

# DAVIS JOINT UNIFIED SCHOOL DISTRICT



**2021 - 2022**

**JUNIOR HIGH  
COURSE CATALOG**

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## MISSION AND GOALS

### Mission

#### Davis Joint Unified School District Mission Statement

The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world, through a system characterized by:

- Optimal conditions and environments for all students to learn
- A team of talented, resourceful, and caring staff
- Transforming teaching, learning, and operations in our continuing pursuit of excellence
- Resourceful, transparent, and responsible fiscal planning, and
- A diverse and inclusive culture

### Belief Statements

- We believe that every human being is unique and has inherent value.
- We believe we are connected and have responsibility to ourselves, one another, and the whole.
- We believe that a community has responsibility for the well-being of its members.
- We believe that education is a fundamental right.
- We believe that trust is essential to healthy relationships.
- We believe that diverse perspectives enrich our community.
- We believe that every person deserves to be treated with respect.



***This course catalog represents the Junior High Programs at Emerson, Harper and Holmes. Courses may vary by site. Refer to Course Request Sheet at each site for courses offered.***

## **REGISTRATION AND COURSE PLANNING PROCEDURES**

Course planning begins in the spring for the following school year. This includes information meetings for students and their parents, and distribution of course request materials for the following year.

Approximately two weeks before the start of school for the fall semester, a registration packet will be mailed to each student's home address. The packet will include information needed before school begins. Instructions for online enrollment, which must be completed before receiving student schedules, will be included.

## **GUIDANCE AND COUNSELING**

Each junior high student is assigned a counselor who assists in the three domains of a comprehensive school counseling program, as specified by the American School Counselor Association: Academic Success, College/Career Exploration, and Social/Emotional Development. Counselors may be contacted by email, by phone, or by making an appointment through the site's Counseling Secretary.

### **Goals of the Junior High Counseling Program:**

1. Students will learn to see themselves realistically and to make considered decisions in relation to academic, career and vocational areas.
2. Students will learn to see themselves positively within the school environment and to make considered decisions in relation to personal and social areas.
3. Students will plan appropriate junior and senior high school programs.
4. Students will gain the knowledge and skills appropriate for making decisions relative to the critical transition periods from elementary to secondary (junior and senior high) to post-secondary.
5. Students who are identified as requiring help with academic or other special needs will be able to make appropriate use of resources within and outside the school.

## **DROPPING A COURSE**

A student who drops a course during the first two weeks of the semester may do so without any entry on the permanent record. A student who drops a course after the first two weeks of the semester may receive an F grade, unless otherwise decided by the principal or designee because of extenuating circumstances. (DJUSD Administrative Regulation 5121)

**Changing to a different course is contingent upon course availability.**

Please note: Required classes may not be dropped. Requests for teacher changes will not be honored. All changes require a **Schedule Change Request Form**, available in the Counseling Office. Due to limitations in the master schedule, changes are not guaranteed. If problems arise throughout the year, parents and students should first speak with the classroom teacher to identify strategies for success prior to requesting a schedule change.

## PREREQUISITES

Some classes require prerequisites, which may include:

- Audition
- Grade requirement
- GPA requirement
- Completed course requirement

Students are placed for fall classes based on first semester grades the preceding year. Final eligibility is determined after spring semester and summer school grades are posted.

## CREDITS FOR HIGH SCHOOL GRADUATION

- Five (5) semester credits are earned for passing each semester course in 9<sup>th</sup> grade.
- No credit is earned for courses in which an “F” grade is received.
- Students are expected to make up all “F” grades in required subjects.

## NON-DJUSD COURSE POLICY

Board policy allows Davis secondary schools to post up to ten (10) credits for courses from other accredited institutions on the DJUSD transcripts with notation of where the course was taken. This could be a one semester college course, for example, or two semesters of a high school level course. A notation of P will be made if the course has been preapproved by UC/CSU for “a-g” credit. All non-DJUSD courses must be completed by the end of fall semester of the senior year.

To find out which online schools and “a-g” courses have been UC/CSU approved, go to <https://hs-articulation.ucop.edu>. In the upper right hand corner, click on the blue box that says “A-G Course Lists”. Then on the left hand side check box in front of “school”, then check box in front of “online”, then click on a school and a drop-down list appears with approved a-g courses. Note: the courses approved each year may vary. Click on the year the student will be taking the course to make sure it is approved for that year.

**Final Exam Proctor:** DJUSD teachers do not proctor final exams for online courses. Adult Education proctor finals for a fee. Call (530) 757-5380 for details.

## GRADES AND PROGRESS REPORTS

The purpose of quarterly grade reporting is to provide information regarding the progress made in mastering subject material, feedback for increasing learning, and information which might relate to future educational plans. At the completion of each quarter, grades will be sent home. Only semester grades are recorded in the student’s record. Letter grades are used as follows:

- |                            |                                       |
|----------------------------|---------------------------------------|
| A Outstanding Achievement  | D Minimum Achievement                 |
| B Good Achievement         | F Failure                             |
| C Satisfactory Achievement | P Pass (with administrative approval) |

Teachers may also assign the following citizenship grades for students at the end of each marking period:

- |                |                      |
|----------------|----------------------|
| O Outstanding  | U Unsatisfactory     |
| S Satisfactory | N Needs Improvements |

**Progress Reports:** Teachers issue a formal progress report grade for any student who is in danger of failing. These Mid-Quarter Progress Reports are mailed home.

**Repeating Classes:** If a course in which a “D” or “F” grade was earned is taken for a second time to improve the grade, credit will be granted for the repeated course only. Both grades remain on the transcript but no credit is given for the initial “D” or “F” grade earned. If a student repeats a course used to satisfy the “a-g” requirements in which he or she originally earned a grade of C or higher, the repeated grade will not be used in calculating the College GPA.

## **CALIFORNIA PHYSICAL FITNESS TEST**

All freshmen take the California Physical Fitness Test (PFT). Six basic competency tests are administered. Students who pass five of the six basic competencies in the 9th grade PFT administration may be granted an exemption from courses in physical education for two years any time during grades ten to twelve, pursuant to Section 60800. (EC Section 51241)

## **ALTERNATIVE EDUCATION PROGRAMS**

Reading support classes may be available for students who are not meeting grade level standards in reading. Placement decisions will be based on student assessment data and teacher recommendations.

Special Education programs are available for students who qualify and are placed in these programs by an Individualized Education Plan (IEP) team.

Other DJUSD programs include Davis School for Independent Study and Da Vinci Charter Academy.

## **ENGLISH LEARNER PROGRAM**

English Learners take the English Language Proficiency Assessments for California (ELPAC). Students who have been identified as English Learners receive English Language Development (ELD) at the appropriate level of English proficiency. ELD classes are available and are designed to teach English Learners to understand, speak, read and write English and acquire the linguistic competencies that native English speakers already possess. English Language Learners will also receive specially designed instruction and may also receive primary language support to provide access to the core curriculum. All levels of support may not be available at all junior high schools.

## **ALTERNATIVE INSTRUCTIONAL MODEL (AIM)**

Students must be AIM-identified by the Davis Joint Unified School District to be eligible for participation in the AIM program. AIM Cluster Classes are offered at both Holmes and Harper Junior High Schools and an AIM/Honors program is offered at Emerson. For more information and answers to frequently asked questions please see the updated AIM policy on the DJUSD website, <http://www.djUSD.net/>.

## HOMEWORK

Should homework be assigned, teachers will design assignments that minimize time spent on homework while maximizing student learning. The objectives of homework assignments, the due dates, and the basis for evaluating the work performed should be made clear to the student at the time of the assignment. Teachers should provide multiple ways for students and parents to access homework assignments and due dates. For example, web sites, classroom postings, weekly assignment handouts, and use of planners/calendars can all be effective.

There are four general types of homework that may be optionally assigned, each having a different intended purpose. The purpose of any assigned homework must be aligned with course curriculum and be grade level appropriate.

<b>Type of Homework:</b>	<b>What is it?</b>	<b>Why is it assigned?</b>	<b>How will it be used?</b>	<b>Examples</b>
<b>Practice</b>	Work that reviews and reinforces skills and concepts taught in class.	Helps students develop fluency and moves learning into long term memory.	Prepares students to perform the required skill(s) independently.	3-10 math problems that reinforce the day's learning; reading to or with an adult
<b>Completion</b>	Work assigned during the school day not completed in class.	Helps prevent students from falling behind.	Complete work that was not finished in class; if student is working efficiently and regularly not finishing, teacher conference is indicated.	Complete a math assignment; do a rewrite of an essay; fill out questionnaire on what went well/not well on a group project.
<b>Preparation</b>	Work that prepares students for upcoming lessons or units.	Provides background which prepares students for a study, or it helps to connect their own prior knowledge and/or experiences for an upcoming study.	Provide student with necessary books and resources prior to assignment so it is readily available in all homes to enable student with same prior knowledge as classmates when lesson begins.	Student reads background information on historical event; interview a parent/adult about family traditions prior to a writing assignment on cultural traditions in our world.
<b>Extension</b>	Work that explores and refines learning in new contexts or integrates and expands on classroom learning.	Encourages students to problem solve, think creatively, and think critically.	To be effective, this homework does not require a student to learn curriculum content independently; instead, students deepen understanding and relate learning to the real world.	Extend science project on 'how seeds grow' by having student take home seeds and plant, tend, and report/chart what happens.



## **Make up Work**

No student shall lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. A reasonable period of time shall be defined as at least one school day per day of excused absence. Excused absences include field trips and school-sponsored sports and other activities.

Upon timely request, students shall be given the opportunity to complete all assignments and tests for full credit. As determined by the teacher, the assignments and tests can be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence.

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

The teacher of any class from which a student is suspended shall give and may require, in accordance with Ed Code, the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

Co-curricular performances/contests/events are considered instructional time. Rehearsals and practices are considered homework.

If a conflict arises between two school-related/school-sponsored activities, the parent and teacher can create a resolution that does not have an adverse effect on the student or the class grade. This may also apply to a student activity which has a significant impact on post high school planning.

## **Maximum Amount of Homework Time**

Homework may be assigned four nights per week, Monday through Thursday. The time limits stated below are the maximum time for any one night. (See Weekend and Holidays.) Whenever possible, teachers are encouraged to provide assignments in advance to allow flexible time management opportunities to students and their families.

When students do not use class time well, they may have more work to do at home.

Although art may be a part of an assigned project in a non-art class, the evaluation of the project shall not penalize students who lack strengths in using art as a medium of expression.

Loss of non-instructional time (i.e. lunch, after-school) shall not be a consequence for lack of homework completion. While teachers may occasionally keep a student for a momentary check for understanding, non-instructional time should otherwise not be denied.

Should individual sites wish to redistribute the homework time allotment among subjects to better suit their curriculum, a site plan will be developed and communicated with parents and students.

### **Seventh - Eighth Grade:**

English, mathematics and music classes may each assign twenty minutes per day. Other academic classes may assign fifteen minutes per day. When students take a course which is generally offered *above their grade level*, they can expect to spend the amount of time doing homework specified for the course level. (For example, World Language and Math).

### **Ninth - Twelfth Grade:**

English and mathematics classes may each assign thirty minutes per day. Other academic classes, including World Language, music or science, that do not carry the designation "Honors" or AP may assign twenty minutes per day. For a schedule with English, mathematics, and three other academic classes, this would result in two hours of homework per day. Some Honors and Advanced Placement (AP) classes may require more.

**The remainder of this policy applies to all grades and all classes, including AIM, Honors and AP.**

### **Weekend and Holiday Assignments**

Weekend and holiday homework shall not be assigned with the expectation that it be completed during those times. For example, a one-day assignment made on Friday would not be due until Tuesday; a two-day assignment would be due on Wednesday, and so on.

### **Long-Term Homework Assignments**

Long-term homework assignments, i.e. those assigned over more than five school days, shall provide a proportionate learning benefit relative to the time required to complete the assignment. The time needed to accomplish long-term assignments should be integrated into the total time needed for all homework assignments, short and long term.

Teachers shall provide clear, written directions for assignments. These directions to students should include all relevant information, such as the due date, the required length (if any), any required format specifics, planned check points, and penalties for late or non-completion of work.

Classroom instructional time should be given at the onset of projects to assist students in understanding and starting the project satisfactorily. Some check points or scaffolding should be provided during class time with adequate feedback from the teacher with respect to student progress.

***Other Davis Joint Unified School District Policies and Administrative Regulations can be found on the school district website at <http://www.diusd.net/>***

## **SEVENTH GRADE PROGRAM**

Students are enrolled for six or seven periods. All courses are for a full year unless otherwise indicated. Final enrollment in courses is dependent upon staffing considerations and the number of students requesting each course. Please note: this course catalog represents the Junior High School Freshman Program at Emerson, Harper and Holmes. Courses may vary by site. Refer to Course Request Sheet at each site for courses offered.

### **REQUIRED** (5 classes)

- **ENGLISH**

English 7 – Literature and Writing  
English 7 AIM – Literature and Writing

- **MATHEMATICS**

Common Core Math 2  
Common Core Math 2/3

- **PHYSICAL EDUCATION**

Physical Education 7

- **SCIENCE**

Science 7  
Science 7 AIM

- **SOCIAL STUDIES**

Social Studies 7  
Social Studies 7 AIM  
Social Studies Immersion

### **POSSIBLE ELECTIVES** (choose up to 2)

- **EXPLORATORY CLUSTER** (all classes are one quarter long)

Health 7

**AND** three additional classes from those listed below (to be determined by school site):

Home Economics 7  
Computer Arts 7  
Exploring Art 7  
Industrial Technology 7  
Skills 7

- **SEMESTER CLASSES**

Art/Ceramics 7/8  
Arts and Crafts 7/8  
Communication Theater 7/8  
Yearbook

- **YEARLONG CLASSES**

Bridge  
Drama  
Leadership  
SAVE 7  
Yearbook/Publications

- **MUSIC**

Beginning Chorus  
<sup>1</sup>Intermediate Band  
<sup>1</sup>Intermediate Orchestra

- **WORLD LANGUAGE**

French  
Spanish

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<sup>1</sup> Placement in these music classes requires the approval of the current music teacher if student is not currently enrolled in a music program.

