Visalia Technical Early College

2019-2020
Program Planning Guide

https://ca02205931.schoolwires.net/vtec
Table of Contents

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Using Your Planning Guide Effectively</td>
<td>4</td>
</tr>
<tr>
<td>Policies for Student Scheduling</td>
<td>6</td>
</tr>
<tr>
<td>VUSD Graduation Requirements (Table)</td>
<td>7</td>
</tr>
<tr>
<td>California University Entrance Requirements (Table)</td>
<td>7</td>
</tr>
<tr>
<td>Supporting Student Success</td>
<td>8</td>
</tr>
<tr>
<td>Meeting Special Needs</td>
<td>9</td>
</tr>
<tr>
<td>VUSD Activity Code</td>
<td>10</td>
</tr>
<tr>
<td>Selecting the Right Courses and Sample Schedule</td>
<td>12</td>
</tr>
<tr>
<td>VTEC Agricultural Pathways “Targeting Your Future”</td>
<td>13</td>
</tr>
<tr>
<td>Online Registration Directions</td>
<td>14</td>
</tr>
<tr>
<td>University of California Entrance Requirements</td>
<td>15</td>
</tr>
<tr>
<td>UC Scholarship Requirements</td>
<td>17</td>
</tr>
<tr>
<td>CA State University Admission Requirements</td>
<td>19</td>
</tr>
<tr>
<td>VTEC UC/CSU a-g Requirement Course List (Table)</td>
<td>20</td>
</tr>
<tr>
<td>College of Sequoias Admission Requirements</td>
<td>21</td>
</tr>
<tr>
<td>NCAA Eligibility Requirements</td>
<td>21</td>
</tr>
<tr>
<td>California Scholarship Federation (CSF) Requirements</td>
<td>21</td>
</tr>
<tr>
<td>College of Sequoia Equivalent Coursework Table</td>
<td>22</td>
</tr>
<tr>
<td>Weighted Coursework, GPA, and Ranking on Transcripts</td>
<td>23</td>
</tr>
<tr>
<td>College and Career Preparation Criteria for Honor Cord</td>
<td>25</td>
</tr>
</tbody>
</table>

**High School Course Descriptions**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>26</td>
</tr>
<tr>
<td>English</td>
<td>30</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>32</td>
</tr>
<tr>
<td>Mathematics</td>
<td>34</td>
</tr>
<tr>
<td>Physical Education</td>
<td>36</td>
</tr>
<tr>
<td>Science</td>
<td>37</td>
</tr>
<tr>
<td>Social Science</td>
<td>38</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>39</td>
</tr>
<tr>
<td>Special Education</td>
<td>40</td>
</tr>
<tr>
<td>Non-Departmental Courses</td>
<td>41</td>
</tr>
</tbody>
</table>

**VTEC High School Academies**

43
Introduction

This program planning guide is made available to you as students and parents of VTEC High School to assist you in effectively planning for your educational future. In this guide you will find descriptions of courses, graduation requirements, college entrance information, and a list of support services available to promote personal and academic success of students. The courses have been designed to meet the needs of the college-bound student, the tech-prep student, and the student who plans to enter the workforce immediately after graduation.

Graduation from Visalia Unified School District high schools require 220 units of specified courses and electives.

Discuss your plans with your parents, and work with your learning director so that your personal educational goals can be met. Your high school education will have an important effect on your adult life. Make wise choices about educational and career goals and then link those goals to specific courses with the help of your parents and learning director is the cornerstone of a successful high school career.

We hope that students and parents will study this program planning guide carefully. If you have any questions regarding this booklet, please contact the Student Services office at 559-622-3212.
Using Your Planning Guide Effectively

Choose your classes carefully! Classes in high school are year-long and the decisions you make when you register this spring will affect you all of next year!

Avoid choosing classes because your friends are taking them, or because you want something “easy.” A high school career should lead to some very specific outcomes. Whether you wish to attend a university, college, vocational/technical school, or want to move directly into the job market, each class you take should move you closer to your overall goal. The purpose of this handbook is to allow you to make these choices in an informed manner. You should discuss your choices with your parents and also your learning director.

Step 1: Review the information in this planning guide carefully

The information in this booklet should be reviewed carefully as you plan your program for next year and consider how that program will fit into your overall four-year high school plan. In selecting your classes for next year, please note the grade level of the course as well as any prerequisites that are needed. Also note the description of the course to get a sense of what the course is all about.

Step 2: Select your classes

After reviewing the variety of courses that are offered, list your selection on the back cover of this planning guide. Consult with your counselor/learning director in making your selections to ensure that they are appropriate and match the pathway that will allow you to meet hour post-high school goals. If you are not sure which learning director oversees your grade, contact the Student Services department at 559-622-3212

Step 4: Should I repeat a class?

A class must be repeated when it is a specific graduation requirement that has been failed. A grade of F is failing. A grade of “D” is considered a passing grade for graduation. If a student is college bound, courses required for college entrance generally must be repeated if a grade of “D” or “F” is earned. There are a few exceptions to this rule. Please be sure to consult the learning director if you have a question. Grades of “C” or better are considered college-qualified marks and should not be repeated, as the colleges and universities will use only the first qualified grade received in a specific course. In all cases of repeated courses, both the original grade and the repeated grade will appear on the transcript. There may be cases in which a teacher may recommend that a student repeat a course in order to improve the students’ skills before moving on to a higher level of the same subject. The policy stated above still applies in such cases and the learning director should be consulted.
Step 5: Know your post-high school goals: Basic diploma or college preparatory pathway?

Before you look at the specific classes that you want to take for next year, you should review with the learning director and with your parents the page entitled “VUSD Graduation Requirements and UC/CSU Entrance Requirements”. This page will give you a sense of what the district’s graduation requirements are. It will also show you what the California State University (CSU) system requires as well as what the University of California (UC) system requires. This page is critical in aligning your future goals with the classes that you may need to take. We have also included more detailed information that comes to us from colleges and universities.

These more detailed pages are:
- University of California Entrance Requirements
- California State University Admission Requirements for Entering Freshmen

Step 6: Will athletics be a part of the picture?

VTEC students who live within the VUSD boundaries are eligible to participate in athletics at their home school. The VUSD Activity Code that describes the code of conduct for participation in athletics or extracurricular activities has also been included in this guide. All freshmen are required to take Core PE

If you want to participate as an athlete in college, you must also maintain academic eligibility in high school. We have included a page entitled “Athletic Eligibility Requirements” that will help you understand what you need to do. Your learning director can help with explanation of this as well.

Definitions

Credits: Courses passed earn five (5) credits per semester or ten (10) credits per year. Students need 220 credits to graduate from VTEC High School.

Prerequisites: These are classes or skills that are required before a student can take a course. For example, a student must pass Spanish I before being able to take Spanish II.

Elective: This is a course that is not required by local or state educational agencies.
Policies for Student Scheduling

Some general notes about schedules and schedule changes:

- **Six-Period Day:** Per Education Code and VUSD Board Policy, all students are expected to have a six-period day. VTEC is on a block schedule, students must take three classes per day or be enrolled in COS courses.
- **Academic Tutors, Teacher Aides, Office Aides:** Only juniors and seniors may be considered for these positions. Students may only have one period of this type of position in their schedule each school year. Positions require approval from the student’s prospective supervising teacher and learning director prior to being scheduled.
- **Schedule Changes:** A vast amount of time and energy goes into the scheduling of students into classes. The process of scheduling students is influenced by the number of student requests and also by the need to balance classes. **As a result, requests for schedule changes or period changes cannot be accommodated because of the impact these changes have on the class sizes. COS courses are the exception.**

Please choose your classes carefully. We cannot overemphasize the importance of selecting classes and alternates with which you will be satisfied throughout the entire school year. It is difficult to accommodate requests for changes in schedule after registration.

**Before the semester begins:**
 The only schedule changes that will be made must fit into the following categories:
  1. To correct a schedule conflict, or to complete an incomplete schedule.
  2. To correct an error due to a change of summer school plans or failure to pass a summer school class.
  3. To act upon teacher recommendations regarding student placement.

**First week of the semester:**
 Schedule changes during the first week of classes will only be allowed if:
  1. A teacher and department head are requesting the change within their department.
  2. The Student Services staff has concluded that a change is warranted due to extenuating circumstances.

**Beginning the second week of each semester:**
 After the first week of classes, any student or parent initiated request for a schedule change requires the approval of the Assistant Principal of Student Services, and will be approved only for extreme situations.

