Mark  
P or Cr – Pass/Credit

### **Permanent Record**

Each student has a permanent record indicating the following: 1. All courses taken, 2. Grade earned, 3. Credits earned, 4. Date completed, 5. Grade point average for courses, 6. Class rank, and 7. Standardized test scores.

### **Progress Reports/Report Cards**

Reports to students and parents are issued four times each semester as follows:



- **5 week** – October and February – a mid-quarter progress report given to students to take home
- **10 week** – November and April – Quarter report cards mailed home halfway through the semester.  
These grades are not permanently recorded except for quarter athletics.
- **15 week** – December and May – mid-quarter progress report given to students to take home
- **20 week** – January and June – Final report cards mailed home in January and June. These grades are recorded on the student's permanent record.

On all grade marking periods, teachers will indicate the specific reason(s) for any below average grades through the use of comments. Parents are highly encouraged to utilize our online student record system, Aeries, to investigate details of student progress in any course, and to communicate with teachers and our school counselor directly with any concerns or questions.

## **Special Education**

Enrollment in Special Education courses is done through an Individualized Education Plan. Please contact the school counselor, your case carrier, or an administrator if you have any questions.

## **Athletic Eligibility and Course Grades**

Athletic eligibility is based on California Interscholastic Federation (CIF) regulations. To remain eligible, students are required to have no more than one (1) 'F' grade on the most recent report card, carry a minimum total weighted grade point average of 2.0 prior to and during the season of sport, and maintain good academic credit standing (within 12.5 credits of grade level equivalent). Athletes who fail to meet any of these requirements during any quarter grading period will become ineligible until the next grading quarter. If at the next grading quarter the athlete continues to be in violation of any eligibility category, they will remain ineligible. This standard applies to athletic managers as well as incoming freshman fall sport athletes, including but not limited to football, girls volleyball, cheer, or cross country.

Co-curricular eligibility is also based on maintaining a minimum total weighted GPA of 2.0 at each quarter, although co-curricular students may regain eligibility at the next five week reporting period if the GPA deficit is recovered to a 2.0 or above. Eligibility in this context refers to participation in course or club-specific extracurricular activities outside of the school day. Co-curricular groups at Vasquez are ASB, yearbook/journalism, dance, cheer, The Heard advanced vocal group, musical theater, video production, broadcast journalism, and rodeo.

During an ineligibility period, students may not travel with the group or be dismissed from class for contest or performances. The ineligible student's level of involvement with the group during practice is at the discretion of each coach/advisor.

Acton Agua Dulce Unified School District's policy requires that students attend all classes on the day of contests or performances, except for medical or dental appointments that are unable to be scheduled at another time. Parents must contact the attendance office to seek administrative approval no later than the day prior to the appointment to secure eligibility for the contest or performance scheduled for the day of the medical or dental appointment.

## **Scholar Athlete Awards**

Student athletes are awarded a scholar athlete award if they achieve a 3.5 or higher total weighted GPA during the season of sport. A season of sport is defined as the quarter in which the majority of league games are played. Full-time virtual students qualify for scholar athlete by achieving a 3.5 or higher total GPA while completing at least six courses (five for seniors) during the semester of sport.

## **Criteria for 9<sup>th</sup> Grade Program Placement**

All students have the opportunity to enter the general high school program on their way to fulfilling the "a-g" University of California requirements unless they have demonstrated by their middle school performance that they are not ready. Teacher recommendations and student desire are also considered in placing students in appropriate courses.



VASQUEZ  
HIGH SCHOOL

## Vasquez High School Catalog of Courses

\*Courses taken beyond the posted required minimum in sections may count toward elective credit, unless better applied toward subject specific higher university credit goals (recommended credits).

\* Depending on enrollment, some courses may not be offered in a particular academic year.

### ENGLISH

40 Credits Required

#### ENGLISH 9

GRADE 9

##### UC Approved – Category B

English 9 is a year-long course which meets the California 9<sup>th</sup> grade language arts standards, designed to introduce freshman students to the basics of composition, along with a review of basic grammar skills. Included in this course are vocabulary enrichment, fiction, non-fiction works, poetry, short stories, functional workplace documents, novels, and the study of literary genres as presented in the course text and supplementary notes along with principles of public speaking. Weekly vocabulary tests and bi-monthly essays are components of this course. Outside reading is required including at least four book reports. Additionally students will read *The Odyssey* in the fall and *Romeo and Juliet* in the spring and complete a project for each work. Students will also be exposed to grammar and academic vocabulary as well as literary terms over the course of this year. Writing assignments include biographical narrative, a short story, a response to poetry, an expository essay and business communication. Summer reading and assignments are highly recommended. This is a writing intensive course.

#### ENGLISH 9 HONORS

GRADE 9

##### UC Approved – Category B

*Prerequisite: historically superior performance in English coursework, teacher recommendation*

English 9 Honors is a year-long course which meets the California 9<sup>th</sup> grade language arts standards, designed to introduce freshman students to the basics of composition, along with a review of grammar skills. Included in this course are vocabulary enrichment, fiction, non-fiction works, poetry, short stories, functional workplace documents, novels, and the study of literary genres as presented in the course text and supplementary notes along with principles of public speaking. Weekly vocabulary tests and bi-monthly essays are components of this course. Outside reading is required including at least six book reports. Additionally students will read *The Odyssey* in the fall and *Romeo and Juliet* in the spring and complete a project for each work. Students will also be exposed to grammar, SAT vocabulary words, academic vocabulary as well as literary terms over the course of this year. Writing assignments include biographical narrative, a short story, a response to poetry, an expository essay and business communication. Honors students are expected to be self-starters with a good work ethic, be willing to present their work to the class and will be required to submit a contract signed by both student and parents. Summer reading and assignments are highly recommended. This is a writing intensive course, emphasizing writing as a process with a cohesive finished product.