## **EIGHTH GRADE PROGRAM**

Students are enrolled for six or seven periods. All courses are for a full year unless otherwise indicated. Final enrollment in courses is dependent upon staffing considerations and the number of students requesting each course. Please note: this course catalog represents the Junior High School Freshman Program at Emerson, Harper and Holmes. Courses may vary by site. Refer to Course Request Sheet at each site for courses offered.

### **REQUIRED** (5 classes):

- **ENGLISH**

English 8  
English 8 AIM  
American Studies English

- **MATHEMATICS**

Common Core Math 2  
Common Core Math 3  
Integrated Math 1 P

- **SOCIAL STUDIES**

United States History  
American Studies History  
US History AIM

- **SCIENCE**

Science 8  
Science 8 AIM

- **PHYSICAL EDUCATION**

Physical Education 8

### **POSSIBLE ELECTIVES** (choose up to 2):

- **WORLD LANGUAGE**

French  
Spanish

- **VISUAL AND PERFORMING ARTS**

Art/Ceramics (semester)  
Arts and Crafts (semester)  
Art Survey (semester)  
<sup>1</sup>Concert Band  
Concert Choir  
<sup>1</sup>Jazz Band  
<sup>1</sup>Orchestra

- **PRACTICAL ARTS** (semester long unless otherwise noted)

Agricultural Engineering A/B P  
Computer Programming with Robotics  
Exploring Technology (STEM) (year)  
Food Science and Nutrition  
Industrial Technology  
Leadership (semester/year)  
Library Assistant  
Multimedia  
Office Assistant  
SAVE  
Yearbook/Publications (semester/year)

- **ADDITIONAL ELECTIVES**

AVID 8 (year)  
Bridge (semester/year)  
Cross Age Teaching (semester)  
Peer Helping (year)  
Teaching Assistant (semester)

<sup>1</sup> Placement in these music classes requires the approval of the current music teacher if student is not currently enrolled in a music program.

## **FRESHMAN PROGRAM**

Students are enrolled for six or seven periods. All courses are for a full year unless otherwise indicated. Final enrollment in courses is dependent upon staffing considerations and the number of students requesting each course. Refer to the course description section for more information. Certain World Language courses may be offered at a different site with parents/guardians responsible for transportation.

Note that a "P" following a course title means that the course is "college prep" and fulfills an "a-g" college subject requirement for UC/CSU admission.

Please note: this course catalog represents the Junior High School Freshman Program at Emerson, Harper and Holmes. Courses may vary by site. Refer to Course Request Sheet at each site for courses offered.

### **ENGLISH**

- English 9 P
- English 9 Classics Approach P
- English 9 Humanities P
- English 9 AIM P

### **MATHEMATICS**

- Common Core Math 3
- Integrated Math I P
- Integrated Math 2 P

### **SOCIAL STUDIES**

- World Geography P (semester)

### **HEALTH 9 (semester)**

### **PHYSICAL EDUCATION 9**

### **SCIENCE (recommended)**

- Earth/Physical Science P
- Biology P
- Biology and Sustainable Agriculture P  
(formerly Integrated Agricultural Biology P)

### **WORLD LANGUAGE (year)**

- Chinese (Mandarin) P
- French P
- Japanese P
- Spanish P

### **VISUAL AND PERFORMING ARTS - VAPA**

- Art 1 P
- Ceramics & Sculpture P
- Concert Band P
- Concert Choir P
- Drama P
- Drawing & Painting P
- Jazz Band P
- Orchestra P

### **PRACTICAL ART (semester long unless noted below)**

- AVID 9 P (year)
- Intro to Agriculture Engineering A/B P
- Computer Programming with Robotics
- Drafting (year)
- Food Science and Nutrition 1A
- Leadership
- Industrial Technology
- Library Assistant
- Multimedia
- Office Assistant
- SAVE
- Yearbook (semester or year)

### **ADDITIONAL ELECTIVES**

- Art Survey (semester)
- Bridge
- Cross-Age Teaching (semester)
- Teaching Assistant (semester)
- Peer Helping (year)

# ART

## **EXPLORING ART 7**

*Quarter*

*Prerequisite: None*

This course may be part of the Exploratory Cluster. Exploring Art 7 is a general art survey course exploring art-making, art history, art criticism and aesthetics, using various media and covering some of the basic elements of art, line, color, texture, and shape.

## **ARTS AND CRAFTS (Grades 7 and 8)**

*Semester*

*Prerequisite: None*

The objective of the Arts and Crafts class is to learn art concepts through the processes of both fine art and crafts projects. Units include: elements of design, seasonal crafts, gift crafts, elements of painting, weaving, mask making, drawing, and sculpture.

## **ART/CERAMICS (Grades 8 and 9)**

*Semester*

*Prerequisite: None*

Ceramic methods and techniques are emphasized. A series of at a least fifteen different shapes in clay will be explored.

## **ART SURVEY (Grades 8 and 9)**

*Semester*

*Prerequisite: None*

*5 High School graduation credits (9<sup>th</sup> Grade only)*

Art Survey is the general exploration of art. No prior art experience is necessary. Experience is gained in areas of color theory, composition, perspective (use of space), design, drawing, painting, and sculpture. Projects are designed to emphasize the development of a positive, personal attitude toward art and creative individual expression through art.

## **ART 1 P (Grade 9)**

*Year*

*Prerequisite: None*

*Fulfills the high school graduation requirement for VAPA - 10 credits*

*On UC/CSU approved course list: f*

Art 1 is a yearlong course designed as an introduction to art theory and application in the areas of drawing, painting, graphic design, printmaking, and ceramics and sculpture. Art 1 will cover the elements and principles of art through a variety of media in the production of both two-dimensional and three-dimensional art. Projects focus on the elements of art (line, shape, texture, color, value, form, and space) and the principles of design (balance, contrast, dominance, emphasis, movement, pattern, rhythm, subordination, variation, and unity). Units are integrated with research in art history, written and oral criticisms, and art aesthetics.

## **CERAMICS AND SCULPTURE P (Grade 9)**

*Year*

*Prerequisite: None*

*Fulfills the high school graduation requirement for VAPA - 10 credits*

*On UC/CSU approved course list: f*

This yearlong course includes everything described in the semester Ceramics course with the addition of advanced techniques with a variety of sculpture materials. Students will do research on current trends in ceramics, develop community art works, and participate in critiques and student artshows.

## **DRAWING & PAINTING P (Grade 9)**

*Year*

*Prerequisite: None*

*Fulfills the high school graduation requirement for VAPA - 10 credits*

On UC/CSU approved course list: f

This yearlong course develops the individual's drawing and painting skills. A multitude of drawing and painting materials including pencil, pen and ink, pastels, tempera, acrylic paints, prisma colors, scratch board, and watercolor will be employed in projects. Willingness to experiment with materials and new ideas is encouraged. An art history component may require reading and a written and oral report about an artist.

## COMPUTER SCIENCE

### **COMPUTER ARTS 7**

*Quarter*

*Prerequisite: None*

This course may be part of the Exploratory Cluster. Computer Arts 7 introduces students to several computer applications including word processing, spreadsheets, multimedia tools and digital graphic arts. Students will become familiar with computer terminology and operations, file formats, graphics applications, and design principles. Students will use text, images, artwork, and graphics in a variety of assignments, which may include graphs, documents, original art, short animations and multimedia presentations.

### **INTRODUCTION TO COMPUTERS (Grades 8 and 9)**

*Semester*

*Prerequisites: None*

*Fulfills high school graduation requirement for practical arts – 5 credits (9th grade only)*

This course emphasizes the diverse uses of technology in personal, educational, business and career applications. In this course, students will become familiar with word processing, spreadsheets, databases, graphics applications, and multimedia presentation techniques. The course will cover computer terminology, Internet use, search strategies, ethics, and career exploration. Assignments may include animation, graphic design, presentations, spreadsheets, and business activities. This class is good preparation for the Computer Sciences (or Robotics Engineering) classes and CTE pathways available at Davis High.

### **MULTIMEDIA (Grades 8 and 9)**

*Semester*

*Prerequisite: None*

*Fulfills high school graduation requirement for practical arts – 5 credits (9<sup>th</sup> Grade only)*

Students will actively learn about computer art and graphics, video editing, and web page design by generating many creative projects. Specific software will vary by school, but may include Adobe Creative Cloud, Microsoft Apps, Google Apps, and/or additional computer art and design software. For many projects students will work in teams or pairs to develop effective communication tools such as posters, paintings, web sites and short movies. Course may be repeated in the 9th grade for Practical Art credit.

### **COMPUTER PROGRAMMING WITH ROBOTICS (Grades 8 and 9)**

*Semester*

*Prerequisite: None*

*Fulfills high school graduation requirement for practical arts – 5 credits (9<sup>th</sup> Grade only)*

In this course, students can learn to write code to control computers and robots. Introductory coding with the Python language is included, along with the basic logical elements of computer programming. Students will build robots from kits and program them to complete challenges. Robots are programmed with drag-and-drop "block" coding and with the C language. Robots used may include VEX IQ, Parallax, and Lego devices. This class is good preparation for the Computer Sciences (or Robotics Engineering) classes and CTE pathways available at Davis High. Course may be repeated in the 9th grade for Practical Art credit.

## ENGLISH LANGUAGE ARTS

### **ENGLISH 7 – LITERATURE AND WRITING**

*Year – required*

*Prerequisite: None*

English 7 - Literature and Writing is a comprehensive language arts program, which incorporates the Grade 7 Common Core State Standards for English Language Arts & Literacy as well as the California State standards for reading, writing, speaking, listening, and language skills using both standards-based activities and the district adopted program, *Houghton Mifflin Harcourt Collections*. In literature study, students explore novels, short stories, plays, non-fiction, workplace documents, and poetry. Novels available to study may include, but are not limited to, The Call of the Wild, Children of the River, and Catherine Called Birdy. Students are also expected to read widely in both fiction and non-fiction works, and to maintain a reading record. In the writing process, seventh graders work to develop written fluency, extend sentence, paragraph and composition skills, and sharpen their usage and knowledge of English grammar and mechanics. Through differentiation of instruction, students will be provided with opportunities to complete additional projects to extend their learning appropriate to their skill levels. Student writing will consist of, but not be limited to, the genres of writing detailed in the state standards.

## **ENGLISH 8**

*Year – required*

*Prerequisite: None*

English 8 is a comprehensive language arts program which incorporates the Grade 8 Common Core State Standards for English Language Arts & Literacy as well as the California State Standards in reading, writing, speaking, listening, and language skills using the standards-based, district adopted program, *Houghton Mifflin Harcourt Collections*. In literature study, students explore novels, short stories, plays, non-fiction, workplace documents, and poetry. Novels available to study may include The Giver, The Pearl, Tom Sawyer, and April Morning. Students are expected to read widely in both fiction and non-fiction works, and to maintain a reading record. In the writing process, eighth graders work to develop a focused essay establishing a controlling theme, to develop ideas with evidence and examples, and to write a conclusion that reflects key points and the main idea. Students will also learn and practice revision and editing skills.

## **AMERICAN STUDIES 8 (Emerson only)**

*Year*

*Prerequisites: Strong reading, writing, and analytical skills as demonstrated by a grade of A or B in 7<sup>th</sup> grade level English and 7<sup>th</sup> grade level Social Studies. AIM identification will also qualify a student for American Studies.*

This two period course gives eighth graders an alternative way to fulfill the English 8 and U.S. History requirements. Skills and concepts from the two disciplines reinforce and support each other. Literature and socio- historical issues generate oral and written compositions that range from personal to formal responses. Students undertake long-term projects in areas such as literature, language, geography, history, and current issues.

## **ENGLISH 9 P**

*Year*

*Prerequisite: None*

*10 High School Credits*

*On UC/CSU approved course list: b*

English 9, a yearlong college preparation course, incorporates the Grade 9 Common Core State Standards for English Language Arts & Literacy, as well as the California State Standards in reading, writing, speaking, listening and language skills using standards-based materials. In literature study, students explore novels, short stories, plays, non-fiction, workplace documents, and poetry. Core works include To Kill a Mockingbird, Romeo and Juliet and additional teacher selected works. Students are also expected to read widely in both fiction and non-fiction works, and to maintain a reading record. In the writing process, ninth graders work to develop a focused essay that establishes a controlling theme, demonstrates ideas with evidence and examples, and ends with a conclusion that reflects key points and the main idea. Students also learn and practice revision and editing skills and practice citation skills using MLA format.

## **ENGLISH 9 CLASSICS APPROACH P**

*Year*

*10 High School Credits*

*On UC/CSU approved course list: b*

*Prerequisite:*

- *Emerson: Grade of B or better in American Studies, English 8, or AIM-identified*
- *Harper and Holmes: Grade of B or better in previous English course*



This course is open to students who have a strong interest in written and oral communication and dramatic expression. The curriculum meets the ninth grade California State Standards, includes the core works of Romeo and Juliet and To Kill a Mockingbird, and emphasizes dramatic literature: Greek, Shakespearean and modern dramas. In addition to traditional assessments such as exams and written responses, evaluation of student progress will also include a variety of rhetorical, dramatic and visual projects associated with theatre arts. Opportunities to attend professional theater may be possible.

