
WORLD LANGUAGES
SCIENCE
ROBOTICS
MATHEMATICS
AGRICULTURE
MUSIC
COURSE CATALOG
2021 - 2022
DAVIS SENIOR HIGH SCHOOL
AVID
ENGLISH
ART
DRAMA
SOCIAL SCIENCE
DANCE
AUTOMOTIVE
COMPUTER SCIENCE
PHYSICAL EDUCATION
12
11
10

SAVE THE DATE: 2021 OPEN HOUSE

More info: www.dshs.djusd.net

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WELCOME, BLUE DEVILS!

We are very excited about the upcoming school year. The 2021-2022 Davis Senior High School Course Catalog will help you to plan a rewarding course of study and enjoy a fulfilling experience at our school.

Inside the catalog you will find our graduation requirements, college preparation requirements, NCAA eligibility standards, Career Technical Education (CTE) options, information about a broad range of electives, and much more. Be aware that although we plan to offer the courses included in the 2021-2022 catalog, budget constraints and enrollment numbers may impact course availability.

The staff at Davis Senior High School is eager to assist you with your course and program selection questions, and we look forward to helping you achieve your personal and academic goals.

Go Big Blue!

– Thomas P. McHale, Principal,
and the Davis Senior High School Staff

COURSE SELECTION GUIDELINES

SOPHOMORE YEAR

- **English** – 1 year course:
  Identity and Ethnic Literature P
  English 10 Honors P
- **Physical Education** – 1 year course
- **Social Science** – 1 year course:
  Modern World Civilization P
- **Other Required Courses** – Select to complete your program (college/graduation). Choose among:
  1 year Physical Science
  1 year Life Science
  1 year Math
  1 semester Career Technical Education (CTE) or Practical Art *(students who sign up for year-long CTE/ Practical Art courses must complete the entire year.)*
  1 year Visual and Peforming Arts (VAPA) or 1 year Career Technical Education (CTE) or World Language
  1 semester Health *(if not completed in 9th grade)*

JUNIOR YEAR

- **English** – 1 year course:
  American Voices P
  American Literature Honors P
- **History** – 1 year course:
  US History AP
  Modern US History P
  Race & Social Justice in U.S. History P
- **Electives** – Select enough electives to satisfy graduation requirements and college admission requirements

SENIOR YEAR

- **English** – 1 year course:
  British Literature P
  English Literature and Composition AP
  Science Fiction P
  Senior Literature P
- **Social Science** – 1 year:
  US Government P / Economics
  US Government AP / Economics
  US Government AP / Microeconomics AP
  US Government AP / Macroeconomics AP
- **Electives** – Select enough electives to satisfy graduation requirements and college admission requirements

HOW TO SELECT CLASSES

MEET individually with your counselor to review your transcript and get information about courses for next school year. Counselors advise you on meeting both graduation and college admission requirements. They also provide information on career technical education and academic support programs.

REVIEW this catalog and your separate program planner for relevant information.
Talk to teachers if you have questions about courses, and discuss your choices with a parent/guardian. Sophomores must be enrolled in at least six periods per semester.
Juniors and seniors must be enrolled in at least five periods per semester.

OBTAIN a parent/guardian signature on your planner.
Be sure to complete the Four-Year Plan on the back.
Course selections should be considered a permanent choice based on your Four-Year Plan.

LOG IN at **https://studentportal.djusd.net**
The open portal period is February 2 -- March 8, 2021.
Use your identification # (school ID) and password (case sensitive). Be sure to select next year's grade level from the drop down menu, then enter your course selections.

SUBMIT your planner to a counselor by the appropriate deadline below:

Emerson JHS	Harper JHS	Holmes JHS	DSHS Seniors	DSHS Juniors
MARCH 9	MARCH 10	MARCH 11	MARCH 16-17	MARCH 18-19

OTHER KEY DATES

Music Auditions: Application and audition materials are available at DHSBandBoosters.com

- **Symphonic Band:** CDs due March 6
- **Symphony Orchestra/ Baroque Ensemble Auditions:** March 1-5
- **Advanced Treble Choir, Madrigals, Jazz Choir:** March 8-12
- **Jazz Band:** March 15 & 16
- **DSHS Student Government Class:** Applications Due: Feb. 19
- **AVID:** Applications Due: March 1
- **HUB:** Applications Due: March 2

SCHEDULE CHANGES

Changes requested after the Course Planner has been submitted will be made for the following reasons:

- Senior needs to make up credits in order to graduate.
- Student received a D or F grade and needs to repeat the class for high school graduation requirements or to meet college eligibility requirements.
- Student is in the incorrect course level.
- Course requested will not be offered due to budgetary restraints or low enrollment.
- Student accepted into class at summer school.