**Schedule Changes and College Admission:**
 If you drop a year-long class **after** you have submitted your college application, it is the student’s or parent’s responsibility to notify the college’s admission office.
### Visalia Unified School District Graduation Requirements
#### And UC/CSU Entrance Requirements

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>District Graduation Requirements</th>
<th>University of California* and California State University Requirements (a-g Requirements) in Years Required (*Must complete eleven a-g courses by the end of the 11th grade for UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
<td>World History</td>
<td>10 units</td>
<td>History/Social Science “a” Category 2 years required.</td>
</tr>
<tr>
<td></td>
<td>U.S. History</td>
<td>10 units</td>
<td>One year of World History, Cultures, &amp; Geography and one year of U.S. History or semester of US History and semester of Civics or Government.</td>
</tr>
<tr>
<td></td>
<td>Civics</td>
<td>5 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>5 units</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English I</td>
<td>10 units</td>
<td>English “b” Category 4 years required.</td>
</tr>
<tr>
<td></td>
<td>English II</td>
<td>10 units</td>
<td>Four years of college preparatory English composition and literature is required.</td>
</tr>
<tr>
<td></td>
<td>11th Grade English</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12th Grade English</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Integrated Math 1</td>
<td>10 units</td>
<td>Mathematics “c” Category 3 years required, 4 years strongly recommended.</td>
</tr>
<tr>
<td></td>
<td>Other math</td>
<td>10 units</td>
<td>Must include Integrated Math I, II, and III.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Core PE (9th grade year)</td>
<td>10 units</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PE Elective/Dance</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Health Science</td>
<td>5 units</td>
<td>Laboratory Science “d” Category 2 years required, 3 years strongly recommended.</td>
</tr>
<tr>
<td></td>
<td>Concept. Physics or Chemistry</td>
<td>10 units</td>
<td>Must include Biology and Chemistry. UC strongly recommends three years of lab science (an Advanced Biological Science, Chemistry, or Physics).</td>
</tr>
<tr>
<td></td>
<td>Biology (Life Science)</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language or Visual and</td>
<td>10 Units**</td>
<td>Language Other than English “e” Category 2 years required, 3 years recommended.</td>
</tr>
<tr>
<td></td>
<td>Performing Arts</td>
<td></td>
<td>Two years of the same foreign language; UC recommends three years.</td>
</tr>
<tr>
<td>Visual &amp;</td>
<td></td>
<td></td>
<td>Visual &amp; Performing Arts “f” Category 1 year required.</td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>75 Elective Units</td>
<td>College-Preparatory Elective “g” Category 1 year required. One year of “a-f” courses beyond those used to satisfy the requirements of the “a-f” subjects or courses in the approved elective “g” category.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>220 Elective Units</td>
<td>Minimum of 15 a-g courses needed for admission.</td>
</tr>
<tr>
<td>Additional</td>
<td></td>
<td></td>
<td>SAT I or ACT</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Shop courses may be substituted.
Supporting Student Success

At VTEC we seek to ensure that every student has the support needed to succeed. Listed below are a number of services and programs we have put in place to provide the support students may need.

**AVID**—develops learning, study and academic behavioral skills that are essential to success in rigorous coursework. It acts as a catalyst for schools to develop a culture of college readiness for all students across the campus. In the AVID Elective class, students receive daily instruction and support to prepare them for college from a trained AVID Elective teacher.

**Supportive Services** Students are referred to various community agencies in order to receive appropriate services. For more information please contact your learning director.

**Learning Directors** are an important source and can help answer questions and meet a wide range of student needs. They are able to provide personal counseling as well as information and advice regarding academic and personal issues. Our learning directors also serve as a link to other resources in the community that can assist our students in meeting their individual needs.

**Tutorials** are offered through a variety of sources. Teachers frequently provide extra assistance before school, at lunch or after school by arrangement. VTEC High School also provides RTI for students to receive extra help, make up assignments, and redo tests.

**Psychological Services** are available through district school psychologists who meet with students on campus one a week. Family and personal issues are just a few of the areas where assistance is provided. **Recovery Resources** provided substance abuse counseling to those students needing this service.

A **School Nurse** is available at each school site every day. The nurse provides services in first aid for injuries and general consultation with students about health-related issues. Additionally, the school nurse serves as a resource with a wealth of information about community resources.

A **BIT (behavior intervention technician)** is assigned to VTEC High School. The BIT works with students and families to improve behaviors and implement PBIS supports.
Meeting Special Needs

VTEC recognizes that each student is unique and that there is no one best way to help each student obtain a successful high school career. The following programs offer services designed to meet some of the needs of our diverse student population. For more information about the services described below, please contact your learning director.

Special Education

Students who have an identifiable learning disability may be placed in the support class Interdisciplinary Acceleration. An Individualized Educational Plan (IEP) is made for each student to determine how the student’s learning needs can best be met. Each IEP is reviewed to determine if VETC can meet the student’s needs. If a student needs more support than VTEC can offer, he/she may be enrolled in VTEC but placed at an appropriate school.

Reading Improvement

Reading is a foundation skill for students, and VTEC is focused on assisting students who need help with reading. Reading Improvement classes are offered for students in conjunction with regular English classes. Additionally, teachers in all areas participate in ongoing development of instructional methods that help cultivate and support reading and language skills for all students at all levels of instruction.

Math Intervention

Integrated Math 1 is the initial required math class for both graduation and college requirements. VTEC offers math intervention classes to all students in conjunction with an Integrated Math 1, 2 and 3 class for students who have low grades or scores. Identified students will have a Math Assist class so that the student receives continuous support and additional practice.
Visalia Unified School District Activity Code

In order to emphasize the importance of academic achievement, satisfactory citizenship and good attendance, Visalia Unified School District has adopted basic minimum requirements for students to participate in extracurricular activities, including athletics, dances, school clubs, student government, and extracurricular field trips. The requirements are as follows:

- **A student must have a grade point average of “C” (2.0) with no more than one “F” during each session grading period.**

- Should a student fall below the above requirement, a grading session (six week) probationary period will be provided to allow the student to bring up his/her grades. If unsuccessful in bringing the grades up to the standard required, the student will not be eligible for participation in extra-curricular student activities during the next grading session and until his/her grades meet the academic standards at the next regular grade reporting period.

- Students who are absent fifteen days in one school year may be placed on Attendance Supervision, which imposes the requirement that future absences be verified by a licensed medical practitioner. If a student on Attendance Supervision accumulates five unexcused absences, he or she will be ineligible to participate in any extra-curricular activities for the remainder of the school year unless the student returns to the regular campus after successfully completing an alternative education program.

- In addition to the stipulations above, high school athletes are bound by C.I.F. (California Interscholastic Federation) regulations that state that an athlete must be passing a minimum of 20 units each grading session or immediately be declared ineligible to participate in extracurricular activities.

**Academic Eligibility**

- Students, if eligible under C.I.F. rules, may compete in extracurricular activities at the time of first enrollment in a high school in Visalia Unified School District.

- Transfer students must meet all eligibility guidelines.

- An expelled student will be ineligible until return to the regular high school program.

- Students are not declared “re-eligible” or off probation until the computer printout is issued (approximately one week after each grading session). The student will then become eligible on the first Monday following issuance of the eligibility report.

- It is the responsibility of the student to see his or her learning director at the beginning of the fall semester if he or she feels that summer school grades have affected his or her eligibility. The school will not notify students of summer school re-eligibility.
• **Summer school grades may not necessarily improve eligibility.** The following factors are to be considered:

  - A summer class can replace a failed semester class only when the class is an exact duplicate. This could affect both the G.P.A. and the “no more than one F” rule.
  - A summer class will be added to the semester classes if it is not a duplicate. This would affect the G.P.A., but not the “no more than one F” rule.
  - Summer school proficiency classes do not count toward the G.P.A.

**Attendance:**

• Students shall be in attendance all periods of the day of the event/practice (or in attendance the day prior on a weekend event/practice) unless excused by his/her Principal in advance or be ineligible for the first event following administrative contact.

• A student participating in a sport may drop that sport with no penalty providing that the student left that sport prior to 2 weeks from the legal (C.I.F. regulations) start of the season. If a student quits a sport after the defined period, the student must wait until the end of the season of that sport, excluding playoffs, before participating in another sport.

**Citizenship:**

• Students are expected to display satisfactory citizenship and attitude as a participant in extracurricular activities. Situations that involve administrative intervention in compliance with the Visalia Unified School District Student Conduct Code will result in suspension from participation in extracurricular activities for a period of up to ten weeks.
Select the Right Courses

Within the pages of this guide, you will find a brief description of each of the courses offered at VTEC High School. For each department, there is also a table with some important information to consider as you make your class choices, such as:

- Does the class meet a graduation requirement?
- Is it acceptable to the UC/CSU?
- Is the course a part of a career-technical pathway that I am interested in?
- What grade must I be in and what prerequisites should I have completed to take the course?
- Is it a year or semester course?
- Is it acceptable for NCAA eligibility requirements? (Athletes intended to participate in collegiate athletics, please see Student Services office for additional information and requirements.)

All of these questions must be carefully considered. Your learning director can assist you with questions you may have about a specific course.