#### ENGLISH 10

GRADE 10

##### UC Approved – Category B

English 10 is a yearlong course, designed to reinforce those advanced composition skills taught in English 9 course and meets the California 10<sup>th</sup> grade Language Arts standards. Literary analysis of fiction and non-fiction works, poetry, short stories and novels will be taught in conjunction with the course text. Students are required to develop a writing portfolio that illustrates mastery of literary analysis in addition to the class work and required homework. Throughout the semester students will review literary terms, elements of plot, genres and other literary devices to prepare for the CAHSEE. Included in this course is vocabulary enrichment, study of literary genres as presented in the course text, at least one novel, principles of public speaking, and grammar review. Included in this course is vocabulary enrichment, study of literary genres as presented in the course text, at least one novel, principles of public speaking, and grammar review. Weekly vocabulary tests, two full process papers, and bi-monthly essays are components of this course. Outside reading and at least four book reports are required. Summer

reading and assignments are highly recommended. This is a writing intensive course, emphasizing writing as a process with a cohesive finished product. Four full process essays including expository, argumentative, narrative, and research, as well as original work, are required.

## **ENGLISH 10 HONORS**

**GRADE 10**

### **UC Approved – Category B**

*Prerequisite: historically superior performance in English coursework, instructor approval*

English 10 Honors is a yearlong course, designed to reinforce those advanced composition skills taught in English 9 course and meets the California 10<sup>th</sup> grade Language Arts standards. Literary analysis of fiction and non-fiction works, poetry, short stories and novels will be taught in conjunction with the course text. Students are required to develop a writing portfolio that illustrates mastery of literary analysis in addition to the class work and required homework. Throughout the semester students will review literary terms, elements of plot, genres and other literary devices to prepare for the CAHSEE. Students will be required to do individual and group work, and group presentations. Additionally students will learn SAT vocabulary and Greek and Latin roots. Students will also review fundamental grammar, sentence structure, and essay writing basics. Bi-monthly essays, business communication, two full process papers, lecture and note taking, projects, and research will be components of this course. This is a writing intensive course, emphasizing writing as a process with a cohesive finished product. Four full process essays including expository, argumentative, narrative, and research, as well as original work, are required.

## **ENGLISH 11**

**GRADE 11**

### **UC Approved – Category B**

English 11 is a year-long course designed to enhance basic writing skills introduced in English 10 and meets the California 11<sup>th</sup> grade Language Arts standards. Included in this class is vocabulary enrichment and genre study of American Literature from the pre-colonial period to the present. Outside reading will be required. Weekly vocabulary tests and four full process essays are mandatory. Lecture and note taking will be components of this course. A research paper is a required part of the curriculum as well as the inclusion of writing skills to prepare for college entrance essays. Summer reading and assignments are highly recommended. This is a writing intensive course, emphasizing writing as a process with a cohesive finished product.

## **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

**GRADE 11**

### **UC Approved – Category B – Honors Credit Awarded**

*Prerequisite: historically superior performance in English coursework, instructor approval*

AP English Language & Composition is a year-long college level English course for juniors designed to give students opportunities to work with college level text in analyzing rhetorical English styles through written, oral and visual methods. Students write for a variety of audiences using different modes of composition and develop an awareness of their personal writing style in addition to analyzing non-fiction prose. Students are expected to read carefully, analyze critically and write clearly in an organizational pattern. At the end of the course, students will be prepared to take and successfully complete the AP exam in Language and Composition. As this course is college level course of study, students are expected to come prepared to class as workload is challenging. Effective organization and study skills must be utilization as students are expected to undertake nightly and long-term reading including at least four independent novels assigned throughout the school year. Summer reading and assignments are highly recommended. This is a writing intensive course, emphasizing writing as a process with a cohesive finished product, and the curriculum exceeds the standards set forth by the California Department of Education for English 11.

## **ENGLISH 12**

**GRADE 12**

### **UC Approved – Category B**

English 12 includes the study of British Literature (prose and poetry) from the Anglo Saxon period to the present and meets the California 12<sup>th</sup> grade Language Arts standards. Students will be exposed to a wide variety of literary works as well as the influential historical and social movements of British history. In addition to literary analysis, students are required to write reflective and expository essays, complete a research paper, midterm and final examination. Outside reading is required. A senior project will be mandatory for graduation, presented and reviewed in the English classroom. Summer reading and assignments are highly recommended. This is a writing intensive course, emphasizing writing as a process with a cohesive finished product.

**ADVANCED PLACEMENT LITERATURE AND COMPOSITION****GRADE 12****UC Approved – Category B – Honors Credit Awarded***Prerequisite: historically superior performance in English coursework, instructor approval*

The AP Literature & Composition course is a college level course designed to prepare students to pass the Advanced Placement exam in Literature and Composition in May. Students are required to work from a college level perspective since the workload is comparable to college level coursework. Therefore, each student must have a certain level of maturity and sophistication in writing and interpreting text as well as the desire to meet the demands of a rigorous course. Topics covered are prose and poetry from various genres and historical/social backgrounds of American, British and World Literature. Students are also required to write cogent and well-organized essays in response to well-chosen passages from novels, short stories and poetry. A research paper is assigned, as well as a midterm and final examination. At the end of the course, students will be prepared to take and successfully complete the AP exam in Literature and Composition. Additionally, students will be well prepared to meet the first year standards of college level work in the analysis and interpretation of literature and the writing of the composition and research paper. A full College Board approved syllabus is available from the instructor. This is a writing intensive course, emphasizing writing as a process with a cohesive finished product.