During the first 10 days of school, students may request a schedule change according to the following guidelines:

- Level change request (AP or honors to college prep, or vice versa), based on availability
- Placement recommended based on academic performance
- Medical/health issues require adjustment in schedule
- Course needed for graduation requirements or to meet minimum a-g requirements
- Spring Semester Changes: Yearlong courses will only be dropped for extenuating circumstances and need administrative approval.

DEADLINE FOR DROPPING A COURSE

- A student who drops a course **during the first ten days of school** may do so without any entry on their permanent record.
- A student who drops a course **after the first ten days** of the semester may receive a F grade on their permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

(DJUSD Administrative Regulation 5121) *For extenuating circumstances, please see your counselor

Please note: Core classes may **not** be dropped. Requests for teacher changes will **not** be honored.

Change requests require a form that is available at the Counseling Office. Changes are not guaranteed. If problems arise, parents and students are advised to speak first with the classroom teacher to identify strategies for success.

PREREQUISITES

Many courses require prerequisites. They may include:

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

Students are placed for fall classes based on their first semester grades the preceding year. Final eligibility is determined after spring semester and summer school grades are posted. Students who do not meet eligibility will be removed from classes and asked to repeat the prerequisite with an improved grade, or select a different available elective option.

CREDITS

- 5 semester credits are earned for passing each semester course.
- No credit is earned for courses in which an "F" grade is received.
- Students are expected to make up all "F" grades in graduation subject requirements as soon as is practical.
- If a student is short 10 credits at the end of the senior year, they will have until the end of summer school to make up the deficit. (Details on page 5.)

GRADING SYSTEM

Weighted grades: Honors and AP courses underlined on the UC/CSU course list are given an additional grade point. This is called a "weighted" grade. For example, in calculating the student's grade point average from a weighted class, an A would earn 5 points instead of 4; B would earn 4 points instead of 3; C would earn 3 points instead of 2. D grades are not weighted.

Failing grades: A failing grade in any subject required for graduation must be made up as soon as is practical for the student and the school. Student will not receive credit for a course in which they receive a failing grade.

Incomplete Grades: Incomplete grades must be made up in the time specified in the contract, not to exceed nine weeks (the following school quarter). The "Incomplete" grade becomes a "F" grade if not removed within this time limit. The student is responsible for taking action to make up an incomplete grade within the nine-week period. The teacher will give the student a contract outlining the work that must be completed.

Repeating Classes: If a course where 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. The original grade remains on the transcript until the repeated class is completed. The new grade is then posted on the transcript. Both grades remain on the transcript but zero 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.

GRADE REPORTING

- **Progress Reports:** Mailed home mid-quarter to students whose work indicates "in danger of failing." Reports help students and families track grades and assignments.
- **Quarter Grades:** Mailed home about the 10th week of the semester. These grades are formal reports, but they are not permanent grades and do not carry any credit. They are not part of permanent student records.
- **Semester Grades:** Mailed home about three weeks after the end of the semester. These grades carry final credit and are considered permanent, becoming part of the student's official record (transcript).

Parents and students may view academic progress online through Canvas. (**djusd.instructure.com**)

ACHIEVING ACADEMIC SUCCESS

Parent/Guardian support is an important factor for a student's academic success. The outcome is positive for all involved when students know that parents value education, help them develop study habits that suit their learning style, and model positive communication skills.