Sample Schedules

Schedules will vary based on post-secondary goals, assessment results, acceleration/remediation needs, and summer school enrollment. However, here are “typical” class schedules for a student in grades 9 -12:

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>English 2</td>
<td>American Lit</td>
<td>ERWC English</td>
</tr>
<tr>
<td>Math 1</td>
<td>Math 2</td>
<td>Math 3</td>
<td>Civics/Econ</td>
</tr>
<tr>
<td>Core PE</td>
<td>World History</td>
<td>U.S. History</td>
<td>Ag Sales &amp;Services</td>
</tr>
<tr>
<td>College &amp; Careers/Health</td>
<td>Ag Biology</td>
<td>Chemistry/Ag Earth Sci</td>
<td>Pathway Elective</td>
</tr>
<tr>
<td>Intro to Ag</td>
<td>PE 2</td>
<td>Ag Computers</td>
<td>Elective</td>
</tr>
<tr>
<td>Spanish/Elective/Support</td>
<td>Spanish</td>
<td>Pathway Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Pathway Elective Support</td>
<td>Support</td>
<td></td>
</tr>
</tbody>
</table>
Visalia Technical Early College High School Agricultural Pathways

“Targeting Your Future”

Crop Science
- Farm Management
- Crop Science

Animal Science
- Animal Science
- Small Ruminant
- Livestock Production

Introduction to Agriculture
- Animal Sci.
- Ag Tech.
- Crop Sci.

Additional Pathways
- Ag Systems
- Animal Systems
- Agriculture & Agri-Business

Additional Pathway Electives
- Student Store
- Ag Leadership
- Floral Design
- Advanced Horticulture
- Plant Science

12th Grade, 11th Grade, 10th Grade
Step 1: Login to the website above using the User Name and Password provided.

Step 2: Click on the “Class Registration” icon (see Figure 1).

Step 3: Read the directions for each section and click on the pencil icon to the right (see Figure 2) to request courses from each section.

Step 4: Refer to your paper registration form, read the course descriptions and prerequisites and select both the first and second semester of the course(s) that you are requesting. When completed click “okay” at the bottom of the pop-up screen (see Figure 3) and complete for each section.

Step 5: Click the “submit” button at the bottom of the page to finalize your selections.

Note: Many of the sections have multiple pages.
University of California Requirements

Minimum Admission Requirements for Freshman Applicants to a UC

The University of California defines freshman applicants as students who have graduated from high school and who have not enrolled in a regular session at any college or university. Students who attend a summer session immediately after graduating from high school are still considered freshman applicants. The requirements described in this section represent the minimum academic standards students must attain to be eligible for admission to a University of California campus. Meeting the minimum eligibility requirements does not guarantee admission. Admission to a campus and program of choice often requires students to meet more demanding expectations. Please refer to the university admissions policy and undergraduate selection criteria for more information.

California Residents

There are three paths to satisfying the University's minimum admission requirements for freshman students: eligibility in the statewide context, eligibility in the local context, and eligibility by examination alone.

Eligibility in the Statewide Context

Eligibility in the Statewide Context is the pathway by which most students attain UC eligibility. To be eligible in the statewide context, students must satisfy the Subject, Scholarship and Examination Requirements.

Subject Requirement

To satisfy this requirement, students must complete the high school courses listed in the box on the next page. This sequence of courses is also known as the "a-g" requirements. The requirements are described in more detail in this section. Students must take 15 units of high school courses to fulfill the Subject Requirement, and at least 11 of the 15 units must be completed by the end of the junior year of high school. (A unit is equal to an academic year, or two semesters, of study.)

UC Certified Course Lists

To be accepted by the University, courses taken to satisfy the Subject Requirement ("a-g" courses) must appear on the official University of California Certified Course List of the school the student attended, for the year the student took the course. Courses must appear on the student's transcript as they appear on the UC-certified course list. (Contact your learning director for your high school site's a-g course list)

Course Lists Available Online: UC-certified course lists are available online

https://doorways.ucop.edu/list/app/home
**UC/CSU "a-g" Categories**

a. **History/Social Science** -- 2 years required.
   Two years of history/social science, including one year of U.S. history or one- half year of U.S. history and one- half year of civics or American government; and one year of world history, cultures and geography.

b. **English** -- 4 years required.
   Four years of college preparatory English that includes frequent writing, from brainstorming to final paper, and reading of classic and modern literature. Not more than one year of ELD courses can be used to meet this requirement.

c. **Mathematics** -- 3 years required, 4 years recommended.
   Three years of college preparatory mathematics that includes 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 this entire requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own courses.

d. **Laboratory Science** -- 2 years required, 3 years recommended.
   Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry and physics. Laboratory courses in earth sciences are acceptable as a science elective if they have as prerequisites or provide basic knowledge in biology, chemistry or physics. The appropriate two years of an approved integrated science program may be used to fulfill this requirement. Not more than one year of ninth grade laboratory science can be used to meet this requirement.

e. **Language Other than English** -- 2 years required, 3 years recommended.
   Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading and composition. Language other than English courses 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.

f. **Visual and Performing Arts (VPA)** -- 1 year required.
   One year of visual and performing arts chosen from the following: dance, drama/theater, music and/or visual art.

g. **College Preparatory Electives** -- 1 year required.
   One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: 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).
University of California Scholarship Requirements

The Scholarship Requirement defines the grade point average (GPA) you must earn in the "a-g" subjects and the test scores you must achieve to be eligible for admission to UC. The University uses an Eligibility Index — a combination of GPA and test scores — to determine if you meet this requirement. The minimum GPA for California-residents students is 3.0 (for nonresidents 3.4)

The University calculates the GPA in the "a-g" subjects by assigning point values to the grades a student earns, totaling the points, and dividing the total by the number of "a-g" course units. Points are assigned as follows: A=4 points, B=3 points, C=2 points, D=1 point and F=0 points. The University assigns extra points for up to four units of University-certified honors level and advanced placement courses taken in grades 10 and 11: A=5 points, B=4 points, and C=3 points. A maximum of two of the four units may be taken in grade 10. Grades of “D” are not assigned extra honors points. (Extra points will be awarded to tenth graders only when they take honors and advanced placement courses which have been certified by the University as honors level courses. See definition of honors level courses and guidelines on the certification of high school honors level courses.)

Only grades the student earns in "a-g" subjects in grades 10-11 are used to calculate the GPA. Courses taken in the ninth grade can be used toward the Subject Requirement if the student earns a grade of “C” or better, but they will not be used to calculate the GPA.

Examination Requirement

Freshman college applicants must submit their ACT Assessment plus Writing or the SAT Reasoning Test scores. Under the new policy, SAT Subject Tests will no longer be required for admission. Students may submit scores if they wish to showcase academic mastery in a subject. Competitive majors on some campuses may recommend particular SAT Subject Tests to demonstrate proficiency.

Eligibility in the Local Context (ELC)

The Eligibility in the Local Context (ELC) program recognizes students’ individual accomplishments in light of the opportunities offered by their particular high schools. If a student ranks in the top 9 percent of their high school graduating class and if your high school participates in the program, you may be admitted via the ELC path.

To be considered for ELC, you must complete the equivalent of 11 specific yearlong courses of the Subject Requirement by the end of your junior year, as noted below. With the assistance of each participating high school, the University will identify the top 9 percent of students on the basis of GPA in UC-approved coursework completed in the 10th and 11th grades.
ELC Requirements:

- GPA ≥ 3.0
- Must be designated by UC evaluators as being in top 9% of participating high school graduating class
- Must complete 11 specific UC-approved courses by end of junior year. The 11 units include: History/Social Science – 1 year; English – 3 years; Mathematics – 2 years; Laboratory Science – 1 year; Language Other than English – 1 year; VAPA or Electives – 3 years

If you are UC-eligible through ELC, the University will notify you at the beginning of your senior year. You must then submit the University's undergraduate application during the filing period and complete remaining eligibility requirements – including the Subject and Examination requirements – to be considered fully eligible. Fully eligible ELC students are guaranteed a spot at one of UC's undergraduate campuses, though not necessarily at their first-choice campus.

Comprehensive information about ELC is available on the University's ELC Web site:

http://www.ucop.edu/sas/elc/

Eligibility by Examination Alone

Students who don't meet all of our subject or GPA requirements may be considered for admission on the strength of their test scores. In general, this method of consideration is designed for students who have been unable to meet the regular subject requirements and/or earn a high school diploma because of unique circumstances, such as non-traditional education or long-term illness.

To be considered, students must take the ACT with Writing, old SAT or new SAT with Essay, as well as two SAT Subject Tests in two different disciplines. Students may not use an SAT Subject Test to meet this requirement if they have completed a transferable college course with a grade of C or better in that subject.

Students must achieve a minimum UC Score total of 410 (425 for nonresidents). In addition, they must earn a minimum UC Score of 63 on each component of the ACT with Writing or SAT and on each of the Subject Tests. For instructions on calculating the UC Score, see http://admission.universityofcalifornia.edu/freshman/requirements/examination/index.html

Students who qualify by examination are not guaranteed admission. They are, however, entitled to a full review of their application.

Source for this information:

University of California Pathways Website http://www.ucop.edu/pathways/
Minimum Eligibility Requirements

You are eligible for admission if you:

1) Have or will have graduated from high school.
2) Meet the eligibility index with your grade point average and test scores (see the formula below)
3) Have or will have completed with a grade of C or better the following pattern of courses which total 15 units (a unit is one year of study in high school)

Please note, you may be required to meet higher admission requirements for impacted programs.