## **ENGLISH 9 HUMANITIES P**

Year

10 High School Credits

On UC/CSU approved course list: b

Prerequisite:

- Emerson: Grade of B or better in American Studies, English 8, or AIM-identified
- Harper and Holmes: Grade of B or better in previous English course

In this rigorous course students study literature with an emphasis on the art, music, literature, drama, social criticism, and cultural history of each time period. Eras studied may include the Classical Heritage, the Renaissance, the Age of Reason, the Romantic Age, the Victorian period, and the Thirties in America. Works studied may include Hamilton's Mythology, Sophocles' Antigone, Homer's The Odyssey, Shakespeare's Romeo and Juliet, Dickens's Great Expectations or Tale of Two Cities, and Lee's To Kill a Mockingbird. Skill development in languages and composition parallels the English 9 program.

**Note:** Before requesting this class, parents should be aware that there is nudity in some of the artwork. Themes such as fertility symbols, religion, and/or controversial thinkers may be discussed during era studies.

## **READING LAB**

Year

*\*\*Students may be recommended by their English teacher or self-select to enroll in the course.*

*\*\*Eligible students are students whose reading scores on district-based or state level assessments reveal they are significantly below level, or are students who have failed English the previous year.*

*\*\*Students may exit the class at the semester if they have made measured progress in the iLit program and/or have met grade level reading expectations.*

Reading lab is a place for learners to build confidence and reading stamina. The course focuses on involving students in choice about their reading progress, using both digital and print books. Students will have access to the digital program iLit20, a supplemental literacy program that helps individually address reading challenges and build reading stamina and confidence. A library of over 3000 digital texts is also available for self-selected reading plus iLit20 can automatically assign 9 different tiers of leveled readers and provide instant student data to help students accomplish their reading goals.

# **ENGLISH LEARNER PROGRAM**

## **ENGLISH LANGUAGE DEVELOPMENT (ELD) (Grades 7, 8, 9)**

Year

Prerequisite: None

Placement based on ELPAC score and teacher recommendation

10 High School Credits (9<sup>th</sup> grade only)

ELD is designed for students who have been identified as English Learners with an overall proficiency level on the ELPAC (English Language Proficiency Assessments for California) of *Emerging* (formerly known as Beginning) or *Expanding* (formerly known as Intermediate). The course is designed to strengthen these students' reading, writing, listening and speaking skills in English. Students will receive specially designed instruction and may also receive primary language support to have access to the curriculum. The instruction focuses on oral language skills, presentations, reading, and writing. May not be available at all junior high schools.

## **STEEL P (STRATEGIC ENGLISH ENRICHMENT LAB) (Grades 7, 8, 9)**

Year

Prerequisite: None

Placement based on ELPAC score and teacher recommendation

10 High School Credits (9<sup>th</sup> grade only)

On UC/CSU approved course list: g for elective courses

Strategic English Enrichment LAB (STEEL) is designed to help Long Term English Learners achieve a high level of portable academic language, including vocabulary, syntax, and grammar; improve speaking and listening skills; and

develop academic speaking and writing skills. Students will engage in nonfiction texts relevant to their lives and make meaningful connections between coursework and the demands of higher learning. Students will also have opportunities to interact with fiction texts to support the building and strengthening of vocabulary and reading strategies. Students will receive frontloading language instruction to support them in their grade-level English class curriculum.

## HEALTH

### **HEALTH 7**

*Quarter – required  
Prerequisite: None*

This quarter course is one of the four quarters of the Exploratory Cluster. Students participate in discussions, readings, and activities that are designed to provide knowledge and reflection about a variety of health issues. The curriculum includes the following units and topics:

- Personal Health (health habits and effects on body systems including the reproductive system, communication and self-advocacy, goal setting and decision making, physical activity, emotional development, and nutrition)
- Community Health (positive peer relationships, family living, friendships and inclusiveness, school and community-based health resources)
- Alcohol, Tobacco, and Other Drugs (effects of substance abuse, influence and peer pressures)
- Safety (violence prevention, injury prevention, disease prevention, health services)

Health 7 is an extremely important and required component of our junior high school program. In order to help students meet this requirement, the following options are available:

- Complete Health 7 as part of the Exploratory Cluster
- Complete Health 7 Alternative for students taking both a music and a language class

### **HEALTH 9**

*Semester  
Prerequisite: None  
Fulfills high school graduation requirement for Health – 5 credits*

Students will take an integrated approach to health issues, with emphasis on the California state standards for Health Science. Topics include accepting personal responsibility for health, decision making, goal setting, and communication skills, respecting and promoting the health of others, understanding the process of human growth and development, including reproductive and sexual health, and using health-related information, products and services wisely. Evidence-based scientific information is presented throughout all units of study, including nutrition, fitness, prevention and treatment of disease, injury prevention and safety, including CPR and first aid, substance abuse, mental health, and healthy relationships.

## HOME ECONOMICS

### **HOME ECONOMICS 7**

*Quarter  
Prerequisite: None*

This course may be part of the Exploratory Cluster. This introductory course is designed to provide basic living skills and knowledge in selected areas related to home economics. Topics may include foods and nutrition, clothing care and repair, personal management, consumer education, home and kitchen safety, and babysitting.

### **FASHION/TEXTILES & APPAREL (Grades 8 and 9)**

*Semester  
Prerequisites: None  
Fulfills high school graduation requirement for practical arts – 5 credits (9th grade only)*

Fashion/Textiles & Apparel is a one-semester course emphasizing basic processes in clothing construction and

textile crafts. Students will acquire basic knowledge and skills needed for sewing from patterns. Study of the use of color, line and design in clothing will help students choose fabrics most suited to their personal needs. This course is open to ALL students at all skill levels.

### **FOOD SCIENCE AND NUTRITION 1A (Grades 8 and 9)**

*Semester*

*Prerequisite: None*

*Fulfills high school graduation requirement for practical arts – 5 credits (9<sup>th</sup> Grade only)*

This is a one-semester course open to 8<sup>th</sup> and 9<sup>th</sup> grade students. It may include basic food preparation such as light meals, fresh produce, soups, salads, quick breads, yeast breads, and pastries. Within each unit the nutritive values as well as the function of basic ingredients are studied. Comparisons may be made of the preparation time, cost, and personal preference for a variety of foods in the labs. Food safety and sanitation and a basic introduction to the wide variety of food industry jobs are included.

## **INDUSTRIAL TECHNOLOGY**

### **INDUSTRIAL TECHNOLOGY 7**

*Quarter*

*Prerequisite: None*

This course may be part of the Exploratory Cluster. The course is designed to provide students with a fundamental understanding of five major technology areas that include: Communications; Transportation; Power and Energy; Manufacturing and Materials; and Engineering Structures. Students participate in a variety of activities involving computer-based applications complemented by direct hands-on activities involving a variety of tools and equipment.

### **EXPLORING TECH (STEM) (Grade 8 – Harper only)**

*Year*

*Prerequisite: None*

Exploring Tech is designed to help students develop their understanding of the emerging field of STEM (Science Technology Engineering and Math) and how knowledge from core academic content areas can be applied to real world contexts through the creative application of multiple technologies in the following areas:

- Digital Media Production: (game development, web, print and video production).
- Engineering Technology: (mechanisms, electro mechanics, Industrial materials and manufacturing processes, engineering design process, computer generated modeling, computer based rapid prototyping).
- Interior, Architectural and Product design. (digital sketching, modeling, rendering and model development).

The course will utilize a project-based approach to learning (PBL). Students enrolled in the course will be required to collaborate in teams. Several course projects will emphasize entrepreneurship, thereby offering students an introduction to business and finance practices in relation to technology-based careers. The projects used in the class will be linked to the content and the “reasoning practices” associated with 8<sup>th</sup> grade courses including English, Social Studies, Math, Science, and PE.

### **EXPLORING WOODS (Grades 8 and 9)**

*Semester*

*Prerequisites: None*

*Fulfills high school graduation requirement for practical arts – 5 credits (9<sup>th</sup> grade only)*

This is a general course in design, construction and finishing of wood projects. Designing will be done on computers and drawing boards. Emphasis is on the safe use of power equipment in addition to the development of new hand tool skills. Students will learn about adhesives, fasteners, joinery, gluing and clamping, and wood identification while constructing projects. The instructor will assign project areas and students will create their individual designs.

### **INDUSTRIAL TECHNOLOGY 8/9**

*Semester*

*Prerequisite: None*

*Fulfills high school graduation requirement for practical arts – 5 credits (9<sup>th</sup> grade only)*

This semester course is designed to provide students with an opportunity to participate in a deeper exploration of five major categories of Industrial Technology as listed in Industrial Technology 7. Major goals for the class include:

- Offering students an opportunity to explore the evolution of technology and its impact on society.
- Exposing students to educational and career paths related to a diverse array of technological fields.
- Introduce students to fundamental hand and computer based technical skills.
- Providing students with a solid understanding of safe operation and handling procedures for basic hand/power tools and materials.
- Providing students with opportunities to further develop academic skills in math, science and reading and to help students understand the relationships between technology and those core academic subjects.

### **SCIENTIFIC AND VOCATIONAL EXPLORATION (SAVE) (Grades 8 and 9)**

*Semester*

*Prerequisite: None*

*Fulfills high school graduation requirement for practical arts – 5 credits (9<sup>th</sup> grade only)*

SAVE is an elective class also known as Scientific and Vocational Exploration. It is recommended for students who have an interest in a hands-on service or project experiences. In this class, you and a small work team will explore different careers and learn hands-on project skills. Teams will decide on a project, explore materials and resources, develop a budget, learn the skills needed to do the work, and complete and install the project. Field work and skill development are supported by classroom instruction, development of tool use and safety procedures, shop time, and/or library assignments, films, and guest speakers from specialized fields.

### **AGRICULTURAL ENGINEERING A P (Grades 8 and 9)**

*Semester*

*Prerequisite: None*

*Fulfills high school graduation requirement for CTE/practical arts – 5 credits (9<sup>th</sup> grade only)*

*On UC/CSU approved list g elective*

The course provides an introduction to a broad spectrum of skills that provide a foundation for applied engineering careers, creative expression, and technical expertise. Students are guided through practical applications of math and science while developing technical expertise required in industry. Importance is placed on preparation for postsecondary success while an introduction to a broad range of practical skills is provided. Practical experience and personal development are integral components. Safety, oxy-fuel cutting, arc welding, metal fabrication, and project construction are emphasized. As part of normal homework, FFA and SAE projects are assigned.

### **AGRICULTURAL ENGINEERING B P (Grades 8 and 9)**

*Semester*

*Prerequisites: None*

*Fulfills high school graduation requirement for CTE/ practical arts – 5 credits (9<sup>th</sup> grade only)*

*On UC/CSU approved list g elective*

Whether they are engineers or artists, students interested in improving their skills and developing advanced techniques are able to continue what they started in Agricultural Engineering A, through enrollment in Agricultural Engineering B. Enrollment in Agricultural Engineering A is not required. Students review basic topics, are assigned progressive shop responsibilities, and work toward developing advanced skills in areas that are of key interest. Students receive advanced instruction and routinely use advanced pieces of equipment. Students develop focused practical experiences and specific leadership behaviors. Electrical work, construction techniques, metalworking, engine theory, and fabrication are emphasized. As part of normal homework, FFA and SAE projects are assigned.

### **DRAFTING (Harper only) (Grade 9)**

*Year*

*Prerequisite: None*

*Fulfills high school graduation requirement for practical arts – 10 credits*

This class provides an introduction to computer-aided design (CAD). Students gain experience in the development of virtual models, creation of 2D drawings for documentation, dimensioning and annotation, and creation of assemblies and preparation of files for rapid prototyping. Course includes coverage of rendering and animation for project presentation. Students gain valuable insights about the importance of graphic communications to industry.

# MATHEMATICS

***Placement for the following year will be recommended by student's current teacher based upon class performance, multiple measures, and demonstration of competency of key standards.***

"All students need a high-quality mathematics program designed to prepare them to graduate from high school ready for college, a career, and civic life. In support of this goal, California adopted the California Common Core State Standards for Mathematics (CA CCSSM) in 2010." Our courses will strive to meet CCSSM in both the specific Grade Level Standards and the Mathematical Practices. The Mathematical Practices require students to: reason and explain both quantitatively and abstractly; model using appropriate tools strategically; look for and make use of structure in generalizing patterns; and persevere when solving problems. Changes in course titles and content reflect these new Standards.

## **COMMON CORE MATH 2 (Grade 7)**

*Year*

*Prerequisite: None*

This class meets 7<sup>th</sup> grade standards. Instruction will focus on four critical areas: 1) develop understanding and apply proportional reasoning; 2) mastery of operations with all forms of rational numbers and developing understanding of algebraic expressions and equations; 3) solve problems involving scale and informal geometric constructions work with two and three dimensional shapes; and 4) draw inferences about populations based on samples and probability models. Students will need to demonstrate strong study skills and the ability to work independently as well as in cooperative learning groups.

## **COMMON CORE MATH 2/3 (Grade 7)**

*Year*

*Prerequisite: Teacher recommendation based on assessments during 6<sup>th</sup> grade*

This rigorous, compacted course meets both the content and practices of the CA Common Core Standards for grades 7 and 8 (CC Math 2 & CC Math 3). This includes portions of the course previously named Algebra I. Successful completion will prepare students for the Integrated 1 course. Students in this course need to work at an accelerated level, requiring less time and practice to attain mastery of a topic. Students must be able to retain prior learning and complete more work in a given period, allowing for the coverage of more material.