The following services are available at DSHS:

- Teacher Conferences – Students are strongly encouraged to work with their teachers to improve their grades. Formal student/parent conferences can be scheduled by contacting the teacher directly by email.
- Blue Friday Reports – A Weekly Progress Report is available in the Counseling Office. Student may pick up a blue form, and submit to each teacher to complete at the beginning of the period. The student retrieves the form from the teacher at the end of the period and takes the completed report home to a parent to review progress.
- Academic Center (Room L-10) – Free tutoring is available every Monday – Thursday from 7:30 am to 4:30 pm and Friday from 7:30 am to 3:30 pm. Academic Center staff, UCD interns, and peer tutors are available.
- E-mail – Teachers and counselors can be reached via email. Use the first initial and last name (ex. jsmith@djusd.net).
- Counselors – Are available for personal, academic, career and college counseling.
- Student Study Team – Counselors arrange Student Study Team meetings for many reasons. The SST meeting is the first step prior to requesting a 504 Accommodation Plan or assessment for special education services.

The counseling staff would like to remind students that they need to be in classes on time daily. Students who are tardy or cut classes have difficulty being successful.

COUNSELING SERVICES

Counseling appointments are made through our online scheduler which can be accessed through Canvas Blue Devil Portal or through the Davis Senior High School website. **dshs.djusd.net/counseling**

The DSHS Counselors follow the American School Counseling Association National Model in providing a comprehensive counseling program. The counseling team provides services in the following three domains:

ACADEMIC

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

B. Students will complete school with the academic preparations essential to choose from a wide range of post-secondary options, including college.

C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

CAREER

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and make informed career decisions.

B. Students will employ strategies to achieve future career goals with success and satisfaction.

C. Students will understand the relationship between personal qualities, education, training, and the world of work.

PERSONAL/SOCIAL

A. Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

B. Students will make decisions, set goals, and take necessary action to achieve goals.

C. Students will understand safety and survival skills.

REDUCING ACADEMIC STRESS

DSHS uses the following practices to reduce undue academic stress on students:

- Before a student is enrolled in a class, staff will ensure that he or she meets all prerequisites approved by the Davis Board of Education and the University of California. This is to provide for successful learning.
- If students do not meet prerequisites but can demonstrate the skills necessary to succeed, they may appeal by completing an application with their transcript and requested course schedule, a written self-reflection, a parent recommendation, input from a teacher, and, if necessary, a student presentation to the committee.
- DSHS does not rank students according to GPA. UC and CSU do not use class rank. Further, there is no disadvantage to students completing the Common Application for private colleges, as it asks for class rank only "if available."
- For AP/honors courses, DSHS recommends that students take no more than two in 10th grade, three in 11th, and three in 12th. Students need to consider maintaining social/emotional balance and minimizing stress. An AP course should be taken only in areas of great interest or talent.
- It is possible that students will not be able to take two classes in the same subject area in any given year due to course impaction. Please keep this in mind when choosing classes.

WORK EXPERIENCE

Students who are at least 16 years old may request a **work permit** available at the receptionist desk in the Administration Building. Students who have below a 2.0 GPA or are truant may not be issued a work permit.

DSHS GRADUATION REQUIREMENTS
MINIMUM UC / CSU ADMISSION REQUIREMENTS

COURSE	DSHS GRADUATION REQUIREMENTS		UC/CSU ADMISSION REQUIREMENTS (MINIMUM)
	CREDITS	YEARS	
English	40	4 yrs	4 yrs
Math [1]	20	2 yrs	3 yrs
Life Science [2]	10	1 yr	2 yrs Lab Science: Biology & Physical Science (CSU) Biology, Chemistry, Physics (UC)
Physical Science [2]	10	1 yr	
World Civilization	10	1 yr	2 yrs Social Science, including 1 yr US History & 1 yr World Civilization
U.S. History	10	1 yr	
Government	5	½ yr	-
Economics	5	½ yr	-
Physical Education	20	2 yrs	-
CTE / Practical Art	5	½ yr	-
Visual and Performing Arts or Career Technical Ed or World Language	10	1 yr	1 yr sequential Visual and Performing Arts
World Language	-	-	2 yrs (same World Language)
Geography	5	½ yr	-
Health	5	½ yr	-
Electives	75		1 yr (College Prep electives)
TOTAL	230		

[1] Must include Integrated Math 1 or equivalent
[2] Check approved college course list in this catalog