Subject Requirements

You must complete with a grade of C or higher the following pattern of college preparatory subjects totaling 15 yearlong college preparatory courses:

(a) Social Science: 2 years (1 year World History and 1 year U.S. History or 1/2 year U.S History and 1/2 year Civics)

(b) English: 4 years of college prep English.

(c) Mathematics: 4 years recommended (Integrated Math I, II, III, higher math)

(d) Laboratory Science: 2 years (biology, chemistry, physics, etc.)

(e) Foreign Language: 2 years (same language); ASL is applicable

(f) Visual and Performing Arts: 1 year (visual art, dance, theatre/drama or music)

(g) College Preparatory Electives: varies

Additional year, chosen from the subject areas listed above.
<table>
<thead>
<tr>
<th>UC/CSU a-g Category</th>
<th>VTEC High School Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>“a” History/Social Science</td>
<td>World History/Cultures &amp; Geography</td>
</tr>
<tr>
<td></td>
<td>United States History</td>
</tr>
<tr>
<td></td>
<td>Civics</td>
</tr>
<tr>
<td>“b” English</td>
<td>English 1</td>
</tr>
<tr>
<td></td>
<td>English 2</td>
</tr>
<tr>
<td></td>
<td>American Literature</td>
</tr>
<tr>
<td></td>
<td>CSU Expository Reading and Writing</td>
</tr>
<tr>
<td>“c” Mathematics</td>
<td>Integrated Math 1</td>
</tr>
<tr>
<td></td>
<td>Integrated Math 2</td>
</tr>
<tr>
<td></td>
<td>Integrated Math 3</td>
</tr>
<tr>
<td>“d” Laboratory Science</td>
<td>Ag Biology</td>
</tr>
<tr>
<td></td>
<td>Ag and Soil Chemistry</td>
</tr>
<tr>
<td>“e” Language Other than English</td>
<td>Spanish 1, 2</td>
</tr>
<tr>
<td></td>
<td>Spanish 1SS, 2SS</td>
</tr>
<tr>
<td>“f” Visual &amp; Performing Arts</td>
<td>3D Art 1,</td>
</tr>
<tr>
<td></td>
<td>3D Art 2</td>
</tr>
<tr>
<td>“g” College-Preparatory Elective</td>
<td>Adv. Env. Horticulture</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>Animal Science</td>
</tr>
<tr>
<td></td>
<td>Veterinary Science</td>
</tr>
<tr>
<td></td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td>Introduction to Plant Science</td>
</tr>
</tbody>
</table>
College of the Sequoias Admission Requirements

Eligibility for Admission
Any graduate of an accredited high school may be admitted to College of the Sequoias. Also, any person having successfully completed the California High School Proficiency Examination (CHSPE) or the General Educational Development Test (G.E.D.) with scores of 45 overall and with no subtest lower than 35 may be admitted.

The college may admit other persons 18 years of age or over when the evidence indicates that the individual will benefit from college level instruction. Students are encouraged to complete high school prior to enrolling in the college.

Placement Tests
All students are required to take the COS Placement Test for math and English if they have completed or will complete six (6) or more units AND plan to pursue either a certificate, Associate degree, or transfer program. All other students who plan to enroll in an English or math course or any course with an English and/or math prerequisite, must also take the test. These include Social Science courses. Students may be exempt from the Placement Test requirements based upon criteria listed in the Matriculation Policies section of the catalog. Tests are administered throughout the year. Information on test dates and test registration may be obtained by contacting the Assessment/Placement Test Office in Room 101B.

NCAA Eligibility Requirements
Divisions I and II Initial-Eligibility Requirements
Contact your learning director at your high school site for further details about NCAA eligibility requirements. You may also visit the following website for details:


California Scholarship Federation (CSF) Requirements
To secure eligibility for CSF membership a student must earn sufficient points from pre-approved course lists. The majority of the required membership points must come from UC accepted coursework. These students will wear a CSF gold cord as part of their commencement regalia and will receive recognition by name at commencement exercises. See the Student Services office for additional guidelines and the current CSF course list.
# Visalia Unified School District College of the Sequoias Equivalent Coursework

The following courses offered at College of the Sequoias (COS) may be used to replace and meet high school graduation requirements. These courses appropriately match to CA Content Standards required by school board policy and state education code. All district BP/AR regarding alternative credits for graduation (BP 6146-13) remain in place. COS courses not listed below would be coded elective credit on a student’s transcript.

<table>
<thead>
<tr>
<th>COS Course #</th>
<th>COS Course Name</th>
<th>College Units</th>
<th>High School Credits</th>
<th>Requirement Met</th>
<th>Meets UC/CSU a-g</th>
<th>UC/CSU GE</th>
<th>IGETC</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 005</td>
<td>West Civilization Since 1648</td>
<td>3</td>
<td>10</td>
<td>Social Science-World History</td>
<td>Yes / a-History Social Science</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>HIST 018</td>
<td>People of the US from 1865</td>
<td>3</td>
<td>10</td>
<td>Social Science-United States History</td>
<td>Yes / a-History Social Science</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>POLS 005</td>
<td>Federal, State, and Local Govt</td>
<td>3</td>
<td>10</td>
<td>Social Science-Civics</td>
<td>Yes / a-History Social Science</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECON 025</td>
<td>Introduction to Economics</td>
<td>3</td>
<td>10</td>
<td>Social Science-Economics</td>
<td>Yes / g-Elective</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECON 040</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td>10</td>
<td>Social Science-Economics</td>
<td>Yes / g-Elective</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ENGL 251</td>
<td>Intro to Acad Read &amp; Writing</td>
<td>4</td>
<td>10</td>
<td>English</td>
<td>Yes / b-English</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>ENGL 001</td>
<td>College Reading &amp; Comp</td>
<td>4</td>
<td>10</td>
<td>English</td>
<td>Yes / b-English</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ENGL 002</td>
<td>Logic and Composition</td>
<td>3</td>
<td>10</td>
<td>English</td>
<td>Yes / b-English</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>BIOL 020</td>
<td>Frontiers in Biology (Lab)*</td>
<td>4</td>
<td>10</td>
<td>Science-Life Science (Biology)</td>
<td>Yes / d-Science</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>BIOL 001</td>
<td>Principles of Biology 1 (Lab)*</td>
<td>5</td>
<td>10</td>
<td>Science-Life Science (Biology)</td>
<td>Yes / d-Science</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CHEM 020</td>
<td>Intro to General Chemistry (Lab)*</td>
<td>4</td>
<td>10</td>
<td>Science-Physical Science</td>
<td>Yes / d-Science</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CHEM 001</td>
<td>General Chemistry 1 (Lab)*</td>
<td>5</td>
<td>10</td>
<td>Science-Physical Science</td>
<td>Yes / d-Science</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>PSCI 020</td>
<td>Physical Science (Lab)*</td>
<td>4</td>
<td>10</td>
<td>Science-Physical Science</td>
<td>Yes / d-Science</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>PHYS 020</td>
<td>General Physics 1 (Lab)*</td>
<td>5</td>
<td>10</td>
<td>Science-Physical Science</td>
<td>Yes / d-Science</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>HW01</td>
<td>Personal and Community Health</td>
<td>3</td>
<td>10</td>
<td>Science-Health</td>
<td>Yes / g-Elective</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**VUSD High School World Language/Visual Performing Graduation Requirements** can be met with COS courses in Intersegmental General Education Transfer Curriculum (IGETC) Area C: Arts and Humanities or the CSU General Education Communication Pattern (CSU GE) Area C: Arts and Humanities. Please see the current COS Course Catalog for the current list of approved courses.

**Physical Education Requirement:** All 9th Grade students are required to take high school PE. Students in grades 10-12 may take any 1 unit COS PE course to count toward the PE graduation requirement. Three 1 unit PE courses will equal 10 high school credits.

**Mathematics Graduation Requirement:** Students should complete the high school Integrated Math sequence (I, II, III) before taking COS math courses.

* High school students enrolling in COS science courses which have a lab requirement should be carefully counseled regarding the prerequisites and the time requirements.

REVISED 1-16-19
Weighted Coursework, GPA, and Ranking on VUSD Transcripts

VUSD Transcript GPAs and Class Ranks
Board policy was updated June 26, 2018 by adding honors weight (5.0 scale), to transferable college coursework successfully completed by a VUSD high school student. This policy went into effect immediately after being approved by the school board. Due to the effect on current student who did or did not take advantage of this opportunity during the summer of 2018, an additional class ranking was added to the VUSD transcript. The VUSD transcript will now contain a class rank based on honors weight to AP courses only (the previous class rank calculation) and a class rank with the addition of college transferable course work.

Dual Enrollment/Concurrent Enrollment
“Dual credit” refers to the awarding of both high school and college credits for the same course. In many cases, the high school awards double the credit for a college course, so that a one-semester college course fulfills a year-long high school requirement. In California, the high school district and the community college district governing boards can determine whether to award both high school and college credit to students for dual enrollment courses (CA Education Code Section 76001).