**ENGLISH LANGUAGE DEVELOPMENT**

When students arrive in our district they are given a home language survey. If the survey indicates that a student is Limited English Proficient (LEP), that student is referred to our English Language Development (ELD) Program. Acquiring English as a second language is a developmental process. In the Acton Agua Dulce Unified School District, all students are placed in regular education classes in an inclusion model with support from an English Learner Aide. California ELD standards are organized by language proficiency level, then by grade span. State assessments such as the CELDT and CAASPP, as well as a Standard Reading Assessment may be used in determining the level of help needed and program placement. English Learners approaching Fluent English Proficient (FEP) status must demonstrate sufficient academic literacy through assessments such as CELDT (Advanced), CST (Proficient), writing level of at least two, and a minimum core G.P.A. of 2.00.

**VISUAL AND PERFORMING ARTS****10 Credits Required – World Languages also satisfy this requirement****DIGITAL PHOTOGRAPHY AND DESIGN****GRADES 9-12****UC Approved – Category F**

Digital Photography and Design is a course designed to expose students to the photographic medium and the foundations of editing and design composition. Through the development of a personal portfolio, students will demonstrate progressively more complex skills in using the elements and principles of photography and design. Students will expand their capacity for visual communication through the exploration of design processes, composition, and the development of creative ideas, using Adobe Creative Cloud software such as Photoshop and InDesign in our on campus computer research lab.

**THEATER ARTS****GRADES 9-12****UC Approved – Category F**

An introduction to the art and craft of acting from multiple perspectives. This course promotes an understanding of aesthetic valuing, historical and cultural awareness, and the interconnections of the arts and other disciplines. Students will be trained in the fundamental skills of the theater arts, including improvisation techniques, body control, voice, diction, pantomime, learning of lines, creation of character, projection of ideas and emotions, and preparation and acting of scenes from plays. Acting projects will provide positive group experiences in collaborative assignments, developing self-discipline, evaluating the performances of others, and accepting constructive criticism. Instruction develops language skills and appreciation through reading dramatic literature from various periods and cultures; using written critiques to evaluate one's own work and that of others; writing dramatic scenes; character analyses, play reports, and introductions; observing with sensitivity; listening critically; and speaking effectively.

**ADVANCED THEATER ARTS****GRADES 9-12****UC Approved – Category F**

Advanced Theater Arts is a theatre class for those students who have enjoyed and passed Drama 1A and 1B with a "B" or better. It is designed to build upon past theatre experiences and enhance skills. The class is aligned with the California State Standards, including the strands listed above in the beginning class description. The class will cover ensemble work/team work, movement, voice, scene and play analysis, scene work including an emphasis on objectives, obstacles, and acting techniques, improvisational skills, character analysis and performance, monologues, audition skills, dramaturgy, career paths and theatre history with an emphasis on performing the classics.

## **BEGINNING VOCAL MUSIC/CHOIR I**

**GRADES 9-12**

### **UC Approved – Category F**

*The Keynote Singers* is an entry-level beginning vocal music class offering students the opportunity to learn how to sing, read music, and participate in ensemble and solo performances. This class is the perfect starting-off point for anyone interested in learning how to sing through a variety of musical styles regardless of prior musical experience. Students will work on basic vocal technique, musicianship, and performance technique, while learning the fundamentals of music theory and notation.

## **ADVANCED VOCAL MUSIC/CHOIR II**

**GRADES 9-12**

### **UC Approved – Category F**

*Prerequisite: audition with instructor*

*The Heard* is VHS's audition-based advanced vocal music and performance group. This class is geared for those who feel more confident in their vocal ability, and will provide you with the opportunity to express yourself in both ensemble and solo musical performances throughout the local community and greater Los Angeles area. This is an open invitation to all students who are motivated to learn multiple aspects of musical performance, and will focus on highlighting student's individual artistic talents in a variety of genres. And for those of you with a passion for dance, this class will also provide a platform for self-expression through movement and dance interpretation.

## **MUSIC THEORY**

**GRADES 9-12**

### **UC Approved – Category F**

Intended for beginning learners, this course includes engaging, hands-on activities that will help students develop an understanding and appreciation of music through its historical development. Students will develop listening skills, learn basic notation and song structure analysis, write lyrics, and truly hear the elements of music like never before.

## **MUSICAL THEATER**

**GRADES 9-12**

### **UC Approved – Category F**

This course is designed to give students a broad knowledge of the history and development of theatre, what a musical is, understanding the purpose and cultural value of theater, the role of songs in telling the story in a musical, and familiarity with major works, writers, and performers from the beginnings of theater and musicals to now. Students sequentially develop the acting and/or singing skills necessary to analyze, develop and portray a character. Students will also gain knowledge and skill in reading and sight singing melodic notation, as well as learn healthy vocal technique for head, chest, mix and belt quality singing. Auditioning repertoire and skills will be developed throughout the year. In-class exercises and performances will be the workshop for learning, using research, analysis, observation, and writing. Students will learn vocabulary, concepts and a structure of sequential tasks for analyzing characters, music, lyrics and movement, as well as an opportunity to design sets, costumes, make up, lighting and sound to go with their scene presentations. Students will explain and demonstrate how these various artistic aspects of the theatre are used in similar and distinctive ways to work together to tell the story.