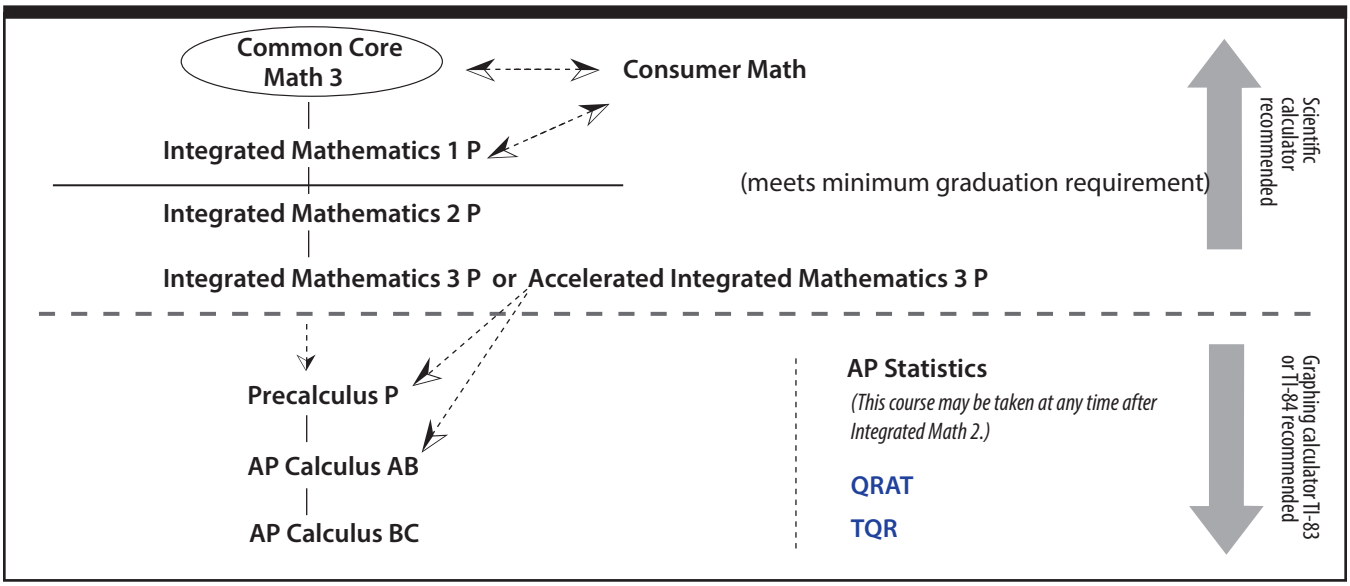
GRADUATION CEREMONY REQUIREMENTS

Students who have completed 230 credits and met all high school graduation requirements may participate in the graduation ceremony. **Note:** Students are expected to clear any outstanding obligations for books, etc., prior to graduation.

Graduation Deficiencies: Seniors who have completed at least 220 of the 230 credits required, at the date of graduation, may participate in the formal graduation ceremonies. Diplomas are held in the Counseling Office until requirements have been completed. Students with a 10-credit deficiency will sign a contract with the district and must plan to complete classes during summer session (either high school or community college) to complete graduation requirements.

If work is not completed by the end of the summer session following graduation, a diploma will not be issued. Students may appeal to the Student Services Department at the district office for an additional extension.