Common Questions Regarding Dual/Concurrent Enrollment

How do I take a college course?
A student must receive prior approval by the high school Student Services department to take college courses. Permission is required to substitute courses from another institution for high school graduation requirements. A concurrent Enrollment Permission Form is required each semesters. Please see your Student Services department regarding college enrollment and college placement policies.

How many college courses can I take as a high school student?
Students are required to be enrolled in high school full time (6 periods). Any variation to this requires administrative permission. High School students may take up to 11 units of college coursework a semester. Please see your high school Student Services and the colleges’ policies regarding full-time status for high school age students.

How does a student get credit for college coursework?
Parents/students must present an official college transcript to their high school Student Services to receive high school credit and for the coursework to appear on a student’s high school transcripts.

What College coursework receives the 5.0 scale?
Coursework from a 4 year university or coursework which is transferable to a 4 year university/college qualifies. This is generally understood as academic community college courses numbered 001-099 (University of California transferable), and Courses numbered 100-199 (California State University transferable). Coursework numbered 200 and above will be weighted on a normal 4.0 scale.

Do transferable college PE courses receive credit on the 5.0 scale?
College Physical Education courses are not weighted on the 5.0 scale. PE courses are not considered academic coursework and will therefore be on the regular 4.0 scale if transferred into one’s high school transcript.
Will college coursework count toward high school graduation requirements?
College courses that generally align with the high school graduation requirement courses may be transferred in to meet a graduation requirement by pre approval must be received. There will an updated approved COS course list forthcoming. All other college coursework added to the high school transcript will go toward high school elective credit.

How much high school credit will be awarded for a college course?
Every 1 unit of college coursework equals 3.3 high school credits. Earned credits will be rounded up or down and capped at 10 units for any one course. Therefore, 1 college unit equals 3 high school credits, 2 equals 7, and 3 or more will equal 10.

Relevant VUSD Board Administration Regulations (AR) AR 5121(a)

Grades for Advanced Placement Courses and College Coursework that is Transferable toward a Four Year University
Grades shall be reported for each marking period as follows:
A (90-100%) Outstanding Achievement 5.0 grade points
B (80-89%) Above Average Achievement 4.0 grade points
C (70-79%) Average Achievement 3.0 grade points
D (60-69%) Below Average Achievement 1.0 grade points
F (0-59%) Little of No Achievement 0.0 grade points

AR 5121(c)
Grade Point Average (GPA)
The Superintendent or designee shall determine the methodology to be used in calculating students’ grade point average (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, and/or concurrent postsecondary courses.

AR 6146.11(a)
College Courses
To receive high school credit for coursework completed at a community college or four-year College, the student or parent/guardian shall submit a written request and a transcript showing successful completion of the course. The course shall be one that satisfies college entrance requirements, applies toward college-level general education requirements, or is part of a vocational or career technical education course leading to a degree or certificate.

AR 6146.11(b)
Alternative Credits toward Graduation Continued
Students who take college level coursework will be awarded high school credit based on the college level units awarded. Every 1 unit college course = 3.3 high school credits with a cap of 10 high school credits (equivalent to a yearlong high school course). The credits will be rounded down or up.

Example:  
1 unit college course = 3 high school credits
2 unit college course = 7 high school credits
3 or more unit college course = 10 high school credits
**College/Career Preparation**

Students meeting the Prepared criteria are awarded an Honor Cord to be worn at the graduation ceremony. There are multiple ways to achieve Prepared status as noted below.

<table>
<thead>
<tr>
<th>PREPARED</th>
<th>APPROACHING PREPARED</th>
<th>NOT PREPARED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Smarter Balanced Summative Assessments:</strong> Score of Level 3 “Standard Met” or higher on both English language arts/reading (ELA) and mathematics</td>
<td>Smarter Balanced Summative Assessments: Score of Level 2 “Standard Nearly Met” on both ELA and mathematics</td>
<td>Did not meet any of the measures or did not graduate.</td>
</tr>
<tr>
<td><strong>Advanced Placement (AP) Exams:</strong> Score of 3 or higher on two AP exams</td>
<td>Completion of Dual Enrollment: One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</td>
<td></td>
</tr>
<tr>
<td><strong>International Baccalaureate (IB) Exams:</strong> Score of 4 or higher on two IB exams</td>
<td>UC and CSU a-g requirements: Complete a-g course requirements with a grade of C- or better</td>
<td></td>
</tr>
<tr>
<td><strong>Completion of Dual Enrollment:</strong> Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</td>
<td>CTE Pathway: Pathway completion with a grade of C- or better in the capstone course</td>
<td></td>
</tr>
<tr>
<td><strong>University of California (UC) and California State University (CSU) a-g requirements:</strong> Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career Technical Education (CTE) Pathway:</strong> Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Criteria**

- Smarter Balanced Summative Assessment Scores:
  - Level 3 or higher on ELA and at least a Level 2 “Standard Nearly Met” in mathematics, or
  - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester or two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
- Completion of CTE Pathway (for a-g requirement only)

For more information, please visit the California Accountability Model & School Dashboard Web page at [http://www.cde.ca.gov/ta/ac/cm/index.asp](http://www.cde.ca.gov/ta/ac/cm/index.asp).
VTEC HIGH SCHOOL COURSE DESCRIPTIONS

(P) Indicates College preparation UC/CSU a-g approved courses.

AGRICULTURE

Course Title: Intro to Ag Industry (P)
Course Number: 9401-9405
Grade Level: 9
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: NA

Course Description:
This course is designed to give students a strong foundation in various areas of agriculture. Course content will include an introduction to animal and plant science as well as agriculture mechanics. Leadership training including public speaking, parliamentary procedure-debate, judging teams, Supervised Agriculture Experience Projects, record-keeping skills and career opportunities will be covered.

Course Title: Agricultural Systems 1, 2, 3, (P)
Course Number: 8640-8641, 8642-8643, 8644-8645, 8638-8639
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: NA

Course Description:
This course is designed to give students a strong foundation in basic farm shop skills. Tools, materials, and safety will be reviewed with each unit. Proper skills involving hand tools will be stressed. The beginning course in agricultural systems includes woodworking, metals, rope work, cutting and welding, etc. Small, individual projects are developed and built. The advanced courses (2-4) are designed to provide a deeper understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction, as well as small engine repair and maintenance. Following completion of the Agricultural Systems 1 course, instruction in the advanced courses in the sequence includes advanced welding techniques, as well as project construction.

Course Title: Agriculture Computers
Course Number: 8636-8637
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: NA

Course Description:
This course is an introduction to various PC computer software applications that are used in the Agriculture industry. Students will gain knowledge of word processing, data spreadsheets and presentation software that is both for purchase and/or free to the agribusiness person.
Course Title: Agribusiness Issues (P)
Course Number: 0073-0074
Grade Level: 11 - 12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: NA

Course Description:
Students will research and understand current issues facing the agribusiness industry. They will organize their reflections and present an evaluation or understanding of the agriculture-specific environment through written, oral, and group methods of communication. This course has an emphasis in that students need to be knowledgeable about current agribusiness events and the geography of the world affected by these events. Students will listen, discuss research, and communicate this knowledge effectively.

Course Title: Animal Science (P)
Course Number: 0094-0095
Grade Level: 9-10
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: “g” Elective

Course Description:
The application of advanced scientific technology and knowledge is increasing at a rate second only to the need for well-trained and educated individuals in all areas of agricultural sciences. This is the introductory course in the Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. Leadership skills are taught through participation in FFA.

Course Title: Advanced Environmental Horticulture (P)
Course Number: 8733-8734
Grade Level: 11 - 12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: “g” Elective

Course Description:
This advanced course designed for those with a sincere interest in the nursery and/or floral industry. Topics include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Course participation includes production of nursery crops and marketing and sales of nursery/floral products each semester. Leadership skills will be taught through participation in FFA.
Course Title: Farm Management (P)
Course Number: 8634-8635
Grade Level: 11 - 12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: NA
Course Description:
This course is designed for advanced level students who have an interest in (Agricultural) Farm and Ranch Management. Students will be exposed to the multiple facets of the agriculture industry related to farm and ranch management. Main themes include animal science, plant science and Agricultural mechanics (pathways). Topics discussed include animal husbandry, livestock facilities, nutrition and feeding, soils and irrigation, plant nutrition, crop production, equipment maintenance, farm power equipment, harvesting practices and global positioning systems.

Course Title: Introduction to Plant Science
Course Number: 8634-8635
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: NA
Course Description:
This course covers the fundamentals of plant science and will provide students with a working knowledge of plant structures and processes. The content includes structures, physiology, and heredity, environmental relationship to growth, adaptation and management of crops, the factors that influence crop production, integrated pest management, laboratory skills, basic research and the role of plants in the ecosystem.