This class meets 8<sup>th</sup> grade standards. Instructional time will focus on three critical areas: 1) writing and simplifying expressions 2) writing and solving equations, including modeling an association in bivariate data with linear equations and systems of linear equations; 3) function concepts and using functions to describe quantitative relationships; 4) analyzing two- and three-dimensional space and figures using distance, angle relationships, similarity, congruence and applying the Pythagorean Theorem.

## **COMMON CORE MATH 3 (Grades 8 or 9)**

*Year*

*Prerequisite: Completion of CC Math 2  
10 High School Credits (9<sup>th</sup> grade only)*

CC Math 3 includes portions of the course previously named Algebra I and meets new 8<sup>th</sup> grade standards. Instructional time will focus on four critical areas: 1) writing and simplifying expressions 2) writing and solving equations, including modeling an association in bivariate data with linear equations, and systems of linear equations; 3) function concepts and using functions to describe quantitative relationships; 4) analyzing two- and three-dimensional space and figures using distance, angle relationships, similarity, congruence and applying the Pythagorean Theorem.

## **INTEGRATED MATHEMATICS 1 P (Grades 8 or 9)**

*Year*

*Prerequisite: Pass CC Math 2/3 or CC Math 3  
10 High School Credits (9<sup>th</sup> grade only)  
On UC/CSU Approved Course List: c*

This course will include studying the concepts found in California Common Core Mathematics I (Integrated). A graphing calculator is recommended (not required).

Topics include: linear relationships, interpret and analyze linear functions, one-variable equations and inequalities, system of equations, congruent figures, geometric transformations and constructions. Math I will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulations; (2) synthesize understanding of function; (3) extend understanding of linear relationships; (4) apply linear models to data that exhibit a trend; (5) establish criteria for congruence based on rigid motions; (6) statistics are used to determine association and standard deviation of bivariate data; and (7) arithmetic and geometric sequences are introduced in multiple representations.

### **INTEGRATED MATHEMATICS 2 P (Grade 9)**

*Year*

*Prerequisite: Pass Integrated Mathematics I*

*10 High School Credits*

*On UC/CSU Approved Course List: c*

This course will include studying the concepts found in the California Common Core Standards for Mathematics II (Integrated). Graphing calculators will be used extensively and it is strongly recommended that students have their own.

Topics include quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships. Mathematics II will focus on six critical areas: (1) develop an understanding of complex number systems; (2) extend and understand quadratic functions and its models; (3) create and solve equations, inequalities, and systems of equations involving exponential and quadratic expressions; (4) compute and interpret theoretical and experimental probabilities; (5) understand similarity of triangles, use similarity to solve problems and explore a variety of formats for writing geometric proofs; (6) apply properties and prove basic theorems about circles; and (7) trigonometry will be introduced with applications.

## **MUSIC**

### **INTERMEDIATE BAND (Grade 7)**

*Year*

*Prerequisite: One year experience with a band instrument*

The junior high school band program provides opportunities for students to continue learning to play the instrument they began in elementary school. All students are expected to provide their own instruments (including sticks and mallets for percussionists); some larger instruments may be provided when available. Intermediate Band offers the student a playing experience through which he/she may develop proficiency in the basic fundamentals of musicianship, technical skill, and large ensemble technique. One of the goals of this class is to prepare students to continue in the junior high school band program, leading toward eventual participation in the high school band program. This course is co-curricular; as such, at-home practice and participation in scheduled performances (including evenings and weekends) will determine a percentage of the grade in the course.

### **CONCERT BAND P (Grades 8 and 9)**

*Year*

*Prerequisite: Concert or Intermediate Band or teacher recommendation*

*Fulfills the high school graduation requirement for VAPA - 10 credits (9<sup>th</sup> grade only)*

*On UC/CSU approved course list: f*

Concert Band is open to students who have participated in Intermediate Band for one year or have equivalent experience in their instrument. Each student's playing level will be assessed by audition if he/she is not already in the band program. One of the goals of this course is to prepare students for participation in the Davis High School band program. The curriculum prepares students for more advanced playing in key and time signatures, critical listening skills, expanded instrumental range, and rhythmic development. Students are given an opportunity to perform several times a year, including adjudicated festivals, winter and spring concerts, school events, and public performances. This course is co-curricular; as such, at home practice and participation in scheduled performances (including evenings and weekends) will determine a percentage of the grade in the course.

### **JAZZ BAND P (Grades 8 and 9)**

*Year*

*Prerequisite: Approval of Instructor*

*Fulfills the high school graduation requirement for VAPA - 10 credits (9<sup>th</sup> grade only)*

*On UC/CSU approved course list: f*

Jazz Band is a one-year course-of-study designed to introduce the variations of the musical language of the modern era (1890-present). Membership in the Jazz Band is determined by the instructor. The course is equally balanced between the study of music theory, music history, and performance, and there will be projects in each of these disciplines. This course is co-curricular; as such, at home practice and participation in scheduled performances (including evenings and weekends) will determine a percentage of the grade in the course.

### **CONCERT CHOIR P (Grades 7, 8 and 9)**

*Year*

*Prerequisite: None*

*Fulfills the high school graduation requirement for VAPA - 10 credits (9<sup>th</sup> grade only)*

*On UC/CSU approved course list: f*

The Beginning Choir Class curriculum is aligned with California State Music Standards. In their first year of the course, students will learn basic techniques in vocal production and develop skill in understanding all elements of music. Proper choral diction will be studied with a variety of languages. Students will learn to sing in small and large groups. Students will be required to participate in performances and at least one adjudicated festival, as scheduled by the director. Continuing students will expand their skills learned from previous music studies. More opportunities will be available for students to perform in small and large groups. Students will develop skill in sight singing in preparation for high school auditioned choirs.

### **ORCHESTRA**

**For all levels:** Students are required to practice outside of class as homework for 80 minutes every week and expected to spend more time if needed to master the demands of their instrument, the repertoire, and the expectation of excellence the program represents; therefore, access to an instrument for use at home is essential. School instruments are available for use at school and at home and will be assigned to all students who need to use one; information will be sent home to request the use of an instrument, and they will be assigned shortly after school begins.

The Orchestra will participate in several concerts during the school year, during and outside of class time. This may include rehearsals set outside of the school day. All outside of class concerts and concert-prep rehearsals are mandatory and will be a part of students' grades. Each year, the Orchestra will participate in annual Winter and Spring Concerts and will travel to the elementary schools to perform for the elementary students. The Orchestra also involves a variety of fun team and musicianship building educational fieldtrips scheduled throughout the year. All rehearsal and performance dates are announced the first week of school via class room handouts, websites, and email list serves.

### **INTERMEDIATE ORCHESTRA (Grade 7)**

*Year*

*Prerequisite: Elementary strings program or equivalent experience with instrument (minimum 1 year)*

The Intermediate Orchestra is open to 7<sup>th</sup> grade players of orchestral string instruments (violin, viola, cello, and bass) who have participated in at least one year of the elementary program or have equivalent experience in their instrument. Development of technical instrumental skills, including note reading, bowing and fingering skills, intonation, ensemble playing, and general musicianship, are addressed through the use of a wide variety of programmed music selections and practical music theory.

### **ORCHESTRA P (Grades 8 and 9)**

*Year*

*Prerequisite: Intermediate Orchestra or equivalent experience with instrument*

*Fulfills the high school graduation requirement for VAPA – 10 credits (9<sup>th</sup> grade only)*

*On UC/CSU approved course list: f*

Orchestra P is open to players of orchestral string instruments (violin, viola, cello, and bass) who have participated in the Intermediate Orchestra for one year or have equivalent experience in their instrument. Advanced development of technical instrumental skills, including note reading, bowing and fingering skills, intonation, ensemble playing, and general musicianship, are addressed through the use of a wide variety of programmed music selections and practical music theory.

# PHYSICAL EDUCATION

## **PHYSICAL EDUCATION 7**

*Year – required*

*Prerequisite: None*

### **Theme: Meeting Challenges and Making Decisions**

This program takes into account the importance of the transition from sixth to seventh grade and the rapid physical, social, and emotional changes occurring at this level. Students are beginning to look for a sense of belonging within their peer group and community even as they are gaining more confidence in individual activities. They have an eagerness to test themselves, both individually and in groups. In this grade level, we introduce individual sports rather than focusing exclusively on team sports. Typical activities may include volleyball, pickle ball, recreational games, non-traditional games, bowling, Project Adventure, creative games, tumbling, badminton, self-defense, folk dancing, Frisbee games, and track and field.

## **PHYSICAL EDUCATION 8**

*Year – required*

*Prerequisite: None*

### **Theme: Working as a Team to Solve Problems**

At this stage, students are able to focus on a common group or team goal over the long term, working together to solve problems during group activities. The emphasis in eighth grade physical education moves toward team sports, including defensive and offensive strategies. Students are encouraged to continue participation in group activities because all aspects of their personal development, both physical and mental, are still evolving. Typical activities may include volleyball, football, basketball, lacrosse, soccer, square dancing, badminton, weight training, and track and field.

## **PHYSICAL EDUCATION 9**

*Year – required*

*Prerequisite: None*

*10 High School credits*

### **Theme: Developing a Personalized Fitness Program and Lifetime Sports for a Healthy Life-Style**

The emphasis of Freshman PE is on lifetime sports. 9<sup>th</sup> grade students are at a stage at which they are able to synthesize much of what they have learned in the earlier grades, including knowledge of human growth, development, and physiology. Individuals are able to join together as a team and focus on the needs and contributions of other team members beyond themselves. Affiliation, a feeling of being connected and involved, is of primary importance to freshmen. Students develop a willingness to acknowledge and respect stylistic differences, gain an appreciation of others' achievements no matter how large or small, and expand their ability to adapt to the needs of the group and demonstrate fairness toward all. Typical activities may include weight training, golf, badminton, tumbling, tennis, softball, social dances, track and field, and yoga. All freshmen take the California Physical Fitness Test (PFT). Six basic competency tests are administered.

# SCIENCE

## **SCIENCE 7**

*Year – required*

*Prerequisite: None*

Science 7 is a year-long general science course that integrates physical, life and earth science to develop an understanding of scientific principles that underlie the way the universe works. The course is designed to encourage students in the development of specific disciplinary core ideas through engagement in engineering and science practices, and the consideration of cross-cutting concepts. Topics include structure and properties of matter, chemical energy, ecosystems, genetics and natural selection, plate tectonics, and the distribution of Earth's resources.



## **SCIENCE 8**

*Year – required*

*Prerequisite: None*

Science 8 is a year-long general science course that integrates physical, earth, and life science to develop an understanding of scientific principles that underlie the way the universe works. The course is designed to encourage students in the development of specific disciplinary core ideas through engagement in engineering and science practices, and the consideration of cross-cutting concepts. Topics include structure and properties of matter, chemical reactions, thermal and chemical energy, forces and motion, the electromagnetic spectrum, history of earth and space systems.

***Since three years of high school science are recommended for most colleges and universities, students are strongly encouraged to take science as a freshman. Two years of high school science are required for high school graduation.***

## **EARTH / PHYSICAL SCIENCE P (Grade 9)**

*Year*

*Prerequisite: None*

*10 High School graduation credits*

*On UC/CSU approved course list: g for elective courses*

Earth Science is a year-long course that integrates Earth and space, physical, and life science concepts to develop an understanding of scientific principles that underlie our lives in the universe. This course is academically challenging and develops students' oral, listening, and critical thinking skills. It is designed to prepare students for college-preparatory lab science courses such as Biology. The course will provide a broad understanding of content as well as science and engineering practices through observations, laboratory investigations, reading and writing assignments, research projects, and presentations. Topics may include the formation of the universe, solar system, and planet Earth; the cycling of matter, flow of energy, properties of water, and coevolution of Earth and life; and resource management, biodiversity, and climate change.

## **BIOLOGY P (Grade 9)**

*Year*

*Prerequisite: Completion or concurrent enrollment in Common Core Math 3*

*10 High School graduation credits*

*On UC/CSU approved course list: d for laboratory science requirements*

Biology is a one-year, laboratory science course. It provides an introduction to the biological sciences. Topics include ecology, biochemistry, cell biology, principles of genetics, natural selection, and classification of organisms. The class work consists of laboratory investigations, lectures, class discussions, readings and related assignments, and student projects. Students will develop technical writing skills as they research lab topics, design experiments, analyze results and draw conclusions. This course serves as a prerequisite for advanced life science courses and Biotechnology.

## **BIOLOGY AND SUSTAINABLE AGRICULTURE P (Grade 9)**

*Year*

*Prerequisite: Completion or concurrent enrollment in Common Core Math 3*

*10 High School graduation credits*

*On UC/CSU approved course list: d for laboratory science requirements*

*Fulfills the high school graduation requirement for CTE*

Biology & Sustainable Agriculture is a one-year, laboratory science course, designed for students with either career interests in "hands-on" science or a career in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. Students will have opportunities for individual agricultural projects and FFA participation. This course serves as a prerequisite for advanced life science courses and Biotechnology.

# SOCIAL STUDIES

## **SOCIAL STUDIES 7**

*Year – required*

*Prerequisite: None*

**Emerson only:** *Spanish Immersion Option - Social Studies 7 is offered as a content course taught in Spanish*

This 7th grade social studies course is a continuation of 6th grade World History and links to the 9th and 10th grade courses dealing with world cultures and modern world history. After reviewing the ancient world, students will study the history and geography of medieval societies that were developing concurrently throughout the world. Students study the social, cultural, and technological changes that occurred in Europe, Africa, Asia, and the Americas from approximately A.D. 500 to 1700. They examine the growing economic interaction among societies as well as the exchange of ideas, beliefs, technologies, and commodities. The course includes the following units of study: The Fall of the Roman Empire; The Islamic Empire; Western Africa (Ghana, Mali); Medieval China; Medieval Japan; Medieval Europe (Middle Ages through the Renaissance, Reformation and the Scientific Revolution); and Medieval Societies in the Americas (Maya, Aztec and Inca).