MATH OFFERINGS



COMMON CORE COURSE IMPLEMENTATION

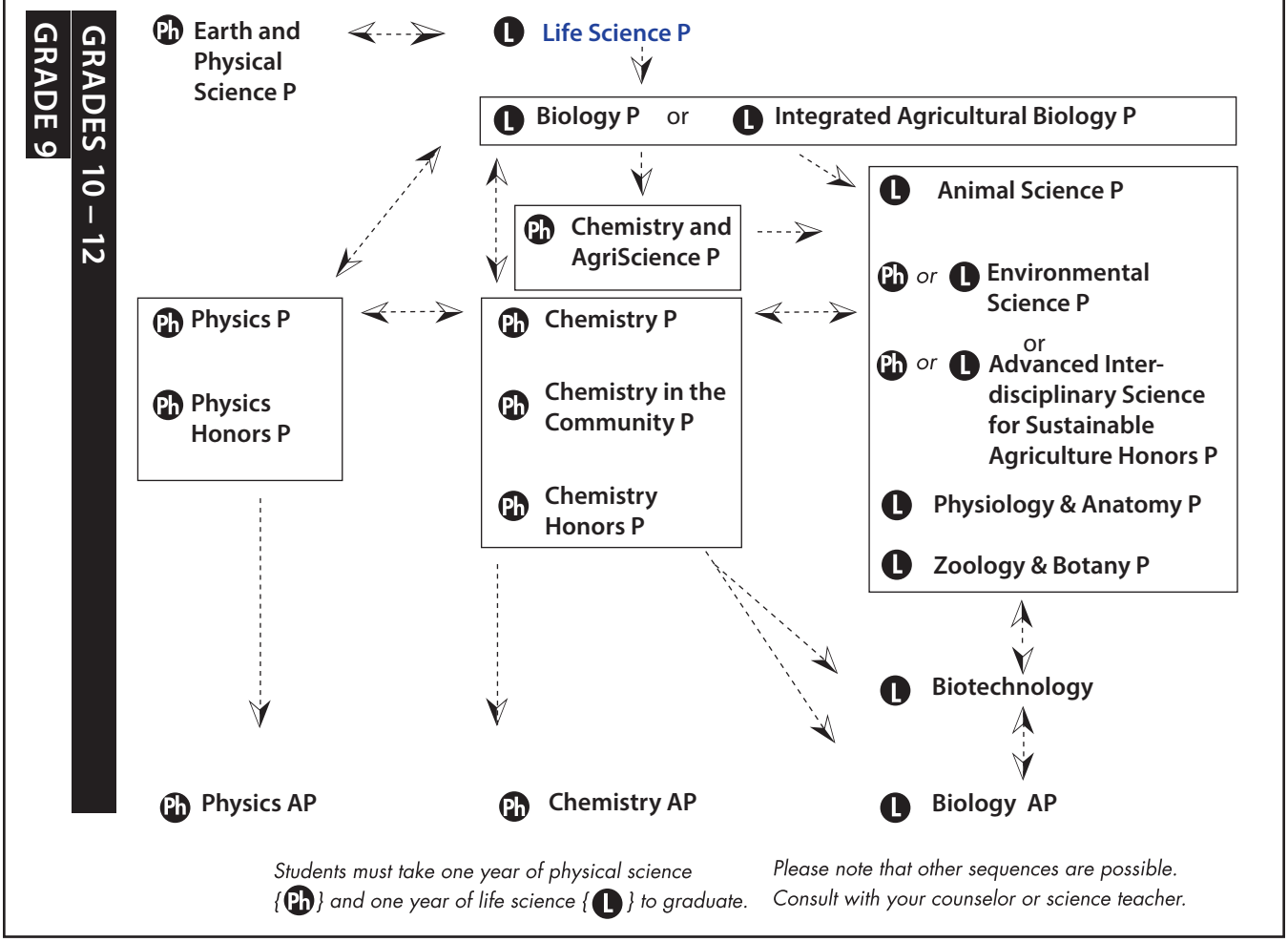
7TH GRADE	8TH GRADE	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Common Core Math 2	Common Core Math 3	Common Core Math 3 (Repeat course or advance to Common Core Integrated Math 1 – see below.)	Integrated Math 1	Integrated Math 2	Integrated Math 3 Accelerated Integrated Math 3
Common Core Math 2	Common Core Math 3	Integrated Math 1	Integrated Math 2	Integrated Math 3 Accelerated Integrated Math 3	Precalculus Calculus AB
Common Core Math 2/3	Integrated Math 1	Integrated Math 2	Integrated Math 3 Accelerated Integrated Math 3	Precalculus Calculus AB	Calculus AB Calculus BC

The math department strongly recommends that students not interrupt the Common Core Math course sequence: CC3, Integrated Mathematics 1, Integrated Mathematics 2, Integrated Mathmatics 3, or Accelerated Integrated Mathmatics 3.

Pathways charts represent typical sequences at Davis High. Some variations are possible; please consult your counselor.

QRAT
TQR

SCIENCE SEQUENCE OPTIONS



CAREER TECHNICAL EDUCATION (CTE)

Career Technical Education (CTE) is an industry-linked program designed to help students reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to economic prosperity in our communities.