## **BEGINNING PIANO**

**GRADES 9-12**

### **UC Approved – Category F**

Beginning Piano is a comprehensive course offering instruction in playing the piano using standard music notation as well as the history and function of the piano in modern society. The piano is the perfect medium for learning music and music history. No prerequisite or previous experience is required.

## **YEARBOOK/JOURNALISM**

**GRADES 9-12**

### **UC Approved – Category F**

*Prerequisite: must have teacher approval prior to enrollment*

Yearbook is a repeatable full year course that allows students to combine high level critical thinking, reading, writing, artistic creativity, including design, photography, and communications, in the creation of our school annual. Students will learn the principles of design including balance, unity, emphasis, contrast, variety, proportion, movement, rhythm, and pattern/repetition through direct instruction, note-taking, analysis of existing yearbooks,

and reading. Students will master writing and editing journalistic reports and narratives, read and analyze literature through expository writing, learn how to build and create editorial layouts, analyze journalistic photography, portrait photography, and sports photography, and learn to communicate, manage, and evaluate within small teams. Students will use professional design and photo editing software. Students will demonstrate knowledge and put into practice journalism ethics and communications law. Students will learn to communicate and manage projects in a self-directed learning environment.

## **FILM & VIDEO PRODUCTION**

**GRADES 9-12**

### **UC Approved – Category F**

This is a course that trains students in concepts and principles used to pursue a career pathway in film and video production. Students will learn historical perspectives and analyze film and television from a variety of artistic works. The course exposes students to the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio and techniques of editing.

The students will learn the skills necessary for jobs within the industry such as: producer, director, set design, camera operator, script supervisor, editor, etc. Training is provided through required on-the-job training obtained through organized school/district productions, such as campus news broadcasts and events, under the supervision of the instructor. This course aligns with and/or incorporates the State Visual and Performing Arts Frameworks, State Language Arts and Mathematics Standards, Career Performance Standards and the LACOROP program.

## **BROADCAST JOURNALISM**

**GRADES 9-12**

### **UC Approved – Category F**

Students will learn the roles of a television news crew by producing a daily show called MTV “Mustang Television” to air campus-wide at Vasquez High School. Students will have a chance to learn all of the roles involved in producing a daily video news show by rotating through positions throughout the course of the semester. Central positions include anchors, reporters, photojournalists, video editors, chief editors, studio engineers, graphic designers, writers, feature producers, and more.

# **MATHEMATICS**

**30 Credits Required**

## **ALGEBRA I**

**GRADES 9-12**

### **UC Approved – Category C**

This is the first in the series of three one-year UC Gateway courses that meets state graduation requirements for Algebra I. Course content includes: the distributive property from which multiplication and factoring procedures are developed for variable expressions. These procedures are extended to rational expressions and three methods of solving quadratic equations; by factoring; by completing the square; and by application of the quadratic formula. The graphing of linear equations is developed and applied to systems of linear equations. A treatment of inequalities is included. Applications in the form of word problems are presented. The prominent roles of pattern recognition, abstract structure and standardized procedure make this course a critical pathway to higher education. This course conforms to the standards set forth by the California Department of Education for Algebra I.

## **GEOMETRY**

**GRADES 9-12**

### **UC Approved – Category C**

This is the second in the series of three one-year UC Gateway courses that meets state graduation requirements for graduating students that follows successful completion of Algebra I. Topics of Euclidian Geometry include: parallelism, congruence, polygons, similarity, the right triangle, coordinate systems, circles, area, loci, geometry of 3-dimensions, transformations in the plane, and an introduction to Analytic Geometry. This course is built on the standards set forth by the California Department of Education for Geometry.

## **ALGEBRA II**

**GRADES 10-12**

### **UC Approved – Category C**

This is the last in the series of three one-year UC Gateway courses that meets state graduation requirements for graduating students. This course provides a foundation for Trigonometry and Calculus and expands on the topics of Algebra I dealing with functional analysis. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and



series; and (7) combinatorial principles and probability applications. This course is built on the standards set forth by the California Department of Education for Algebra II.

## **PRE-CALCULUS**

**GRADES 11-12**

### **UC Approved – Category C**

Pre-Calculus is a year-long college preparatory course for students. This course integrates elementary and intermediate Algebra with trigonometry to prepare students for the study of Calculus. Topics include: analysis and graphing of polynomial and rational functions, synthetic division, partial fractions, exponential and logarithmic functions, trigonometric functions (circular and triangular), identities and multiple angle formulas, DeMoivre's theorem, sequences and series, mathematical induction. Graphing calculators may be used.

## **STATISTICS**

**GRADE 12**

### **UC Approved – Category C**

Probability and Statistics is an alternative elective fourth year-long course in the college prep sequence designed to immerse students in data analysis. Topics covered include: The definition and history of Probability and Statistics, frequency distributions, graphs, descriptive analysis of data, probability and counting rules, discrete and continuous distributions, estimation and confidence intervals, hypothesis testing, correlation and regression, chi-square and analysis of variance will be included as time permits. The ultimate goal is to enable students to be wise users and more critical consumers of statistical material.

## **CONSUMER MATH**

**GRADE 12**

Consumer Math is designed to provide students with a comprehensive study of the mathematics used in consumer decision-making for both present day economics and in the future. Calculator mastery is emphasized, enabling students to perform advanced calculations and enhance problem-solving skills. Major topics include banking skills, purchases, insurance, investments, simple and compound interest, and taxes. Students who successfully complete the Consumer Mathematics course will be able to solve practical and functional math problems as related to everyday situations.