## **UNITED STATES HISTORY 8**

*Year – required*

*Prerequisite: None*

This required 8th grade course combines the study of U.S. history, geography, and government, and emphasizes the time period from 1775 to 1877. It is a continuation of the 5th grade U.S. history curriculum and links with the 11th grade Modern U.S. History class. Critical thinking and group participation skills are developed within the context of the following areas: Colonial Heritage and American Revolution; Constitution and Beginnings of American Government; Westward Movement; Development of Diversity and Sectionalism before the Civil War; and Civil War and Reconstruction.

## **AMERICAN STUDIES 8 (Emerson Only)**

*Year (In lieu of English 8 and U.S. History)*

*Prerequisite: See the description of American Studies 8 in the English section of this catalog*

## **WORLD GEOGRAPHY 9 P**

*Semester*

*Prerequisite: None*

*Fulfills high school graduation requirement for Geography – 5 credits*

*On UC/CSU approved course list: a*

World Geography 9 is a semester course that approaches world cultures and regions from a geographical perspective. The course focuses on the fundamentals of physical and human geography. Selected world regions are studied with an emphasis on increased understanding of geographic concepts. Current world issues such as population, conflicts and resource depletion are stressed.

# WORLD LANGUAGE

## **FRENCH. SPANISH LEVEL 1 P (Grades 7, 8, 9)**

*Year*

*Prerequisite: None*

*10 High School graduation credits (9<sup>th</sup> grade only)*

*On UC/CSU Approved Course List: e*

This is the first course in the language sequence. The students will begin a systematic study of the language through listening, speaking, reading, and writing. Students will learn about the people and countries related to the language and will develop practical communication skills. Students should expect homework on a daily basis.

## **FRENCH. SPANISH LEVEL 2 P**

*Year*

*Prerequisite: Completion of Level 1 with a C or better, or written consent of Level 1 teacher, or as determined by placement test*

*10 High School graduation credits (9<sup>th</sup> grade only)*

*On UC/CSU Approved Course List: e*

This course is a continuation and expansion of Level 1 studies. The students will converse, read and write about selected subjects. Interesting cultural topics will be presented in the target language. Communication skills through vocabulary and more complex grammatical structures will be further developed.

Spanish 2 is strongly recommended for most native speakers and Spanish Immersion students who will be attending Holmes or Harper. This is the critical year for the study of grammar and language structure.

### **FRENCH. SPANISH LEVEL 3 P**

*Year*

*Prerequisite: Completion of level 2 with a C or better, or written consent of Level 2 teacher, or as determined by a placement test*

*10 High School graduation credits (9<sup>th</sup> grade only)*

*On UC/CSU Approved Course List: e*

Level 3 will expand the students' vocabulary base and help them develop a deeper understanding of the language's grammatical structures. Students will continue to perfect their reading and speaking skills through daily practice in their study of cultures that speak the language. Short literary selections will also be read.

### **SPANISH 4 HONORS P**

*Year*

*Prerequisite: Completion of Spanish 3 with a C or better, or written consent of Spanish 3 teacher, or determined by placement test*

*10 High School graduation credits*

*On UC/CSU Approved Course List: e*

This course is an introduction to college work, which will enable students to become familiar with works of major writers and topics in culture. More practice of grammar and writing of compositions will be included.

### **CHINESE I (MANDARIN) P (available to 9<sup>TH</sup> graders only)**

*Year*

*Prerequisite: None*

*10 High School graduation credits*

*On UC/CSU Approved Course List: e*

In this course, students will learn to communicate in simple but useful expressions in Mandarin through various activities. The course emphasizes listening and speaking, but reading and writing in Mandarin will also be practiced. Students will also explore cultural aspects of China.

### **JAPANESE 1 P (available to 9<sup>th</sup> graders only)**

*Year*

*Prerequisite: None*

*10 High School graduation credits*

*On UC/CSU Approved Course List: e*

Students learn to speak, read, and write basic Japanese and use their skills in a wide variety of activities. They will acquire an appreciation of various aspects of culture in Japan.

## **EMERSON SPANISH IMMERSION PROGRAM**

### **Harper Spanish Courses for Two Way Bilingual and Heritage Speakers**

#### **SPANISH Elementary-Intermediate Transition P /Spanish for Spanish Speakers P**

*Proficiency Level: ACTFL Novice High-Intermediate Low*

*Prerequisites: K-6 Spanish Immersion; demonstrated proficiency, minimum of ACTFL Novice High (3.7) in all skills or equivalent placement by examination*

*10 High School graduation credits (9<sup>th</sup> grade only)*

*On UC/CSU Approved course list: e*

Sequential to the Chavez Elementary K-6 immersion and Montgomery Elementary Two-way Bilingual (TWBI) program, this course, taught entirely in Spanish, completes the beginning-level competence in speaking, reading, writing, and listening comprehension aligned to ACTFL Novice Mid-High proficiencies. Typically, this course is taken

by 7th grade immersion or TWBI students as well as native-Spanish speakers who did not attend an Immersion Program.

### **SPANISH Intermediate 1 Honors P /Spanish for Spanish Speakers Honors P**

*Proficiency Level: ACTFL Intermediate Low/Intermediate Mid*

*Prerequisites: Emerson Elementary-Intermediate Transition or placement at ACTFL Intermediate level (score of 4.0 or higher in all skills at entry).*

*10 High School graduation credits (9<sup>th</sup> grade only)*

*On UC/CSU Approved course list: e*

This is the second course in the secondary sequence of studies designed for Immersion or Two Way Bilingual students and/or high proficiency native speakers. Taught entirely in Spanish, the curriculum engages students in critical thinking as they study a variety of authentic works and genres. Students will broaden their knowledge of literature and culture, hone their oral and composition skills, refine and build upon their grammar and vocabulary base.

### **SPANISH Intermediate 2 Honors P /Spanish for Spanish Speakers Honors P**

*Proficiency Level: ACTFL Intermediate Mid/Pre-Advanced*

*Prerequisite(s): Successful completion of Intermediate Spanish 1 Honors – Emerson; or placement at ACTFL Intermediate Mid-level (4.5 or higher in all skills at entry).*

*10 High School graduation credits (9<sup>th</sup> grade only)*

*On UC/CSU Approved course list: e*

This is the third comprehensive and most advanced course designed for Immersion or Two Way Bilingual students. This class, taught entirely in Spanish, integrates materials and activities to introduce students to college-level work. The course also familiarizes them with works of major writers and topics from a variety of Spanish speaking cultures. This class is designed for students who intend to take Advanced Placement language courses at DSHS, or students who intend to complete their formal Spanish studies in the 9th grade.

## **ADDITIONAL ELECTIVES**

### **BRIDGE (Grades 7, 8, and 9)**

*Semester or Year*

*Prerequisite: None*

*5 or 10 High School Graduation Credits (9<sup>th</sup> grade only)*

Bridge is an elective class that takes a holistic and inclusive approach to enhance students' academic skills and prepares them for academic success at school. With the support and mentorship of UC Davis students, a credentialed teacher, program supervisor and teacher communication, this class focuses on homework completion, academic success and life skill development. The curriculum and activities that are specifically targeted are: short and long term goal setting, active listening, community building, self-advocacy, reflections, study skills, and organizational skills. This course is part of the Davis Bridge Program that includes afterschool program, parent support and external community building activities.

### **COMMUNICATION/THEATER (Grades 7 and 8)**

*Semester*

*Prerequisite: None*

Communication/Theater is a semester-long elective that develops critical thinking, imagination, and poise as students explore the concepts of verbal and non-verbal communication, oral interpretation, improvisational theater games, characterization exercises, and public speaking. Students take part in all aspects of play production and may produce an original one-act play as a final project.

### **LEADERSHIP**

*Year*

*Prerequisite: None*

*Fulfills High School Graduation Requirement for Practical Arts- 10 Credits (9<sup>th</sup> grade only)*

The Leadership elective course is a year-long course designed to help provide students with the opportunities to support the work of the Associated Student Body (ASB) Government, while learning and developing leadership skills that will benefit the school and themselves. The course is designed based on the California Association of Student Leaders (CASL) and Student Activities Standards as a framework. Students will develop skills in goal setting, public

relations, team building and collaboration, project planning, and organization. Some activities or projects may include after-school or evening time commitments. Students planning to run for student body offices will be encouraged to enroll, but holding a student council position may not be required. To enroll in this class, a signature may be needed from the instructor of the class, and an application may be required.

## **SKILLS 7**

*Quarter*

*Prerequisite: None*

This quarter-long class may be part of the Exploratory Cluster. Students practice effective learning strategies that help them become more organized, self-reliant and competent learners from junior high through college. Some of the specific strategies explored include binder/planner organization, use of learning logs/ reflections, use of Cornell Notes, short and long term goal setting, exploration of personal learning style, active listening, team building, and understanding how one's mind set impacts learning. Students will practice these learning strategies through writing, reading, discussion, presentations, and art projects.

## **YEARBOOK/PUBLICATIONS (Grades 7, 8, 9)**

*Semester or Year*

*Prerequisite: None*

*Fulfills high school graduation requirement for practical arts – 5 or 10 credits (9<sup>th</sup> grade only)*

Students will provide input on what gets covered in the annual yearbook and possibly other publications, such as a school newspaper or literary magazine. Created throughout the school year and distributed in late May or June, the yearbook covers all the events, people, places, and excitement that make each year special. This elective course teaches reporting, writing, photography, design, layout, marketing, and business skills. To enroll in this class, a signature may be needed from the instructor of the class. Students should be organized, have a good command of written language, work independently, and be able to meet uncompromising deadlines. Artistic expression welcomed!

## **AVID P (Grades 8 and 9)**

*Year*

*Prerequisite: Application and Teacher Approval*

*10 High School Credits (9<sup>th</sup> grade only)*

*Fulfills high school graduation requirement for practical arts*

*On UC/CSU approved course list: g for elective courses*

AVID (Advancement via Individual Determination) is an elective class that enhances students' academic skills and prepares them for success at four-year colleges. While in an AVID class, students will be supported by learning note taking skills, having college tutors available, preparing for ACT/SAT as well as being supported by the AVID teacher during the day as available.

AVID students will also participate in specific AVID activities such as visiting college campuses, exploring career paths, guest speakers, and other extra-curricular and community activities. Student acceptance is based on AVID criteria and an application process which takes place in the spring.

## **CROSS-AGE TEACHING (Grades 8 and 9)**

*Semester*

*Prerequisite: None*

*5 High School Graduation Credits (9<sup>th</sup> grade only)*

Students enrolled in this course are assigned to work in classrooms at nearby elementary schools. Students must transport themselves by bike or by foot. Regular attendance at the elementary school is expected. Under the supervision of the Cross-Age Coordinator and the elementary school supervising teacher, cross-agers perform a variety of tasks, including tutoring, grading papers, preparing art materials, and assisting with physical education units. Students will be required to keep a journal describing their activities each day.

## **LIBRARY ASSISTANT (Grades 8 and 9)**

*Semester*

*Prerequisite: None*

*Fulfills High School Graduation requirement for practical arts – 5 credits (9<sup>th</sup> grade only)*

Students will develop information literacy skills and aid with routine clerical tasks. The ability to focus on tasks with careful attention to detail is required. Alphabetizing, working with decimals, using computers for CD-ROM and on-line searching techniques, and interacting with library management software programs will be included, among other duties and requirements. Dependable attendance is required.

## **TEACHING ASSISTANT/OFFICE ASSISTANT- Practical Art (Grades 8 and 9)**

*Semester*

*Prerequisite: None*

*5 High School Graduation Credits (9<sup>th</sup> grade only)*

Students may apply to be a student assistant in the office, in the library, or with individual teachers. Student assistants should be responsible, reliable, independent workers. Students may not repeat this course without approval of the principal and a request from a parent. Duties may include: helping set up, clean and store equipment (if applicable); helping monitor the storage of textbooks, pamphlets, and filed materials; helping assemble duplicated materials; and helping keep the room and other instructional spaces in good order. Office assistants may answer phones, deliver messages, assist students and parents, file and perform other office duties as needed.