Course Title: Livestock Production (P)
Course Number: 8646/8647
Grade Level: 11 - 12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: NA
Course Description:
This course is designed to provide knowledge and skills related to livestock and the livestock production industry. Livestock production addresses topics related to beef cattle, dairy cattle, swine, sheep, goats and poultry. To prepare for careers in the field of animal science, students must acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements and industry expectations. Leadership skills will be taught through participation in FFA.

Course Title: Livestock Biology/Livestock Health
Course Number: 8646/8647
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: NA
Course Description:
Livestock Biology is an introduction to the scientific concepts of livestock biology. The objective of the course is to familiarize students with basic biological concepts of livestock including hematology, anatomy, disease mechanisms and control. Livestock Health is designed to demonstrate the livestock producers approach to animal health and disease control in domestic animals. The course will cover classification of animal diseases,
their etiology and appropriate treatments with emphasis on preventative medicine. The class is part of a sequence of courses within the Animal Science Pathway. Leadership skills will be taught through participation in FFA.

Course Title: Plant and Soil Science  
Course Number: 0086-0087  
Grade Level: 11-12  
Elective/Required: Elective  
Length/Credits: Year/10 credits  
Prerequisites: None  
Meets UC/CSU a-g category: NA

Course Description:  
This course covers the fundamentals of plant and soil science, the factors that influence crop production, integrated pest management, laboratory skills, basic research and the role of plants in the ecosystem. FFA instruction and participation, and projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the basic knowledge and skills necessary for an entry-level position in the Agricultural Industry, and to provide the basic background knowledge necessary for an entry level college course in plant science.

Course Title: Student Store  
Course Number: 8717-8718  
Grade Level: 11-12  
Elective/Required: Elective  
Length/Credits: Year/10 credits  
Prerequisites: None  
Meets UC/CSU a-g category: NA

The Student Store is an actual business operation handling monies from store operations. Classroom instruction is correlated to student store on-the-job-training. Students will be responsible for merchandising and stocking the store, as well as merchandise inventories. They will be involved in the decision process about what merchandise will be carried in the store along with the quantity purchased and pricing. Students will balance the cash registers under the guidance of the instructor and prepare deposits. Students will also complete a virtual retail merchandising software project. This course prepares students for entry-level retail clerk positions/retail management.

Course Title: Veterinary Science  
Course Number: 0042/0043  
Grade Level: 11-12  
Elective/Required: Elective  
Length/Credits: Year/10 credits  
Prerequisites: None  
Meets UC/CSU a-g category: NA

This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. Student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.
ENGLISH

Course Title: English I (P)
Course Number: 1002-1003
Grade Level: 9
Elective /Required: Required
Length/Credits: Year/10 credits
Prerequisites: 7-9th grade reading ability and writing competency
Meets UC/CSU a-g category: “b” English

Course Description:
English 1 is a college preparation course aimed at reinforcing and further developing the critical reading, writing, speaking and listening, and language abilities of 9th graders. The course offers instruction in a variety of literary genres, expository and informational text, and composition (including the writing process and various writing domains – narrative, critical analysis of literature, informational and analytical essays, research papers, and argumentative and persuasive essays). Course content focuses on developing independent and proficient readers and writers through the use of a variety of increasingly complex text, opportunities for academic classroom discourse and the integration of academic vocabulary and Standard English conventions (syntax and diction). Emphasis is placed on the development of college and career readiness skills - communication, collaboration, critical thinking and creativity. This course is aligned to California Content Standards for 9th grade English/Language Arts.

Course Title: English II (P)
Course Number: 1022-1023
Grade Level: 10
Elective/Required: Required
Length/Credits: Year/10 credits
Prerequisites: English I
Meets UC/CSU a-g category: “b” English

Course Description:
English 2 is an integrated English/language arts program emphasizing reading, writing, listening, speaking, and researching for a variety of purposes in a variety of settings. The course of study explores ideas, considers strategies, and broadens student perspectives via a thorough exploration of narrative and expository literature. Poetry, novel, short story, drama, speech, memoir, and essay are the principle genres used as vehicles of study. Course content focuses on developing independent and proficient readers and writers through the use of a variety of increasingly complex text, opportunities for academic classroom discourse and the integration of academic vocabulary and standard English conventions (syntax and diction). Emphasis is on analyzing literature in greater depth, analyzing career-related and other informational discourse, and completing increasingly complex writing assignments. English 2 places particular emphasis on the development of college and career readiness skills - communication, collaboration, critical thinking and creativity. This course is aligned to California Content Standards English/Language Arts.
Course Title: American Literature and Composition (P)
Course Number: 1118-1119
Grade Level: 11
Elective/Required: Required
Length/Credits: Year/10 credits
Prerequisites: English 2
Meets UC/CSU a-g category: “b” English

Course Description:
This course is a survey of American Literature. Content explores how American literature reflects different aspects of the American dream and how it has shaped our cultural identity. Writing styles and literary analysis are emphasized. Instruction requires that students compare and contrast ideas and themes as they learn to interpret and analyze literature and informational text within a variety of topics, themes and genres. Symbolism, tone, and reflection of the historical significance of any given work are explored. Academic language and explicit vocabulary enrichment is an important component of the course. The Standard English/Language Arts conventions (grammar) studied will encompass and go beyond that covered in English 1 and 2 courses. The study of conventions is connected directly to the production of a variety of text types with a focus on written analysis and the improvement of communication skills.

Course Title: CSU Expository Reading and Writing (ERWC) (P)
Course Number: 1056-1057
Grade Level: 12
Elective/Required: Required
Length/Credits: Year/10 credits
Prerequisites: American Literature and Composition
Meets UC/CSU a-g category: “b” English

Course Description:
The Expository Reading and Writing Course prepares college bound seniors for the literacy demands of higher education. This year long, rhetoric-based course advances proficiencies in expository analytical and argumentative reading and writing. Instruction focuses on providing a process to assist students in reading, comprehending, and responding to non-fiction and literary text. Course content provides instruction in research methods and documentation conventions. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. Course material includes the study of two full-length works. The course is aligned with the California Common Core State Standards for English Language Arts.

Course Title: Reading Improvement (P)
Course Number: 1070-1071
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: Enrolled in English 1
Meets UC/CSU a-g category:

Course Description:
The Reading Improvement course provides a balanced literacy model designed to accelerate reading growth and to provide tactical reading strategies necessary to comprehend increasingly complex text. Placement is based upon diagnostic reading assessments and/or standardized test scores, with target students reading two to three years below grade level. Instruction includes modeled, guided, and shared reading activities and supports writing improvement. Large group, small group, and individual instructional plans support a diverse learning community.
FOREIGN LANGUAGE

Course Title: Spanish I (P)
Course Number: 2202-2203
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: “e” Language Other than English (LOTE level 1)

Course Description:
Spanish I is a beginning course that requires no prior experience with the Spanish language. Language development is accelerated using the Language Learning Continuum for Stage 1 found in the Foreign Language Framework for California Public Schools. Spanish for communication is the emphasis of the course, with at least 50% of the class time spent working orally with the language. The development of vocabulary and Spanish language concepts is essential to success in the class. Classroom discourse emphasizes both receptive and productive language skills, including interactive comprehension and production, receptive comprehension, and comprehensible production. Language practice is contextualized and reflects real world use. Instruction builds accuracy with the language – language that is grammatically correct, situationally appropriate, and culturally authentic. Cooperative learning groups, listening activities, situational conversations, and other directed oral activities provide proactive reinforcement. The course meets the A-G requirements for admission to the University of California or California State University system.

Course Title: Spanish 2 (P)
Course Number: 2206-2207
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: Year / 10 credits
Prerequisites: Spanish 1 or teacher recommendation
Meets UC/CSU a-g category: “e” Language Other than English (LOTE level 2)

Course Description:
Spanish 2 is a second year foreign language course that extends and broadens language learning beyond the first year Spanish course, focusing on all four major aspects of communication: speaking and listening, writing and reading. Language development is accelerated using the Language Learning Continuum for Stage 2 found in the Foreign Language Framework for California Public Schools. Spanish for communication is the emphasis of the course, with at least 50% of the class time spent working orally with the language. Classroom discourse emphasizes both receptive and productive language skills, including interactive comprehension and production, receptive comprehension, and comprehensible production. Language practice is contextualized and reflects real world use. Instruction builds accuracy with the language – language that is grammatically correct, situationally appropriate, and culturally authentic and that places an emphasis on Spanish culture and heritage. Cooperative learning groups, listening activities, situational conversations, and other directed oral activities provide proactive reinforcement. The development of vocabulary and Spanish language concepts is essential to success in the class. Units address communication among friends, traveling to different cities and foreign countries, daily personal and school life, fun time activities, healthful living and talking about childhood. The course meets the A-G requirements for admission to the University of California or the California State University system.
Course Title: Spanish 3 (P)
Course Number: 2210-2211
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: Spanish 2 or teacher recommendation
Meets UC/CSU a-g category: “e” Language Other than English (LOTE level 3)

Course Description:
Spanish 3 is an advanced foreign language course that continues to focus on the four major aspects of effective communication: speaking and listening, reading and writing. Language development is accelerated using the Language Learning Continuum for Stage 3 found in the Foreign Language Framework for California Public Schools. At this pivotal stage, learners move from the relative comfort of learned materials to the challenging world of creating with the language. Instruction emphasizes a higher level of communication than expected in introductory Spanish language courses. At this point in foreign language development, the course of study shifts to requiring the adaptation of acquired language skills to the ability to comprehend and produce planned language. Instruction includes exploration of new and challenging topics and experimentation with more complex language structures. Participants are expected to engage in elaborate, extended, and well-organized discourse in Spanish. Culture and heritage continue to be presented. The course meets the A-G requirements for admission to the University of California or California State University system.