## **ADVANCED PLACEMENT CALCULUS A/B**

**GRADES 11-12**

### **UC Approved – Category C – Honors Credit Awarded**

This two semester curriculum is established by the College Board and covers two-thirds of one college year. Differential and integral calculus topics are studied. Topics include: Limits and continuity, the derivative and its application, The Riemann Sum, the integral and its application to logarithmic, exponential, algebraic and trigonometric functions. Indeterminate forms and first order differential equations as time permits. This course prepares and assumes that students will take the Advanced Placement Exam. Equivalency of inside and outside of class preparation time is assumed. Passage of the AP Calculus exam will grant college credit for the first course in college calculus. A more detailed outline of the course can be found on the AP Central website.

## **SCIENCE**

**20 Credits Required**

## **BIOLOGY**

**GRADE 9**

### **UC Approved – Category D**

One-year, basic college preparatory course designed to provide high school students a background with the concepts in the field of biological sciences. Topics to be covered are laboratory skills, cell biology, genetics, evolution, ecology and human physiology. Attention is given to the important principles that provide a basis for understanding living organisms and their relationship to the environment. The purpose of this course is to provide exploratory experiences, and laboratory and real-life applications in the biological sciences.

## **BIOLOGY HONORS**

**GRADE 9**

### **UC Approved – Category D**

*Prerequisite: Concurrent enrollment in Geometry recommended and recommendation of 8th grade science teacher.*

One-year, advanced college preparatory course that covers the same material as Biology but involves even greater depth and independent study of material covered. The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of life.

## **PHYSICAL SCIENCE**

**GRADES 10-12**



**UC Approved – Category D**

In this course students will explore the fascinating world of Physical Science, which is the study of matter and energy. Physical Science is a combination of two branches of science---Chemistry and Physics. Chemistry is the study of the properties, composition, structure, and interactions of matter. Physics is the study of the relationship between matter and energy. Physical Science is considered a 'bridge' course between biology and chemistry, and is often recommended for students still developing the high math skills necessary for chemistry.

**CHEMISTRY****GRADES 10-12****UC Approved – Category D**

*Prerequisite: Biology, and concurrent enrollment in or successful completion of Algebra I.*

Chemistry is the science of dealing with the structure of matter and composition of materials and the changes in composition that materials undergo. Problem solving and laboratory experiences are the main activities. This course is challenging and requires a strong mathematics background and determined work ethic.

**ADVANCED PLACEMENT CHEMISTRY****GRADES 10-12****UC Approved – Category D – Honors Credit Awarded**

*Prerequisite: Completion of Algebra and Geometry and successful completion of Biology and Chemistry with a grade of "B" or higher recommended, or instructor permission.*

This Advanced Placement class will cover more material than the Chemistry class, and will require greater independent study from the student. The areas of study include Structure of Matter, States of Matter, Reactions, and Descriptive Chemistry. This course prepares and assumes that students will take the Advanced Placement Exam. Equivalency of inside and outside of class preparation time is assumed. Passage of the AP Chemistry exam will grant college credit for the first course in college chemistry. A more detailed outline of the course can be found on the AP Central website.

**PHYSICS****GRADES 11-12****UC Approved – Category D**

*Prerequisites: Biology and Chemistry, and "C" grade or better in Algebra and Geometry.*

Physics is a science course for the advanced, college bound student. The main emphasis of the course is on motion, thermodynamics, wave theories of sound and light, electromagnetism and nuclear physics. The lecture material is reinforced by demonstrations and practice solving equations.

**ADVANCED PLACEMENT PHYSICS 1****GRADES 11-12****UC Approved – Category D – Honors Credit Awarded**

*Prerequisite: Concurrent enrollment in Algebra II or higher mathematics class, or teacher recommendation.*

This is a one-year college level calculus-based physics course designed to develop a deep understanding of foundational principles of physics in classical mechanics and modern physics by applying these principles to complex physical situations that combine multiple aspects of physics rather than present concepts in isolation. Students will discuss, confer, and debate with classmates to explain a physical phenomenon investigated in class and design and conduct inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis and interpretation. It is expected that the students will take the AP exam in May.

**ANATOMY AND PHYSIOLOGY****GRADES 11-12****UC Approved – Category D**

*Prerequisite: Biology and Chemistry, or consent of instructor.*

This course is designed for those students planning on attending a four-year university directly out of high school. The emphasis is on human physiological processes, and the maintenance of homeostatic mechanisms. Activities include laboratory investigations and dissections, lectures, and diagram IDs.

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE****GRADES 11-12****UC Approved – Category D – Honors Credit Awarded**

*Prerequisite: Completion of Algebra and Geometry and successful completion of Biology and Chemistry with a grade of "B" or higher, or instructor permission.*

This course can fulfill a biological or physical science requirement for graduation, and is a one-year college-prep laboratory science course to prepare students to take the AP Environmental Science exam. It is designed be the equivalent of a one-semester introductory college course in environmental science and incorporates many scientific disciplines such as biology, geology, environmental science, environmental action, chemistry and geography. Students will participate in laboratory experiments, field work, data collection and study environmental issues in

order to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and man-made, evaluate the relative risks associated with those problems, and examine alternative solutions for resolving and/or preventing them. The topics include: science as a process, energy conversions in ecological processes, the earth as an interconnected system, humans altering natural systems, environmental problems with a cultural and social context, and human survival that depends upon developing practices that will achieve sustainable systems.