## **DRAMA P (Grade 9)**

*Year*

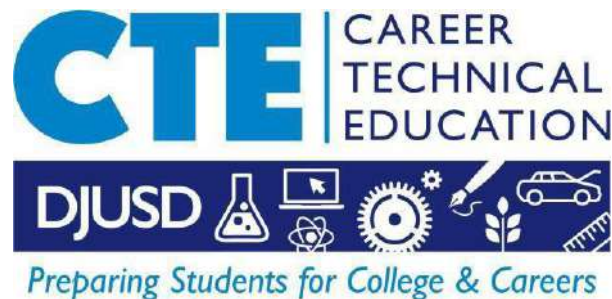
*Prerequisite: None*

*Fulfills the high school graduation requirement for VAPA - 10 credits*

*On UC/CSU approved course list: f*

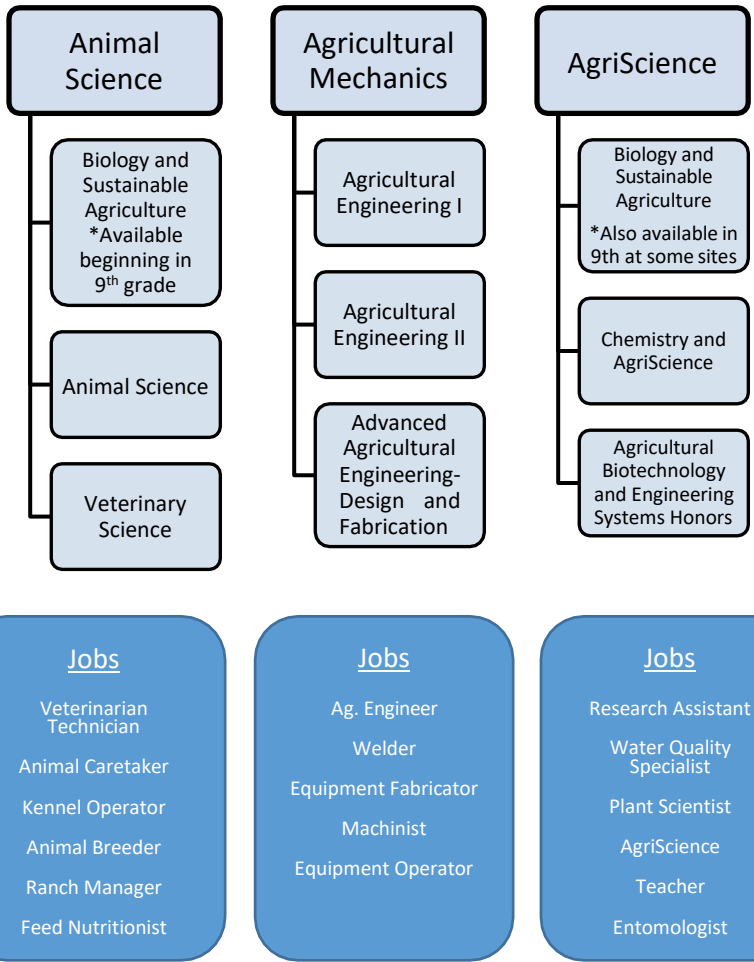
This course introduces acting as a craft, offering training in basic acting techniques, stage movement, vocal projection, characterization and introduction to dramatic conflict through active participation in theater games, improvisation, and scene work. Each student will participate in class discussions for self and group evaluation. Students also will be exposed to production techniques. Regular writing assignments are required. This course is a prerequisite to the Advanced Drama P class at Davis High.

**Career Technical Education (CTE)** is designed to provide industry-linked programs and education that enable all individuals to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to our community's economic prosperity. Students learn skills through a course sequence that allows for jobs out of school or to successfully learn through trade school, community college, or a four-year degree. Courses are developed in partnership with business and industry, aligning with student passion, and promoting creativity, innovation, and leadership.



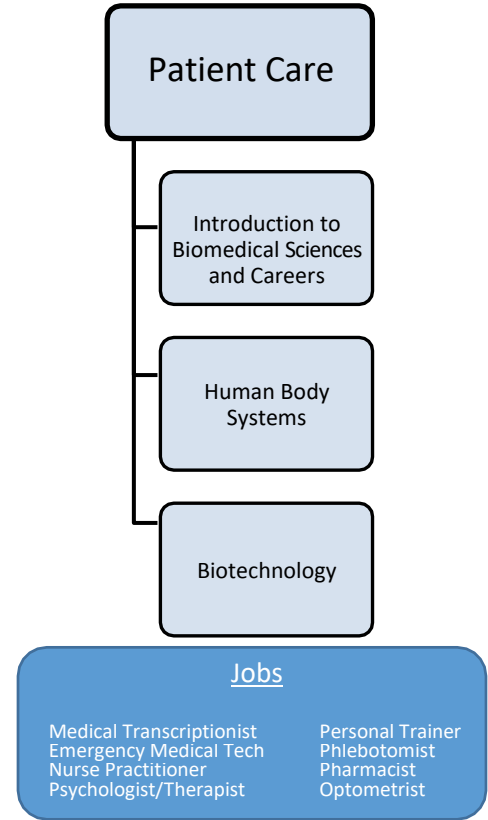
# Industry Sector: Ag and Natural Sciences

Courses available beginning in 10<sup>th</sup> grade unless noted



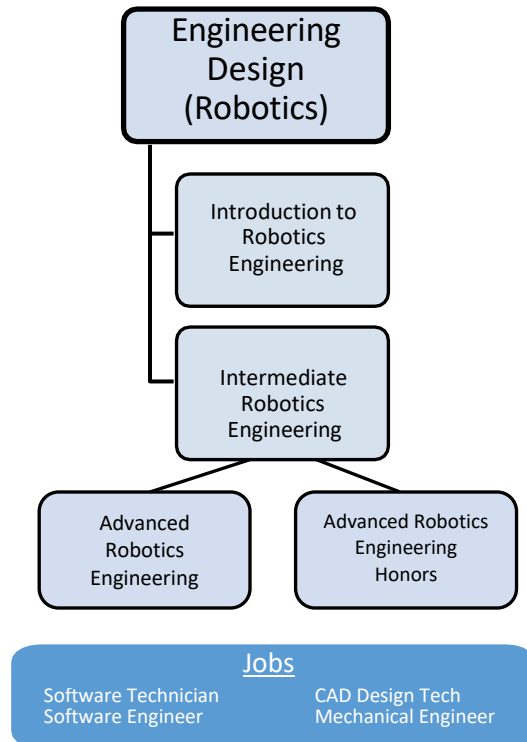
# Industry Sector: Health Sciences and Medical Technology

Courses available beginning in 10<sup>th</sup> grade unless noted



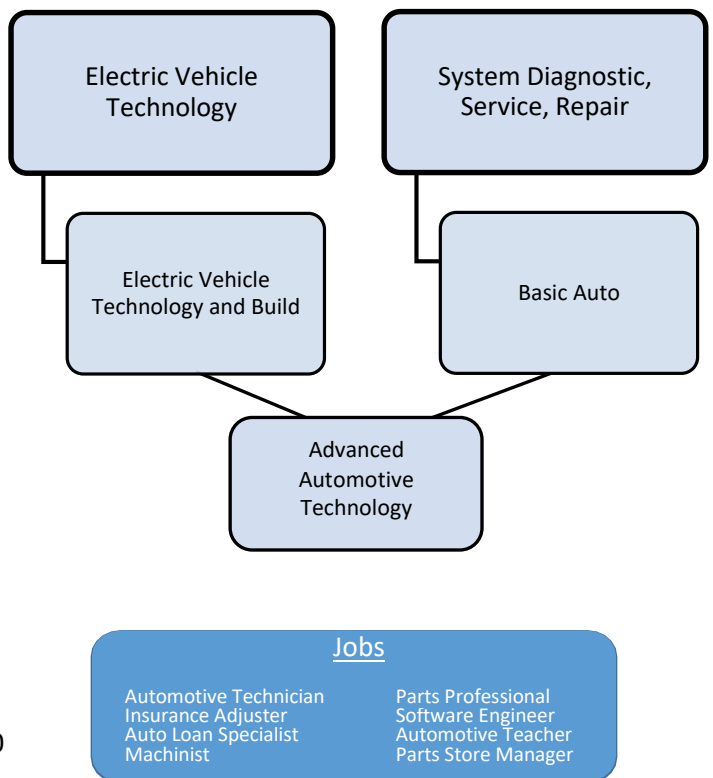
# Industry Sector: Engineering and Architecture

Courses available beginning in 10<sup>th</sup> grade unless noted



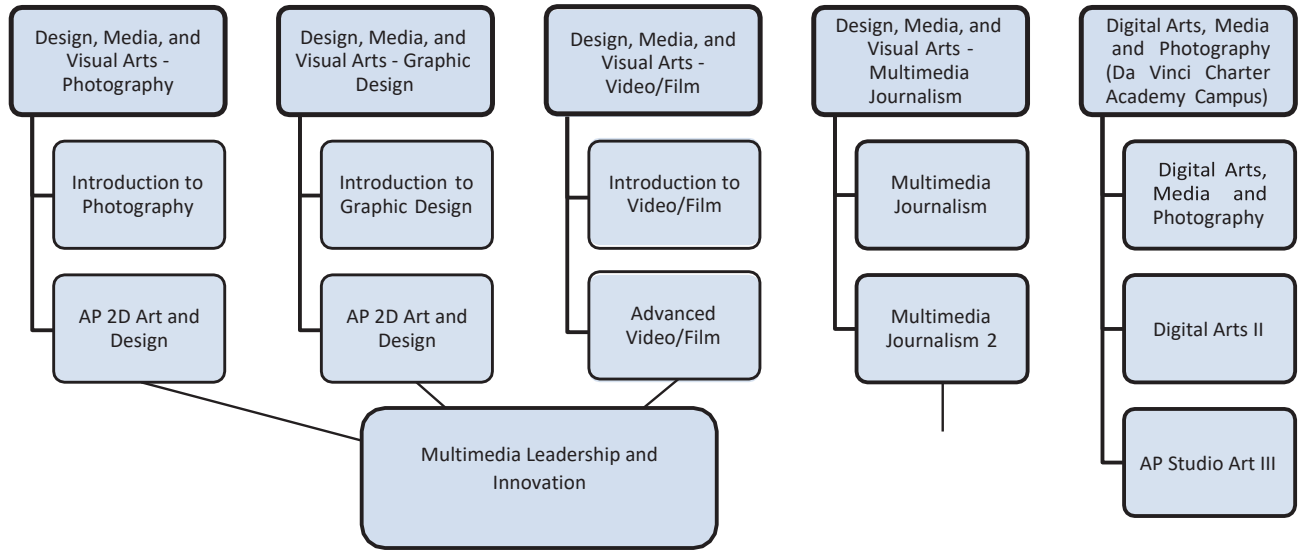
# Industry Sector: Transportation

Courses available beginning in 10<sup>th</sup> grade unless noted



## Industry Sector: Arts, Media and Entertainment

Courses available beginning in 10<sup>th</sup> grade unless noted



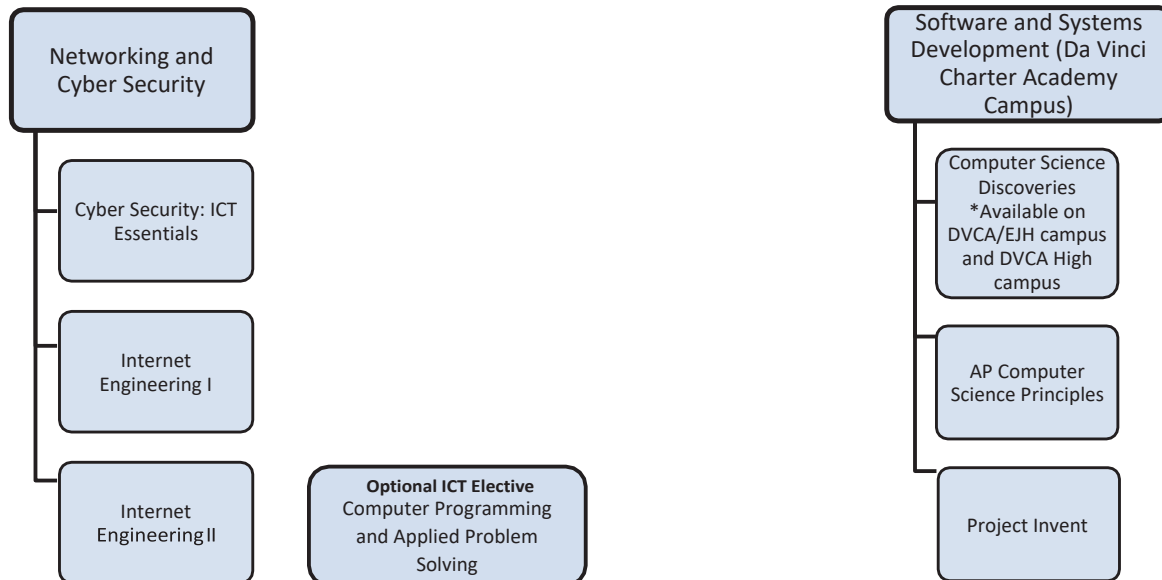
Honors Elective Option for 3<sup>rd</sup> Year



## Industry Sector: Information and Communication Technologies (ICT)

## Industry Sector: Software and Systems Development (Da Vinci Charter Academy Campus)

Courses available beginning in 10<sup>th</sup> grade unless noted



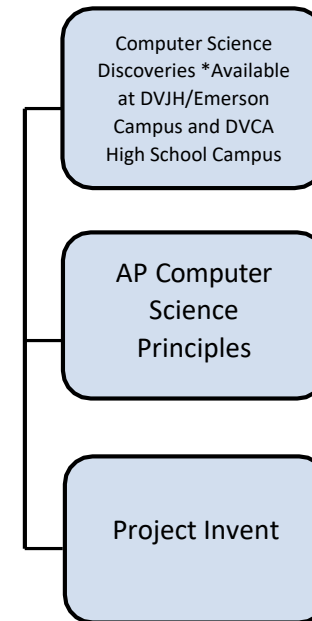
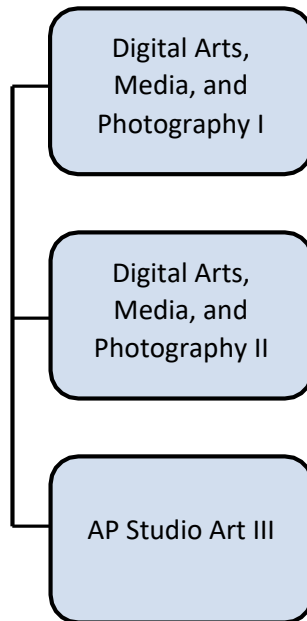


## Da Vinci Charter Academy Campus

Courses available beginning in 10<sup>th</sup> grade unless noted

### Industry Sector: Digital Arts, Media, and Photography for Business Applications

### Industry Sector: Software and Systems Development



## DAVIS SENIOR HIGH SCHOOL GRADUATION REQUIREMENTS AND MINIMUM UC/CSU ADMISSION REQUIREMENTS

COURSE	DSHS GRADUATION REQUIREMENTS		UC/CSU ADMISSION REQUIREMENTS(MINIMUM)
	CREDITS	YEARS	
English	40	4 yrs	4 yrs
Math <i>(must include Integrated Math 1 or equivalent)</i>	20	2 yrs	3 yrs
Life Science	10	1 yr	2 yrs Lab Science: Biology & Physical Science (CSU) Biology, Chemistry, Physics (UC)
Physical Science	10	1 yr	
World Civilization	10	1 yr	2 yrs Social Science: 1 yr US History and 1 yr World Civilization
U.S. History	10	1 yr	
Government	5	1/2 yr	-
Economics	5	1/2 yr	-
Physical Education	20	2 yrs	-
CTE*/Practical Arts	5	1/2 yr	-
Visual and Performing Arts (VAPA) or Career Technical Education (CTE) or World Language	10	1 yr	1 yr (VAPA)
World Language	-	-	2 yrs (same World Language)
Geography	5	1/2 yr	-
Health	5	1/2 yr	-
Electives	75		1 yr (College Prep electives)
<b>TOTAL</b>	<b>230</b>		

## DJUSD PLAN YOUR FOUR-YEAR GRADUATION PROGRAM

In planning a four-year program, it is the student's responsibility to include all required courses. Use the chart below to plan a tentative program based off of your long-term educational goals. This plan should be re-evaluated as course requirements are completed. Please meet with your counselor if you have questions, need help, or change your plan for completing your graduation credits.