Course Title: Spanish for Spanish Speakers 1 (P)
Course Number: 2302-2303
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: Teacher Recommendation; fluent in conversational Spanish
Meets UC/CSU a-g category: “e” Language Other than English (LOTE level 2)

Course Description:
Spanish for Spanish Speakers, who are deficient in Spanish reading and writing skills, is a basic course for students fluent in everyday conversational Spanish. Heavy emphasis is placed on basic reading and writing skills. Reading is developed by class reading and analyzing short stories and poetry. Writing skills are developed by the use of activities in conjunction with the reading assignments including graphic organizers, written responses to literary works, essays, and projects. Additionally, grammar and vocabulary exercises are used to refine language skills. Students’ verbal skills are enhanced through small-group and whole-class discussions.

Course Title: Spanish for Spanish Speakers 2 (P)
Course Number: 2306-2307
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: Spanish for Spanish Speakers 1 or teacher recommendation
Meets UC/CSU a-g category: “e” Language Other than English (LOTE level 3)

Course Description:
Spanish for Spanish Speakers 2 (LOTE Level 3) is a continuation of Spanish for Spanish Speakers 1. This class reinforces and expands on the knowledge and skills presented in the first 2 years of high school Spanish curriculum, specifically reading, writing, listening, speaking and culture. Emphasis is placed on preparing students to take AP Spanish Language.
Mathematics

Course Title: Integrated Math 1 (P)
Course Number: 3267-326
Grade Level: 9 - 12
Elective/Required: Required
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category: “c” Mathematics

Course Description:
Integrated Mathematics Course I is the first of three mathematics courses required for college entrance. The course content includes: functions; algebra; geometry; statistics; probability; discrete mathematics; measurement; number; logic; and language. The course emphasizes mathematical reasoning, problem solving, and communication through integration of the various mathematics strands, connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. The course emphasizes algebra and builds a geometry foundation. The topics are spiraled throughout the course, so that students continually build on what they have previously learned. Integrated Mathematics develops a clear understanding of mathematical content and develops strong problem solving skills active involvement in learning, the study of meaningful mathematics, to see connections among different branches of mathematics, and by trying a wide variety of types of problems, including real-world applications and long-term project.

Course Title: Integrated Math 2 (P)
Course Number: 3270-3271
Grade Level: 9-12
Elective/Required: Required
Length/Credits: Year/10 credits
Prerequisites: Integrated Math 1
Meets UC/CSU a-g category: “c” Mathematics

Course Description:
The focus of the Integrated Mathematics 2 course is quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics 1, as well as geometry and probability. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Some standards are repeated in multiple higher mathematics courses. The Mathematics 2 course focuses instructional time on five critical areas: (1) extend the laws of exponents to rational exponents and explore relationships between number systems; (2) compare key characteristics of quadratic functions with those of linear and exponential functions and select appropriate functions to model phenomena; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, and special right triangles; develop facility with geometric proof, circles, and volume; and (5) extend work with probability to compute and interpret theoretical and experimental probabilities for compound events, and use probability to make informed decisions.
Course Title: Integrated Math 3 (P)
Course Number: 3274-3275
Grade Level: 9-12
Elective/Required: Required
Length/Credits: Year/10 credits
Prerequisites: Integrated Math 2
Meets UC/CSU a-g category: “c” Mathematics

Course Description:
Integrated Math 3 completes the three-course sequence of Integrated Mathematics and is designed to further explore the principles introduced in Math 1 and Math 2 in preparation for enrolling in advanced mathematics courses. This course brings together knowledge acquired in the previous two courses and uses it as a bridge to expand into more complex territory. Students will expand their knowledge of linear, exponential, and quadratic functions to polynomials, rational, and trigonometric functions. Students will also extend their previous work with circles to other conic sections, their understanding of trigonometry to all triangles, and experiences with data as they solve sophisticated problems. Students will experience mathematics as a coherent, useful, and logical subject that draws their ability to make sense of problem situations, and will develop the ability to explore and solve mathematical problems, think critically, and work cooperatively with other students and communicate mathematical ideas clearly.

Course Title: Math Assistance
Course Number: 3991-3992
Grade Level: 9 - 10
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: Student placed based on need
Meets UC/CSU a-g category:

Course Description:
The Math Assist course is designed to support students in their math courses. Instruction is designed to provide both additional time and teacher assistance needed for success in a concurrent Integrated 1 or Integrated 2 math course. Course content is sequenced to match instruction in the corresponding Integrated Math and utilizes base program materials designed to provide a concrete, hands-on approach to instruction. Instruction in the Math Assist class centers on ensuring that the student has developed background knowledge and concepts required to understand and apply knowledge and skills to math problems aligned with California Common Core Content Standards.
PHYSICAL EDUCATION

Course Title: Core Physical Education 1
Course Number: 0602-0603
Grade Level: 9
Elective/Required: Required
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category:

Course Description:
Core Physical Education is a co-educational physical education class designed to meet the goals and objectives of the California State Framework for Physical Education. Core Physical Education, the first physical education class in the high school sequence of instruction provides for instruction in a variety of fitness areas including aquatics, rhythm and dance, and individual and dual activities. The course is structured around a component curriculum which emphasizes varied daily activities designed to meet student fitness goals, interests, and skill levels. Classroom instruction supports individual fitness and health, including instruction in nutrition, healthy lifestyle choices, and personal safety.

Course Title: Core Physical Education 2
Course Number: 0609-0610
Grade Level: 10-12
Elective/Required: Required
Length/Credits: Year/10 credits
Prerequisites: Core Physical Education I
Meets UC/CSU a-g category:

Course Description:
P.E. 2 is a co-educational class for 10th, 11th and 12th graders, offered as part of the two year physical education graduation requirement. Students will be introduced to games emphasizing team sports and physical fitness concepts. Sports such as football, ultimate Frisbee, basketball, soccer (indoor and outdoor), volleyball, badminton and softball will be offered. Curriculum will include discussion of fitness components and participation in fitness activities that promote personal improvement and life-long wellness.
SCIENCES

Course Title: Agricultural Biology (P)
Course Number: 0039-0040
Grade Level: 10-11
Elective/Required: Required
Length/Credits: Year/10 credits
Prerequisites: Integrated Math 1/Algebra 1
Meets UC/CSU a-g category: "d" Laboratory Science

Course Description:
A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology. Major areas of study include cell biology, genetics, ecology, evolution and structure and function of living things.

Course Title: Chemistry (P)
Course Number: 4106-4017, 4106AOS-4107AOS
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: Integrated Math 2 (or concurrently), Integrated 3 recommended, 9th grade by recommendation only
Meets UC/CSU a-g category: "d" Laboratory Science

Course Description:
A study of chemistry is basic to all students regardless of their educational goals. This course is an introduction to the composition of matter and the changes it undergoes – the science of matter. The course is designed to follow the California State Content Standards for chemistry. Major areas of study are atomic and molecular structure, chemical bonds, conservation of matter, stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic and biochemistry, and nuclear processes. Homework and laboratory work are an integral part of the program.

Course Title: Physical/Earth Science (P)
Course Number: 4406-4407
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: None
Meets UC/CSU a-g category:

Course Description
Earth Science is a comprehensive course that studies the Earth’s composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. It brings together the agriculture interactions that occur in the living and non-living world, and provides the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them. Laboratory experiments introduce the students to different lab techniques while building their skills in critical thinking, inquiry, and observation.
SOCIAL SCIENCE

Course Title: World History and Geography (P)
Course Number: 5012-5013
Grade Level: 10
Elective/Required: Required
Length/Credits: Year / 10 credits
Prerequisites: 10th grade or administrative approval
Meets UC/CSU a-g category: “a” History/Social Science

Course Description:
Students study major turning points that shaped the modern world, from the beginnings of Democracy to the present. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues as they pertain to international relations. Students study the cause and effects of international events including the Industrial Revolution, Imperialism and the two world wars. Students also develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple perspectives of events in order to understand international relations from a variety of viewpoints.