Students learn skills through a sequence of courses within one of seven industry sectors:

- Ag and Natural Sciences
- Engineering and Architecture
- Health Sciences and Medical Technology
- Transportation
- Arts, Media and Entertainment
- Information and Communication Technology
- Software and Systems Development

(See the sequences on the following two pages.)

These courses prepare students for jobs out of school or following enrollment in a trade school, community college, or four-year undergraduate program.

The courses are developed in partnership with business and industry, and are intended to align with student career interests so they can enter the workforce with the competence, confidence, and leadership to be successful.

Industry Sector: Ag and Natural Sciences

Courses available beginning in 10th grade unless noted

Animal Science
- Biology and Sustainable Agriculture *Available beginning in 9th grade
- Animal Science
- Veterinary Science

Agricultural Mechanics
- Agricultural Engineering I
- Agricultural Engineering II
- Advanced Agricultural Engineering-Design and Fabrication

AgriScience
- Biology and Sustainable Agriculture *Also available in 9th at some sites
- Chemistry and AgriScience
- Agricultural Biotechnology and Engineering Systems Honors

Jobs

Veterinarian Technician	Ag. Engineer	Research Assistant
Animal Caretaker	Welder	Water Quality Specialist
Kennel Operator	Equipment Fabricator	Plant Scientist
Animal Breeder	Machinist	AgriScience
Ranch Manager	Equipment Operator	Teacher
Feed Nutritionist		Entomologist

Industry Sector: Health Sciences and Medical Technology

Courses available beginning in 10th grade unless noted

Patient Care
- Introduction to Biomedical Sciences and Careers
- Human Body Systems
- Biotechnology

Jobs

Medical Transcriptionist	Personal Trainer
Emergency Medical Tech	Phlebotomist
Nurse Practitioner	Pharmacist
Psychologist/Therapist	Optometrist

Industry Sector: Engineering and Architecture

Courses available beginning in 10th grade unless noted

Engineering Design (Robotics)
- Introduction to Robotics Engineering
- Intermediate Robotics Engineering
- Advanced Robotics Engineering
- Advanced Robotics Engineering Honors

Jobs

Software Technician	CAD Design Tech
Software Engineer	Mechanical Engineer

Industry Sector: Transportation

Courses available beginning in 10th grade unless noted

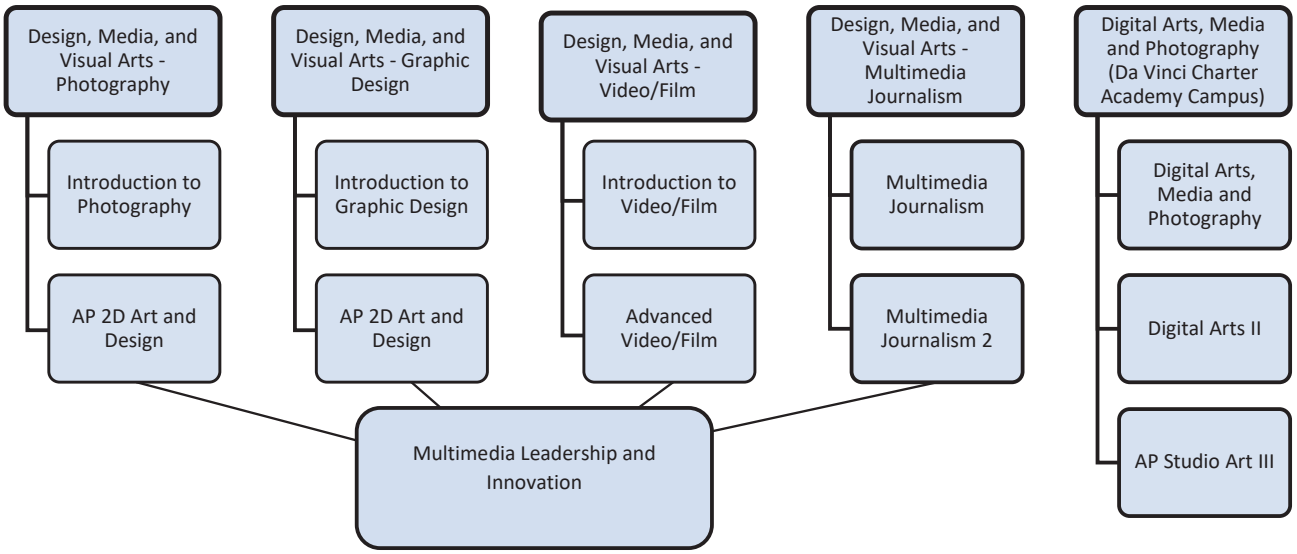
- Electric Vehicle Technology
- System Diagnostic, Service, Repair
- Electric Vehicle Technology and Build
- Basic Auto
- Advanced Automotive Technology