Course or Subject	DJUSD Graduation	UC/CSU	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Credits Earned				Req'd
							9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	
English	4 yrs	4 yrs									40
Math	2 yrs	3 yrs									20
Life Science	1 yr	1 yr									10
Physical Science	1 yr	1 yr									10
Social Science	3.5 yrs	2 yrs									35
Visual And Performing Arts <u>OR</u> Career Technical Ed <u>OR</u> World Language (LOTE)	1 yr	VAPA- 1yr LOTE- 2yrs									10
CTE/Practical Arts	1 sem	-									5
Physical Education	2 yrs	-									20
Health	1 sem.	-									5
Electives – enough to complete 230 credits (courses not required for diploma automatically become electives)	-	1 yr*									75
											230

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### DJUSD Graduation Requirements (230 credits)

- 4 years English
- 3 years Social Science
- 2 years Science – 1 Life and 1 Physical
- 2 years Math – (Must pass Integrated Math 1)
- 1 year VAPA or CTE or World Language (LOTE)
- 2 years Physical Education
- 1 semester Geography
- 1 semester Health
- 1 semester Practical Art/CTE

### UC/CSU a-g Subject Requirements

- 4 years English (*b subject area*)
- 2 years Social Science (*a subject area*)
- 2 years Lab Science-1 Life, 1 Physical (UC: 3 yrs recommended) (*d subject area*)
- 3 years Math (UC: 4 yrs recommended) (*c subject area*)
  - Minimum College Entrance Req't: Integrated Math 3
- 2 years Language Other than English (LOTE) (UC: 3 yrs recommended) (*e subject area*)
- 1 year Visual and Performing Arts (VAPA) (*f subject area*)
- 1 Year UC/CSU approved elective\* (*g subject area*)

### NCAA-Division 1 (16 required core courses)

- 4 years English
- 3 years Math (Integrated Math 1 and higher)
- 2 years Natural/Physical Science (incl. 1 yr lab sci.)
- 1 extra year English, Math or Natural/Physical Science
- 2 years Social Science
- 4 years of extra core courses (only from the categories above and/or World Language)

# UC/CSU a-g APPROVED COURSE LIST

## **a HISTORY/SOCIAL SCIENCE:**

### **2 YEARS**

Human Geography AP  
Modern US History P  
Modern World Civilization P  
Race & Social Justice in US History P  
US History AP  
US Government & Politics AP  
US Government/Politics P  
World Geography P

## **b ENGLISH: 4 YEARS**

American Voices P  
American Literature Honors P  
British Literature P  
English 9 P  
English 9 Classics Approach P  
English 9 Humanities P  
English 9 AIM P  
English 10 P  
English 10 AIM P  
English 10 Honors P  
English Literature & Composition AP  
Science Fiction P  
Senior Literature P (pending)

## **c MATHEMATICS: 3 YEARS**

Integrated Mathematics 1 P  
Integrated Mathematics 2 P  
Integrated Mathematics 3 P  
Accelerated Integrated Mathematics  
3 P  
EAP Senior Year Mathematics (ESM) P  
Precalculus P  
Calculus AB AP  
Calculus BC AP  
Statistics AP

## **d LABORATORY SCIENCE – 2 YEARS**

Advanced Interdisciplinary Science for  
Sustainable Agriculture Honors P  
Biology AP  
Biology P  
Biology & Sustainable Agriculture  
Biotechnology P  
Chemistry P  
Chemistry and Agriscience P  
Chemistry in the Community P  
Chemistry Honors P  
Chemistry AP  
Environmental Science P Independent  
Science Project P

Physics P  
Physics Honors P  
Physics AP  
Physiology and Anatomy P  
Zoology and Botany P

## **e LANGUAGE OTHER THAN**

### **ENGLISH (LOTE): 2 YEARS**

Chinese 1\*, 2\*, 3, 4 Honors P  
French 1\*, 2\*, 3, & 4 Honors P  
French 5 Language AP  
French 6 Literature Honors P  
Japanese 5 AP  
Japanese 1\*, 2\*, 3, 4 Honors P  
Spanish Intermediate 2 Honors P  
Spanish 1\*, 2\*, 3, 4 Honors P  
Spanish 5 Language AP  
Spanish 6 Literature AP

\*may only be used for “e” requirement

## **f VISUAL AND PERFORMING ARTS:**

### **1 YEAR**

Advanced Drama P  
Advanced Treble Choir P  
Art 1 P grade 9  
Art History AP  
AP Studio Art: 2-D Design  
AP Studio Art: 3-D Design  
AP Studio Art: Drawing  
Band P grades 9-12 (all courses)  
Baroque Ensemble P  
Ceramics & Sculpture P  
Concert Choir P  
Drama P  
Drawing & Painting P  
Essentials of Music P  
Essentials of Music Honors P  
The Art and History of Floral Design P  
Graphic Art & Design P  
Intermediate/Advanced Dance P  
Jazz Band P grades 9 - 12  
Jazz Choir P  
Madrigals P  
Music Theory AP  
Orchestra P grades 9-12 (all courses)  
Photography P  
Symphonic Band P  
Video/Filmmaking P

## **g ELECTIVE COURSES – 1 YEAR**

*One unit (equivalent to one year) chosen  
the “a-f” courses beyond those used to sa  
the requirements of the “a-f” subjects, or  
courses that have been approved solely in  
elective are.*

Ag Engineer A/B  
Animal Science P  
AVID P grades 9-12 (all courses)  
Computer Programming for Solving  
Applied Problems P  
Cyber Security: ICT Essential 1 P  
Earth and Physical Science P  
Economics P  
International Relations P  
Internet Engineering 1 P Internet  
Engineering 2 P  
Introduction to Robotics Engineering P  
Intermediate Robotics Engineering P  
Life Science P  
Microeconomics AP  
Macroeconomics AP  
Multimedia Journalism 1 P  
Multimedia Journalism 2 P  
Psychology P  
Speech and Debate P  
STEEL P  
Veterinary Science P

*NOTE: Check the UC/CSU list for the year  
you take each course. Course lists change  
from year to year. See the a - g lists for  
current and past years at:  
<https://doorways.ucop.edu/list>.*

*Underlined courses receive weighted  
grades.*

## COLLEGE PREPARATORY COURSES

Course titles in which a “P” appears are courses that satisfy one of the “a-g” requirements for UC/CSU admission. “P” stands for “Prep” and means the course is a college preparatory class. If the course contains “AP” in the title, it is an approved “Advanced Placement” course for which a standardized test is available for students to take upon completion of the course. Passing this test with a score of 3 or better will earn students college credits at most colleges. “AP” in the title, therefore, also lets the student know it is a college level course and is college preparatory. If the course does not contain a “P” or “AP”, it satisfies high school graduation requirements only.

## CHOOSING A COLLEGE

Each spring, DSHS counselors sponsor a College Night for juniors and their parents. In the senior year, counselors provide workshops on the college application process, University of California, California State University, community colleges and private colleges.

In the fall, counselors arrange for UC and CSU presentations. Learn more at DSHS’s Counseling website: <http://dshs.djusd.net/counseling>.

## COMMUNITY COLLEGES [www.losrios.edu](http://www.losrios.edu)

Community Colleges have two major purposes: (1) to offer transfer courses, and (2) to provide vocational training. Studies in these areas may lead to an Associate of Arts or Associate of Science degree or to a certificate of achievement. Transfer Courses are equivalent to the lower division (freshman and sophomore) offerings of the 4 year colleges and universities. These courses enable community college students to transfer to a 4 year college for their junior year without loss of credit, provided they have a 2.75-3.2 GPA (varies by college).

The Los Rios Community College District has Transfer Guaranteed Admission (TAG) agreements with many CSUs and UCs as well as private colleges and universities. The Transfer Center at the Community College provides information about these opportunities or you can learn more by exploring [www.assist.org](http://www.assist.org).

Vocational Training courses are given in occupations that require post high school courses but do not require a college degree, such as engineering technician or medical secretary. Many community colleges offer certificates of achievement upon the satisfactory completion of occupational curriculums. Some of these local programs are:

Aeronautics	Hospitality Management
Automotive Technology	Landscape Industry
Bookkeeping/Office	Motorcycle Maintenance
Business-General	Railroad Operations
Computer Info Science	Real Estate
Cosmetology	Small Business Management
Culinary Arts Management	Telecommunications
Early Childhood Education	Television Production Option
Electronics Technology	Veterinary Technology
Fashion Design	Web Publishing

The Los Rios Community College District, of which Davis is a part, operates American River College, Consumnes River College, Folsom Lake College and Sacramento City College (SCC). SCC has a Davis Center on the UC Davis West Campus. It offers 45 to 50 college courses each semester. The Davis Center phone number is (530) 747-5200.

### Admission Requirements

All high school graduates are eligible for admission to public community colleges in California. Non-high school graduates over 18 years of age, who, in the opinion of the administration, would benefit from the institution, may be admitted.

### Required Tests

The Los Rios district does not require admission test but does require placement tests in math and English. Contact the community college for test information.

### Application Dates

Generally, applications should be filed during the enrollment dates posted in the spring semester senior year.

### Application Fees

The community colleges do not require application fees, but do have enrollment fees.

### Housing

The following 11 California Community Colleges have on-campus dormitory facilities: College of the Redwoods, College of the Siskiyous, Feather River College, Lassen Community College, Columbia College, Reedley College, Shasta College, Sierra College, Taft College, West Hills College Coalinga, and Cerro Coso College.

There are 23 campuses in the CSU system. Some CSU campuses have higher standards for particular majors or for students who live outside the local campus area.

Many CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and community college that are historically served by a CSU campus in that region.

**You are eligible for admission if you:**

- Are a high school graduate or equivalent (GED, or have completed the California High School Proficiency Exam).
- Meet the eligibility index with your grade point average and SAT or ACT scores.
- Complete, with C grades or higher, the courses in the 15 unit (a-g) comprehensive pattern of college preparatory work.

<b>CSU ELIGIBILITY INDEX</b>								
(Students with 3.0 GPA's and above do not need test scores)								
GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
2.99	10	560	2.66	17	830	2.33	23	1090
2.96	11	590	2.63	17	850	2.30	24	1110
2.93	11	610	2.60	18	870	2.27	24	1140
2.90	12	630	2.57	18	900	2.24	25	1160
2.87	12	660	2.54	19	920	2.21	26	1190
2.84	13	680	2.51	20	950	2.18	26	1210
2.81	14	710	2.48	20	970	2.15	27	1230
2.78	14	730	2.45	21	990	2.12	27	1260
2.75	15	760	2.42	21	1020	2.09	28	1280
2.72	15	780	2.39	22	1040	2.06	29	1310
2.69	16	800	2.36	23	1070	2.03	29	1330
Below 2.0 does not qualify for regular admission								

**UNIVERSITY OF CALIFORNIA** [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)

**Comprehensive Review**

Using a process called comprehensive review, the nine University of California undergraduate campuses look beyond grades and test scores to evaluate students' academic achievements in light of the opportunities available to them, and their demonstrated capacity to contribute to the vitality and intellectual life at UC.

Since UC campuses receive more qualified applicants than they can admit and enroll, campuses look for students who go above and beyond UC's minimum admissions requirement (completing the UC subject requirements in high school with at least a 3.0 grade point average). Comprehensive review allows campuses to evaluate students within their own application pools and select the applicants who would be best suited to their campuses.

To guide the campuses in their comprehensive review of applicants, faculty from across the UC system developed 14 factors that all campuses consider when reading freshman applications. Based on campus-specific institutional goals and needs, the specific evaluation process and weight given to each factor differ from campus to campus, year to year. The admissions website for each campus has information on its specific selection process. Admission is offered to students who receive the highest rankings.

**The 14 Factors the UC System Weighs**

1. Grade-point average
2. Test scores
3. Performance in and number of courses beyond minimum a-g requirements
4. UC-approved honors courses and advanced courses
5. Eligibility in the Local Context (ELC)– California residents only
6. Quality of senior-year program of study
7. Academic opportunities in California high schools
8. Outstanding performance in one or more academic subject areas
9. Achievements in special projects
10. Improvement in academic performance
11. Special talents, achievements and awards
12. Participation in educational preparation programs
13. Academic accomplishment in light of life experience
14. Geographic location

Note: No single factor determines admission

**Preparation**

What can students do to increase their chances at admission?