## **FORENSIC SCIENCE**

**GRADE 12**

### **UC Approved – Category D**

*Prerequisite: Instructor Approval*

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. It has become a comprehensive subject incorporating Biology, Chemistry, Physics, Entomology, Earth Science, Anatomy and Physiology as well as other aspects of Science. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and document analysis. The main focus of this course will be to emphasize the evidential value of crime scene and related evidence and the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experiment based situation for the better understanding of the students. The experiments used reinforce previously learned scientific principles rooted in Biology, Chemistry and Physics. Each unit has its own experiments, which can be modified depending on class size and exterior circumstances such as climate.

## **SOCIAL STUDIES**

**35 Credits Required through Class of 2019, 30 Credits for 2020 and Beyond**

## **GEOGRAPHY**

**GRADE 9**

### **This course has been replaced with Technology Literacy**

In this one-semester course, students develop geographic literacy. The course provides an examination of the concept of culture, focusing on Latin America, Asia, the Middle East, and Sub-Saharan Africa. The course content reinforces map and graph reading skills, study skills, and critical thinking skills. It builds on California State Content Standards for History-Social Science taught in earlier grades and provides a basis for skills and concepts studied in later courses. This course contributes substantially to the student's preparation for the three subsequent years of history and social science education. This course 'flips' with Health mid-year, and is required for graduation for all students graduating in 2019 or earlier.

## **WORLD HISTORY**

**GRADES 10-12**

### **UC Approved – Category A**

This yearlong course follows the state framework of 10th grade Modern World History. Students study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students relate current world issues to their historical, geographic, political, economic and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

<b>ADVANCED PLACEMENT WORLD HISTORY</b>	<b>GRADES 10-12</b>
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**UC Approved – Category A – Honors Credit Awarded**

This yearlong course follows the state framework of 10th grade Modern World History. Students study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students relate current world issues to their historical, geographic, political, economic and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. Students are challenged to think critically about past events and understand how those events have affected the present. Students develop historical research and writing skills. Students analyze a variety of different sources on each topic to understand the multiple perspectives that exist in the study of history. The Advanced Placement course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. In addition, the goal of the course is to prepare students to take the AP College Board exam in May, which, if passed, may earn college credit in History. Preparation for this exam, coupled with course requirements, will necessitate striking a balance between factual knowledge and critical analysis. Students are expected to do extensive reading and research beyond what is covered in class. A more detailed outline of the course can be found on the AP Central website. This course is writing intensive.

<b>U.S. HISTORY</b>	<b>GRADES 11-12</b>
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**UC Approved – Category A**

U.S. History is a yearlong course that surveys the history of the U.S. beginning with the colonial period and ending with the international affairs and domestic changes in the Post-World War II period to the present. The course is designed to give a comprehensive overview of U.S. History and to provide students with the analytical skills and factual knowledge necessary to deal with the critical issues that have shaped our nation. Students learn to assess historical documents, their relevance to a given interpretive problem, their reliability, and to weigh the evidence and interpretations presented in historical scholarship.

<b>ADVANCED PLACEMENT U.S. HISTORY</b>	<b>GRADES 11-12</b>
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**UC Approved – Category A – Honors Credit Awarded**

Advanced Placement U.S. History is a yearlong course that surveys the history of the U.S. beginning with the colonial period and ending with the international affairs and domestic changes in the Post-World War II period to the present. The course is designed to give a comprehensive overview of U.S. History and to provide students with the analytical skills and factual knowledge necessary to deal with the critical issues that have shaped our nation. Students learn to assess historical documents, their relevance to a given interpretive problem, their reliability, and to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. In addition, the goal of the course is to prepare students to take the AP College Board exam in May, which, if passed, may earn college credit in U.S. History. Preparation for this exam, coupled with course requirements, will necessitate striking a balance between factual knowledge and critical analysis. Students are expected to do extensive reading and research beyond what is covered in class. A more detailed outline of the course can be found on AP Central. This course is writing intensive.

<b>AMERICAN GOVERNMENT</b>	<b>GRADE 12</b>
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**UC Approved – Category A**

American Government is a semester course that will help the student pursue a deeper understanding of the institutions of the U.S. Government. The course will focus on the fundamental principles and values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy. It will also provide for an in-depth study the legal interpretations of the Bill of Rights and analyze the current state of the legislative, executive and judicial branches. The course will compare our government to others in the world as well as gain an appreciation for the development of our own Constitution. The course will explore the relationship between the federal and state/local governments and above all, prepare students to fulfill their civic duties and exercise their right to vote. This course is built on the standards set forth by the California Department of Education for Principles of American Democracy, and is paired with Economics.

<b>ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS</b>	<b>GRADE 12</b>
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**UC Approved – Category A – Honors Credit Awarded**

U.S. Government and Politics Advanced Placement 12 is a semester course that provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to

interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This course covers the six required areas of study, specifically, Constitutional Underpinnings of United States Government, Political Beliefs and Behaviors, Political Parties, Interest Groups, and Mass Media, Institutions of National Government, Public Policy, and Civil Rights and Civil Liberties. Students are expected to do extensive reading and research beyond what is covered in class. A more detailed outline of the course can be found on AP Central. The Advanced Placement course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. In addition, the goal of the course is to prepare students to take the AP College Board exam in May, which, if passed, may earn college credit in Government. Preparation for this exam, coupled with course requirements, will necessitate striking a balance between factual knowledge and critical analysis. Students are expected to do extensive reading and research beyond what is covered in class. A more detailed outline of the course can be found on the AP Central website. This course is writing intensive.