Course Title: United States History & Geography (P)
Course Number: 5112-5113
Grade Level: 11
Elective/Required: Required
Length/Credits: Year / 10 credits
Prerequisites: 11th grade or administration approval
Meets UC/CSU a-g category: “a” History/Social Science

Course Description:
The course of study includes the major turning points in American history in the 20th century. Following a review of the nation’s beginnings and the impact of the Enlightenment on U.S. democratic ideals, including the social and cultural effects, the course traces the changes in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts, as well as, the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. The course visits those rights, under the U.S. Constitution, that comprise a precious inheritance dependent upon an educated citizenry for their preservation and protection.
Course Title: Civics (P)  
Course Number: 5212  
Grade Level: 12  
Elective/Required: Required  
Length/Credits: Semester/5 credits  
School Sites:  
Prerequisites: 12th grade or administration approval  
Meets UC/CSU a-g category: “a” History/Social Science  
Course content develops deeper understanding of the institutions of American government. The course of study includes comparison of systems of government in the world today and analysis of changing interpretations of the United States Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

Course Title: Economics (P)  
Course Number: 5228, 5214 (leads into AP Government 2nd semester)  
Grade Level: 12  
Elective/Required: Required  
Length/Credits: Semester / 5 credits  
Prerequisites: 12th grade or administration approval  
Meets UC/CSU a-g category: “g” Elective

Course Description:  
Economics is a one-semester course designed to help students become responsible citizens and effective decision makers as they are exposed to economic issues at the personal, local, national and international levels. The course will focus on economic principles and concepts with emphasis on practical application as it relates to the consumer. The course is divided into four basic economic units: The course is divided into four basic economic units: 1. Fundamental economic concepts and comparative economic systems; 2. The principles of microeconomics; 3. The principles of macroeconomics; 4. International economic concepts.

VISUAL & PERFORMING ARTS

Course Title: 3D Art 1 (P)  
Course Number: 6001-6002  
Grade Level: 9-12  
Elective/Required: Elective  
Length/Credits: Year/10 credits  
Prerequisites: None  
Meets UC/CSU a-g category: “f” Visual & Performing Art

Course Description:  
Three-dimensional Art 1 is an introductory course that explores three- dimensional art forms through lecture, demonstration, audio visual aids, and execution of projects. 3D Art 1 develops a student’s understanding of the terminology, being able to communicate effectively using art vocabulary, and implementing basic art elements and principles that will be taught through a variety of media. Projects will include studies in art history and cultural civilizations and will encourage exploration and personal growth through the arts through discussions, presentations, and technology or research. Units of study may include sculpture, clay, fiber, paper, mixed media, jewelry, color theory, and printmaking.
Course Title: 3D Art II (P)
Course Number: 6006-6007
Grade Level: 10 – 12
Elective/Required: Elective
Length/Credits: Year /10 credits
Prerequisites: 3D Art I
Meets UC/CSU a-g category: “f” Visual & Performing Art

Course Description:
Three-dimensional Art 2 is the intermediate level and continuation of 3D Art 1. The course provides further exploration of these art elements and principles: line, color, value, shape and form, space, texture, balance, unity, contrast, emphasis, movement or rhythm, and pattern. Emphasis is placed on creative application and presentation. Projects involve creative thinking and problem solving. Units of study may include sculpture, ceramics, jewelry, advanced color theory, printmaking, mosaics, stained glass, and weaving, research papers, sketchbook/journal keeping and presentations.

Course Title: 3D Art III (P)
Course Number: 6010-6011
Grade Level: 11 -12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: 3D Art II
Meets UC/CSU a-g category: “f” Visual & Performing Art

Course Description:
Three-Dimensional Art 3 is a continuation of the skills and media discovered in the previous courses, while enhancing the ability to be creative and solve problems. Exploration may include units of study in sculpture, ceramics, jewelry, stained glass, weaving, printmaking, sketchbook or journals, computer skills, art careers, portfolio development, school or community art projects, research papers and oral presentations. Curriculum contracts, which develop and challenge special interests, may be consensually approved.

SPECIAL EDUCATION

Course Title: Interdisciplinary Acceleration
Course Number: 1088-1089
Grade Level: 9 - 12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: Enrollment based on academic need and/or IEP
Meets UC/CSU a-g category:

Course Description:
This class is designed for Resource Specialist students who need support in their academic subject areas. Skills to promote success in reading, writing, and math will be taught. Study skills will be foundational to the goals of Skills for Success. Emphasis will be placed on developing the confidence needed to achieve each student’s highest potential. Enrollment is limited to those students challenged by grade level curriculum content and/or teacher, assistant principal, or LD recommendation. Curricular content maybe modified to meet individual needs as outlined by student Individual Education Plans.
NON-DEPARTMENTAL COURSES

Course Title: AVID 1, AVID 2, AVID 3, AVID 4 Senior Seminar (P)
Course Number: 8412-8413 (AVID 1), 8422-8423 (AVID 2), 8432-8433 (AVID 3), 8442-8443 (AVID 4)
Grade Level: 9 – 12
Elective/Required: Elective
Length/Credits: Year/10 credits
Prerequisites: Application/teacher Interview/grade checks
Meets UC/CSU a-g category:

Course Description:
AVID is an elective course which addresses the needs of students “in the middle” who have been identified by their core teachers, counselors, etc., as having the potential to be successful in a rigorous college preparatory program. The course provides the support and encouragement necessary for students to be successful, employing WIC (writing to learn, inquire, collaboration), tutorials, study skills, time management skills, test preparation strategies for the PSAT, SAT and ACT, college visitations, and motivational speakers. Students are taught Cornell note-taking skills and are required to maintain a well-organized three-ring binder containing notes, calendars, learning logs, assignments, etc. They participate in collaborative projects which require higher-level thinking skills and problem solving.

Course Title: Academic Tutor
Course Number: 8472-8473
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: Year (may enter at semester)/10 credits
Prerequisites: Teacher/Learning Director recommendation/Interview
Meets UC/CSU a-g category:

Course Description:
This class provides an opportunity for juniors and seniors to help our younger students. The academic tutors’ responsibility is to support the teacher and provide opportunities for students to get individual help. Each tutor will receive a letter grade from the Reading Improvement teacher. Tutors need to have a 3.0 or better, read at the 11th grade level and must be a Junior or Senior. To become an Academic Tutor, students must be recommended by the Reading Improvement teacher or counselor.

Course Title: College and Careers
Course Number: 5444
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: Semester /5 credits
Prerequisites: None
Meets UC/CSU a-g category:

Course Description:
Students complete a semester freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career. The freshman course culminates with the development of an online, skills-based, 10-year career and education plan that is updated each year throughout high school and used by advisors for counseling and instructors for academic coaching.
**Course Title: Health**
Course Number: 4302  
Grade Level: 9  
Elective/Required: Required  
Length/Credits: Semester/5 credits  
Prerequisites: None  
Meets UC/CSU a-g category:  

Course Description:  
Health is a required course which addresses federal and state mandates and frameworks. Student will learn about personal health, communicable and non-communicable disease, nutrition, emotional and mental health, substance use and abuse, individual growth and development, reproductive health, consumer and community health, environmental health and personal and social safety.

**Course Title: Student Government/Leadership/ASB**
Course Number: 8300-8301  
Grade Level: 11-12  
Elective/Required: Elective  
Length/Credits: Year/10 credits  
Prerequisites: Election by students to a school wide ASB Position or by application (GPA requirement).  
Meets UC/CSU a-g category:  

Course Description:  
Student Government/Leadership/ASB is the course in which student leaders get together on a daily basis to decide and carry out the activities of the VTEC High School Associated Student Body. Students will be expected to demonstrate initiative, hard work, cooperation, etc. The requirements to be admitted to the class are: to either be elected to a school wide position by the students at VTEC and/or by an application process. All students must submit an application before running for office or entering the Leadership Class. The Activities Director and administration will screen students prior to the election. The VTEC High School Constitution regulates specific requirements to hold office and to be considered for the Leadership Class. Once approved and screened, newly elected officers and the Activities Director will determine the remaining members of the class. Factors considered include, but are not limited to; work ethic, ability to work with others, leadership qualities, demonstration of good character, and diversity.

**Course Title: Yearbook**
Course Number: 6302-6303  
Grade Level: 9 - 12  
Elective/Required: Elective  
Length/Credits: Year/10 credits  
Prerequisites: Permission of the instructor/Photography  
Meets UC/CSU a-g category:  

Course Description:  
The Yearbook class centers on the production of the school yearbook. Students meet to plan the book’s theme and content, determine what the book will cost and plan the financial campaign. They then sell the books and advertising to help finance its production. The staff develops a production schedule and then works to maintain that production schedule by developing and printing pictures, writing stories and headlines and designing layouts under the deadline schedule. Students use the darkroom and the PageMaker and Photoshop software programs in the production process.
VTEC High School Academy

The Academy of Agriculture Bioscience and Technology is a Linked Learning Academy available to all students attending VTEC. Linked Learning combines rigorous academics, with career themed course and work-based learning in an academy structure. These academies create a rigorous and relevant educational experience for students while ensuring that those involved are college and career ready. College and career ready means students will have those work ready skills needed to be successful in today’s work force, and they will be ready and able to apply to a four year university after graduation.

VTEC HIGH SCHOOL

PERSEVERANCE, INTEGRITY, COURAGE, KINDNESS