- Take a challenging course schedule and perform well
- Take advantage of other academic opportunities
- Take initiative in pursuing passions and interests
- Get involved in activities in school and in the community
- Explore leadership opportunities at school, in activities, in the family and in the community.

## UC Guaranteed Admission

Two groups of California resident students will be guaranteed admission to a UC campus, beginning with students applying for the fall 2012:

- Those who rank in the top 9 percent of all high school graduates statewide
- Those who rank in the top 9 percent of their own high school graduating class at the end of the 11th grade

These students are not guaranteed admission to the UC campus or campuses to which they apply. Some campuses and majors are extremely competitive and aren't able to accommodate every qualified student who wishes to attend. In those instances, students will be offered admission to a UC campus with available space.

## Grades (scholarship requirement)

In order to be considered for admission to a UC, applicants must have earned a GPA of 3.0 or higher in all "a-g" courses completed in grades 10 and 11 with no grade **lower than a C**. Extra grade points are awarded for grades received in approved Honors/AP courses to a maximum of four courses, including no more than two courses taken in the 10<sup>th</sup> grade.

- **SAT Subject Tests** are not required and students who do not submit test scores will not be penalized during the review process. Some majors at some campuses, however, recommend particular tests, and applicants may submit subject test scores for consideration during the comprehensive review process. Additionally, subject exams may be used to satisfy "a-g" subject requirements. For details, go to [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu).
- The application of every student who has completed 11 of the 15 "a-g" courses with a 3.0 GPA by the end of junior year and has taken the SAT Reasoning Test or ACT with Writing will receive a comprehensive review.
- Languages other than English and mathematics coursework completed in 7<sup>th</sup> and 8<sup>th</sup> grades count toward the 11 course minimum requirement provided the student earned a C or higher in these courses. **Important note:** Completing the minimum number of courses to be entitled to an application review (11 courses by the end of junior year) should not be confused with being competitive for admission on most campuses. The average number of yearlong UC-approved academic courses completed by students admitted is 23. The rigor of the senior year is an extremely important criterion in the application evaluation process.

## PRIVATE COLLEGES AND UNIVERSITIES

There are about 70 private schools in California. The state of California does not provide direct financial support or oversight, so they have greater freedom in designing programs, defining admission criteria and procedures, and determining the focus and culture of the school.

Private colleges and universities are large, medium, and small; nonsectarian and religious; highly selective to modestly selective; traditional to innovative; specialized and liberal arts. Some are nonprofit; some are for-profit business. There are 630 small and mid-sized independent colleges and universities in the United States.

## MILITARY ACADEMIES

Students interested in applying to a military academy may start the process in their sophomore year. The formal application process begins in April of the junior year. Military academies require a congressional nomination. Local contacts are available for each academy.

- Air Force Academy - [www.academyadmissions.com](http://www.academyadmissions.com)
- US Coast Guard Academy - [www.cga.edu](http://www.cga.edu)
- US Military Academy at West Point - [www.usma.edu](http://www.usma.edu)
- US Naval Academy - [www.usna.edu](http://www.usna.edu)

## MILITARY SERVICE

Recruiters for all branches of the military can inform students of post-secondary options.

- Air Force: (916) 925-5701
- Army: (530) 666-9792
- Coast Guard: (916) 721-6877
- Marines: (530) 662-3834
- Navy: (530) 661-3482

## CAREER TECHNICAL SCHOOLS

There are many vocational schools, both in and out of California, that do not require specific course work in high school, but which will train students for careers. Some examples of local vocational school include:

- Automotive Training Schools
- The California Academy
- Western Career College

## SPORTS PARTICIPATION

Many freshmen participate in interscholastic athletics. All students are encouraged to try out for a sport. Interested students should talk to the coaches or the DHS Athletic Director, (530) 757-5400, extension 111.

Sports Physical Packets must be completed to try out for all athletic teams. DHS Athletics has moved to electronic registration. To register for athletics visit [www.athleticclearance.com](http://www.athleticclearance.com). Prior to any athletic participation students must have registered and received clearance from the athletic office. All athletes must have a valid medical physical exam, current medical insurance, and received clearance from the athletic department.

### **Guidelines for Student-Athletes**

- Each student on an athletic team represents Davis Senior High School. Good citizenship throughout all school activities is a prerequisite to being on a DSHS athletic team. Athletes are expected to conduct themselves in a positive way.
- Students must be enrolled for the required number and type of courses in order to fulfill graduation requirements.
- Each student must be enrolled in at least 25 credits and must have passed at least 20 credits in the last school marking period immediately preceding athletic participation. This requirement cannot be waived.
- Student-athletes must earn a grade average of "C" (2.0) or above during the immediately preceding marking period (1<sup>st</sup> quarter, 1<sup>st</sup> semester, 3<sup>rd</sup> quarter, 2<sup>nd</sup> semester). Grades shall be averaged without regard to plus or minus signs.
- Regular and consistent attendance in all classes is expected of all students. Irregular attendance in any class by a DSHS student-athlete may result in suspension or removal from participating in the sport.
- Student-athletes are required to attend all of their scheduled classes on days of competition until the approved class departure time to participate in the sport activity.
- Any student who is suspended from school for disciplinary reasons shall automatically be excluded from participating in all athletic activities. Please see the Athlete-Parent Handbook on the Athletics page of the DSHS website for more information.

### **Davis Senior High Athletic Program**

#### **FALL SPORTS**

*(Begin early August)*

#### **Men & Women**

Cross Country-Varsity  
Cross Country-JV  
Football-Varsity  
Football-JV  
Football-Frosh  
Water Polo-Varsity  
Water Polo-JV  
Cheer-Varsity  
Cheer-JV  
Dance

#### **Women**

Field Hockey-Varsity  
Field Hockey-JV  
Golf-Varsity  
Tennis-Varsity  
Tennis- JV  
Volleyball-Varsity  
Volleyball-JV  
Volleyball-Frosh

#### **WINTER SPORTS**

*(Begin early November)*

#### **Men & Women**

Basketball-Varsity  
Basketball-JV  
Basketball-Frosh  
Ski Team  
Snow Board Team  
Wrestling  
Soccer-Varsity  
Soccer-JV

#### **SPRING SPORTS**

*(Begin early February)*

#### **Men & Women**

Diving-Varsity  
Swimming-Varsity  
Swimming-Frosh/Soph  
Track & Field-Varsity  
Track & Field-Frosh/Soph

#### **Men**

Baseball-Varsity  
Baseball-JV  
Baseball-Frosh  
Golf-Varsity  
Golf-JV  
Lacrosse-Varsity  
Lacrosse-JV  
Tennis-Varsity  
Tennis-JV  
Volleyball-Varsity  
Volleyball-JV

#### **Women**

Badminton-Varsity  
Lacrosse-Varsity  
Lacrosse-JV  
Softball-Varsity  
Softball-JV

For more information: Athletics page at <http://dshs.djUSD.net>

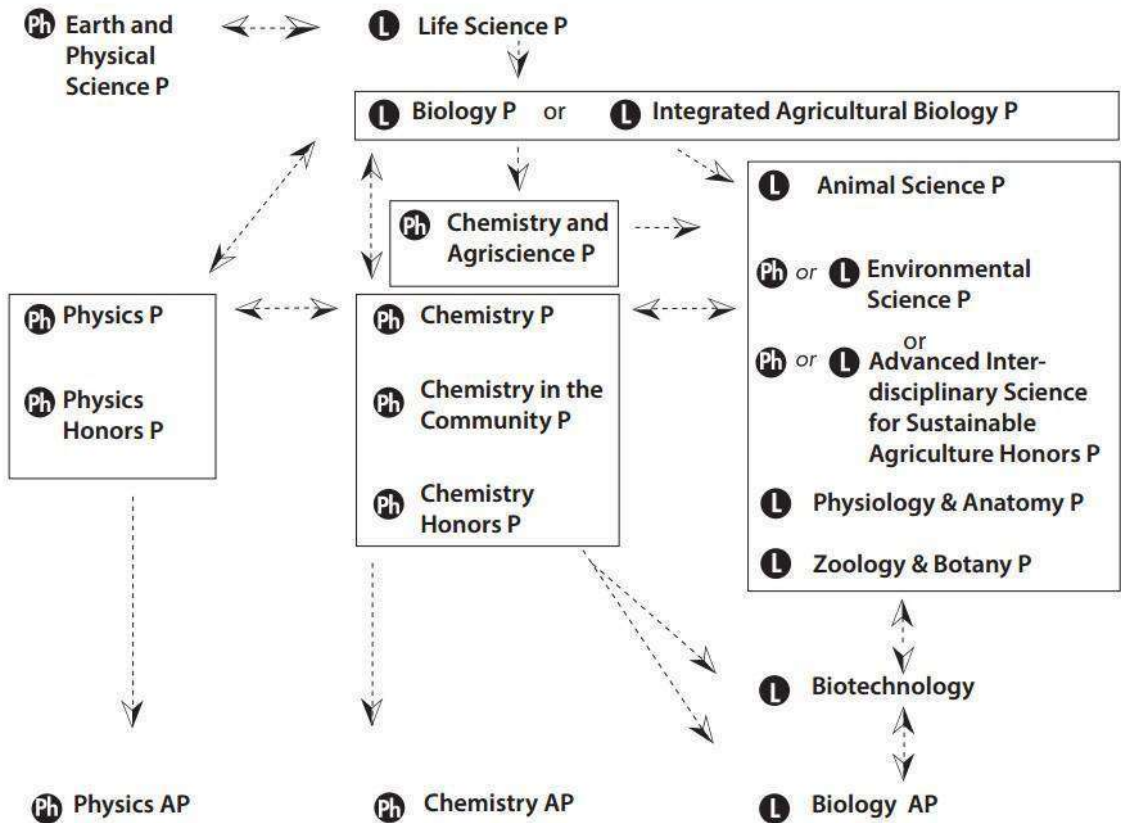
- The use of alcohol, drugs, and all tobacco products violates the training rules of any sport and is not tolerated under any circumstance.
- Athletes who violate these training rules are subject to disciplinary consequences established by the coach and those established by the school - including possible exclusion from the team and from all athletic teams for the remainder of the school year.
- Athletes must adhere to all rules, regulations and standards set forth by DSHS Athletics. For more information on athletic policies visit the DSHS Athletics webpage at [dshs.djUSD.net](http://dshs.djUSD.net).



# SCIENCE SEQUENCE OPTIONS

**GRADE 9**

**GRADES 10 – 12**



Students must take one year of physical science {Ph} and one year of life science {L} to graduate.

Please note that other sequences are possible. Consult with your counselor or science teacher.

## COMMON CORE MATH COURSE IMPLEMENTATION

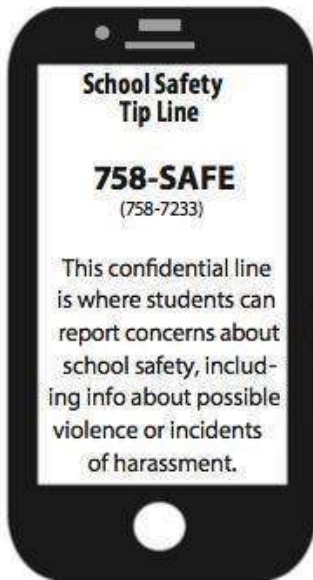
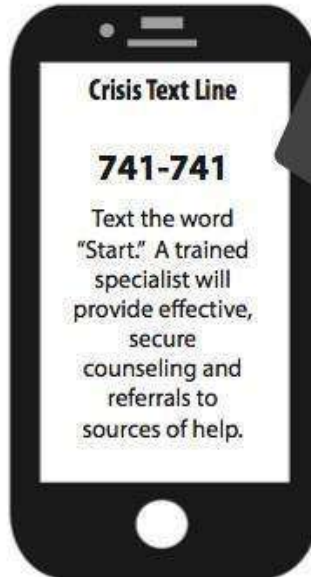
7 <sup>th</sup> GRADE	8 <sup>th</sup> GRADE	9 <sup>th</sup> GRADE	10 <sup>th</sup> GRADE	11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE
Common Core Math 2	Common Core Math 3	Common Core Math 3 (Repeat course or advance to Integrated Math 1P)	Integrated Math 1P	Integrated Math 2P	Integrated Math 3P
					Accelerated Integrated Math 3P
Common Core Math 2	Common Core Math 3	Integrated Math 1P	Integrated Math 2P	Integrated Math 3P	Precalculus P
				Accelerated Integrated Math 3P	Calculus AB
Common Core Math 2/3	Integrated Math 1P	Integrated Math 2P	Integrated Math 3P	Precalculus P	Calculus AB
			Accelerated Integrated Math 3P	Calculus AB	Calculus BC

The math department strongly recommends that students not interrupt the Common Core Math course sequence: CC 3, Integrated Math 1, Integrated Math 2, Integrated Math 3, or Accelerated Integrated Math 3.

# WELLNESS RESOURCES

Our Junior High staff is here to encourage and support you in making healthy choices.

## 24-HOUR CRISIS LINES



**Text for help**

Your school counselor can provide personal counseling including:

- coping strategies
- stress management
- guidance for how to help friends involved in risky behaviors
- support in developing a lifestyle that enhances wellness

Other resources:

- **Al-Anon / Alateen**  
Support and hope for friends and families of problem drinkers.  
(530) 758-6907  
[www.al-anon.alateen.org](http://www.al-anon.alateen.org)
- **Science-based Facts About Drugs**  
[www.teens.drugabuse.gov](http://www.teens.drugabuse.gov)