## **ECONOMICS**

## **GRADE 12**

### **UC Approved – Category G**

Economics is a semester course designed to give students an understanding of how the American economic system operates. Students are encouraged to examine their own role in that system. The course content provides opportunities for students to study the concepts of scarcity, supply and demand; to compare our economic system to those of other countries; and to learn to make reasoned judgments about economic issues. The course covers concepts in macro and micro economics, and is paired with American Government.

## **SPECIAL EDUCATION**

Enrollment in all Special Education Courses requires placement through each student's Individualized Education Plan (IEP).

## **WORLD LANGUAGES**

As our global economy grows, world languages are more and more in demand. In fact, colleges are now often requiring as much as four years of experience in at least one world language. 21<sup>st</sup> Century Skills and our own Student Learning Objectives prioritize student efficacy with online learning prior to graduating high school. To meet these global demands, Vasquez High School has forged a curricular collaboration with internationally acclaimed Middlebury College in Vermont to provide six different languages for study through high school: Spanish, French, German, Latin, Mandarin, and Japanese. All levels of each language except Japanese are University of California approved. All Middlebury College language course curricula is provided online in our on-site language lab through a combination of interactive lessons and extensive voice recording, and a highly qualified teacher is assigned to each student to assist with language development, including both local small group activities and satellite sessions online. Still, it is important to note that taking a language online, even with support from both Middlebury and Vasquez, is challenging and requires a significant level of dedication from enrolled students. It is expected that students complete homework each night and maintain course pace.

It is important to note that for the 2016-17 school year, we intend to continue offering Spanish in a traditional classroom model. All other languages will be offered through Middlebury. The final determination of how we will offer language will be made based on student interest as declared by course requests during registration.

Please note that if a student is planning on a University of California program of study, three (3) years of the same language is highly recommended. For those students, French, German, and Spanish would be appropriate choices for language study. Student can still be accepted to a UC school with two years of approved language (French, German, Spanish, Latin, and Mandarin Chinese), but admissions recommends three.

The following represent the expectations for each level of study, regardless of language. Grade levels vary with student ability and fluency.

## **LEVEL I LANGUAGE**

### **UC Approved – Category E – All but Japanese**

Students begin their introduction to their chosen language by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy

and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various native language speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## LEVEL II LANGUAGE

### **UC Approved – Category E – All but Japanese**

*Prerequisites: A grade of "C" or better in the second semester of Level I Language.*

Students continue their study of their chosen language by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various native language speaking countries, and take frequent assessments where their language progression can be monitored. By semester two, the course is conducted almost entirely in the world language. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## LEVEL III LANGUAGE

### **UC Approved – Category E – Spanish, French, and German**

*Prerequisites: A grade of "C" or better in the second semester of Level I Language.*

Students further deepen their understanding of their chosen language by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various native language speaking countries, read and analyze important pieces of literature in the chosen language, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in the chosen language. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## LEVEL IV LANGUAGE

### **UC Approved – Category E – Spanish, French, and German**

*Prerequisites: A grade of "C" or better in the second semester of Level III Language.*

Students complete their high school language education with this two-semester course that, like all of its predecessors, conforms to the national standards of the ACTFL. The instructional material in Level IV enables students to use the conditional and subjunctive tenses, and talk about the past with increasing ease, distinguishing which tense to use and when. It also helps students hone their listening skills to enhance their understanding of native speech patterns on familiar topics. Students expand their knowledge of the native language speaking countries' culture, history, and geography and learn about cultural contributions in the arts.



## ADVANCED PLACEMENT LANGUAGE – SPANISH OR FRENCH

### UC Approved – Category E – Spanish and French – Honors Credit Awarded

*Prerequisites: A grade of “C” or better in the second semester of Level III Language.*

An AP Language and Culture course is an advanced language course in which students are directly prepared for the AP Language and Culture test in their chosen language of mastery. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in the chosen language, and is based on the six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using the language, gain knowledge and understanding of the culture, use the language to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the language and its culture, and use the language to participate in communities at home and around the world. AP Language and Culture courses are college level, with the intensity, quality, and amount of course material comparable to that of a third-year college course.

## ELECTIVES

**70 Credits Required**

### CULINARY ARTS

**GRADES 9-12**

#### UC Approved – Category G

Beginning Foods is a laboratory course that provides the student with a basic introduction to the study of foods, nutrition and food preparation. The curriculum covers units in health, diet, the proper use and care of kitchen equipment, foods terminology, and sanitation. This is a lab class that offers students the opportunity to work jointly to plan and prepare foods using various food preparation techniques. Students learn how the selection of nutritious foods will have a positive impact on health and wellness. Menu planning, table setting, and manners are also included.

### ADVANCED CULINARY ARTS & MANAGEMENT

**GRADES 10-12**

#### UC Approved – Category G

*Prerequisites: Passed Beginning Foods with a “B” or higher and teacher approval.*

This course is designed for students considering a career in the food service/culinary arts industry, providing necessary skills for employment in any field by teaching time management, interpersonal and collaborative skills, along with resume design. Culinary Arts is a project-based approach that utilizes communication, leadership, and management processes. Students gain knowledge in procedures of kitchen operations, safety, sanitation, menu planning, production of foods and customer service through combined classroom and hands-on experience. Students in Culinary Arts also have the opportunity to participate in The Careers through Culinary Arts Program (CCAP), where students are taught basic culinary skills needed for foodservice and offered job and scholarship opportunities for college.