Jobs

Automotive Technician	Parts Professional
Insurance Adjuster	Software Engineer
Auto Loan Specialist	Automotive Teacher
Machinist	Parts Store Manager

Industry Sector: Arts, Media and Entertainment

Courses available beginning in 10th grade unless noted



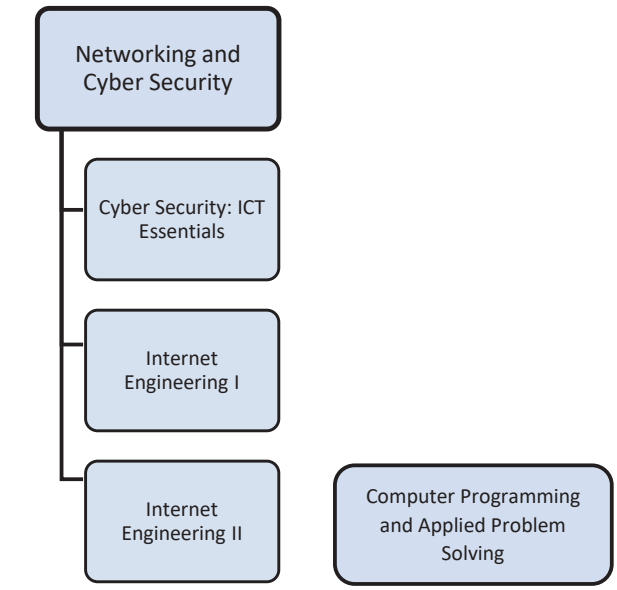
Honors Elective Option for 3rd Year

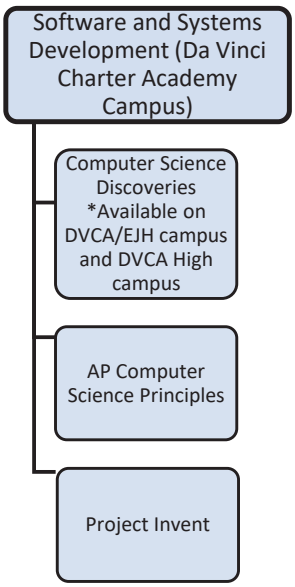
Jobs	Jobs	Jobs	Jobs	Jobs
Camera Technician	Marketing Assistant	Videographer	Sound Technician	Photographer
Photojournalist	Web Designer	Public Relations Exec	Journalist	Graphic Designer
Social Media Manager	Creative Director	Screenwriter	Public Info Officer	Film Crew Assistant

Industry Sector: Information and Communication Technologies (ICT)

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

Courses available beginning in 10th grade unless noted





Jobs	Jobs
Computer Repair Technician • Database Analyst • Network Engineer	Web Developer • Entrepreneur • Software Engineer

SPORTS PARTICIPATION

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

DSHS Athletics registration is done online at: 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 that enable him/her 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's 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 (1st quarter, 1 semester, 3rd quarter, 2nd 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 to 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 and Parent Handbook for more information.

DAVIS SENIOR HIGH ATHLETIC PROGRAM

FALL SPORTS (Begin Early August)

Men & Women

Cross Country-Varsity
Cross Country-JV
Cross Country-Frosh/Soph
Football-Varsity
Football-JV
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
Lacrosse-Varsity
Lacrosse-JV
Swimming-Varsity
Swimming-Frosh/Soph
Track & Field-Varsity
Track & Field-JV
Track & Field-Frosh/Soph

Men

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

Women

Badminton-Varsity
Softball-Varsity
Softball-JV

For more information: Athletics page at http://dshs.djusd.net

- Athletes must adhere to all rules, regulations, and standards set forth by DSHS Athletics. For more information on athletic policies visit the DSHS webpage at: dshs.djusd.net.