### ASB/LEADERSHIP

**GRADES 9-12**

#### UC Approved – Category G

*Prerequisite: must have teacher approval*

ASB/Leadership is a project based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best evoke change in their communities. Students will learn extensively about the nature of leadership and its different styles. Additionally, students write critically, reflectively, and persuasively with frequency, and speak about real world issues that arise from the planning of events. Students work to increase positive school culture through academic and social events while becoming more effective leaders. This course is required for some student-elected leadership positions in all grade levels.

<b>ELEMENTARY AIDE</b>	<b>GRADES 11-12</b>
<i>Prerequisites: Must have teacher approval, parent approval and signature, be 16 years or older, have their own dependable transportation, have and maintain a GPA of 2.0 or higher on the most recent report card (June for fall enrollment), and be on credit track to graduate on time without mandatory summer school.</i>	
<p>This course is designed for students considering teaching or working with children as a profession. Students have onsite training at Meadowlark School under the guidance of a mentor teacher and act as aides for the teacher, performing skills related to childhood education and working directly with the children. This is a great opportunity to help the student determine if they really would like to pursue a career with children. Paid summer camp opportunities are potentially available for the strongest students emerging from this program each year. Parent signature before enrollment is mandatory.</p>	
<b>TEACHER AIDE</b>	<b>GRADES 11-12</b>
<i>Prerequisite: must have teacher approval as well as parent approval and signature prior to enrollment</i>	
<p>Students will assist in creating an organized and productive classroom. The type of work each student will encounter will vary for each teacher and their needs, but typically revolve around administrative or logistic tasks. Teacher's assistants are required to maintain a high degree of ethics. This class is pass/fail rather than letter grade and consequently does not influence grade point average. Parent signature before enrollment is mandatory.</p>	
<b>WORK EXPERIENCE</b>	<b>GRADES 11-12</b>
<i>Prerequisite: must have a paying job that provides check stubs and teacher approval prior to enrollment</i>	
<p>The purpose of this program is to provide valuable work experience for students who already have a paying job. Students enrolled in this course will gain assistance to improve job performance and solve job related problems. Students will be assigned a grade and gain credit based upon successful job performance, completion of all required assignments, and meeting minimum work hours requirements.</p>	
<b>PSYCHOLOGY</b>	<b>GRADES 11-12</b>
<b>UC Approved – Category G</b>	
<p>This one-semester elective course is designed to give students an introductory overview of the major concepts in the field of psychology. It begins with a survey of history and systems in psychology, influential schools of thought, prominent figures and how each contributed to the development of the field. It provides opportunities to explore studies regarding psycho-biological processes, research methods, human development, personality theories, learning, perception, memory and psychological disorders and effective treatments. Students will create hypothesis regarding human behavior, conduct studies, collect data, sort and analyze that data and write summary conclusions. Students will hold conversations to deepen their ideas, practice using evidence to support their positions, see flaws in each other's study designs to arrive at their own beliefs, opinions and further questions. Major goals of this course include: learning to observe human behavior without interpreting it through personal inferences; becoming better listeners; thinking about their own thought systems, experiences and beliefs in new ways (practicing metacognition); to gain insight into the behavior of those around them through familiarity and application of psychological principles, critical thinking skills and sophisticated, if not entirely formal, analysis.</p>	
<b>SOCIOLOGY</b>	<b>GRADES 11-12</b>
<b>UC Approved – Category G</b>	
<p>This one-semester elective course is designed to give students an introductory overview of the major concepts in the field of sociology. Sociology is the scientific study of society and the relationships of the individual within a society. It studies social behavior, social organization and cultural institutions. It uses empirical investigation and critical analysis to develop a better understanding of social order, deterioration and change. This course will cover issues relating to: law and crime; family and gender; work and leisure; culture including art, music and film; communications, particularly social media; death and dying; and peace, war and conflict. It will devote an emphasis on recognizing population and demographic phases and their impact, as well as race and ethnic changes that resulted from these shifts.</p>	



## **TECHNOLOGY LITERACY**

**5 Credits Required**

### **TECHNOLOGY LITERACY**

**GRADE 9**

#### **UC Approved – Category G**

Students will develop a strong understanding of 21st century tools and applications to help them succeed academically and in an increasingly digital world. This course will provide students with advanced skills in real-world technology, collaboration, leadership and data management. Major fields of study include cyber safety and digital citizenship, online research and information literacy, spreadsheets, word processing, multimedia presentations, efficient data searching and validating, online correspondence, copyright and citation, social media, interactive writing projects, online conferencing, electronic field trips, web quests, online tools, and more. Students integrate college and career research into a variety of technology-based projects throughout this course.

## **HEALTH**

**5 Credits Required**

### **HEALTH**

**GRADE 9**

Health is a comprehensive semester-long course that includes education in drugs, alcohol, tobacco, nutrition, physical fitness, mental health, peer communication, diseases, abstinence, HIV/AIDS awareness and more. This course is a graduation requirement, and ‘flips’ midyear with Technology Literacy.

## **PHYSICAL EDUCATION**

**20 Credits Required**

### **PHYSICAL EDUCATION**

**GRADES 9-12**

Physical education is a 20 credit California state requirement for high school graduation. All 9th grade students are required to take physical education, including the Healthy Kids Survey state testing each spring. A Fitness and Conditioning course is available to all students interested in lifting weights, and an athletic physical education course is concurrently offered 6th period for school athletes in season of sport.