CLUB PARTICIPATION

Clubs are optional extra-curricular activities enjoyed by many students at DSHS. Most clubs meet weekly, bi-weekly, or monthly during lunch time in the classroom of the club adviser.

The daily bulletin will provide information about the Club Fair, which is held in early fall, to give students an opportunity to collect information about active clubs. Check with club sponsors for room and time arrangements.

Students may submit applications to student government to begin new clubs at the beginning of each semester. Information about club requirements can be found in room ASC 100.

GUIDELINES FOR POTENTIAL NCAA STUDENT-ATHLETES

The NCAA Eligibility Center certifies the academic and amateur credentials of college-bound students who wish to compete in NCAA Division I or II athletics. Students are advised to plan their courses carefully. Division III doesn't use the Eligibility Center.

For detailed information: www.eligibilitycenter.org.

Division 1 Core Courses
The NCAA requires 16 core courses in high school for any student first entering any Division I college or university. Choose courses from the list on this page.

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses

Division II Core Courses
NCAA Division II requires 16 core courses. Choose courses from the list on this page.

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab)
- 3 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses

Test Scores

- Division I has a sliding scale for test score and grade-point average. View the scale at www.eligibilitycenter.org.
- Division II has a minimum SAT score requirement of 820 (Critical Reading and Math) or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency.

Grade-Point Average

- Division I GPA required to be eligible for competition 2.300.
- The Division II core GPA requirement is a minimum of 2.000. ***Starting August 1, 2018, the minumum GPA will be 2.2.**
- Remember, the NCAA GPA is calculated using NCAA core courses only.

NCAA-APPROVED COURSES AT DSHS

English
American Voices
American Literature Honors
British Literature
Eng 9/Humanities
Eng 9/Classics
English 9
English 9 AIM
Identity and Ethnic Literature P
English 10 Honors
English 12 P
Journalism 1
English Literature & Composition AP
Science Fiction
Speech and Debate
Senior Literature

Social Science
Economics
Human Geography AP
International Relations
Micro or Macro Economics AP
Psychology
Race and Social Justice in US
US Government
US Government AP
US History AP
US History/Modern
World Civ/Modern
World Geography

Math
Calculus AB/AP
Calculus BC/AP
Integrated Mathematics 1
Integrated Mathematics 2
Integrated Mathematics 3
Accelerated Mathematics 3
Precalculus
Statistics AP
Trig Functions/Application
EAP Senior Year Mathmatics (ESM)
QRAT

Natural / Physical Science**
Advanced Interdisciplinary Science for Sustainable Agriculture Honors P
Animal Science
Biology
Biology AP
Biology and Sustainable Agriculture
Biotechnology
Chemistry
Chemistry in the Community
Chemistry Honors
Chemistry AP
Earth & Physical Science
Environmental Science
Independent Science Project
Integrated Ag. Biology
Physics
Physics Honors
Physics AP
Physiology and Anatomy
Zoology and Botany

Additional Core Courses
Chinese 1, 2, 3 and 4 Honors
French 1, 2, 3 and 4 Honors
French 5 Language AP
French 6 Literature Honors
German 1, 2 and 3
Japanese 1, 2, 3 and 4 Honors
Japanese 5 AP
Spanish 1, 2, 3 and 4 Honors
Spanish 5 Language AP
Spanish 6 Literature AP
Spanish Intermediate 2 Honors

*** All courses except Biotechnology and Independent Science Project fulfill the lab science requirement.*

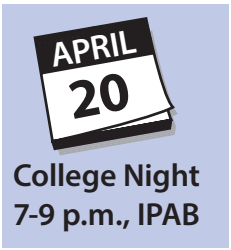
National Association of Intercollegiate Athletics

To be eligible to represent a member institution, an entering freshman must meet two of the three entry level requirements:

- Achieve a minimum of 18 on the ACT or 860 on the SAT (Critical Reading and Math).
- Achieve a minimum overall high school grade point average of 2.5 on a 4.0 scale.
- Graduate in the top half of the high school graduating class.

For more information: www.naia.org.

CHOOSING A COLLEGE



College Night
7-9 p.m., IPAB

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.

Transcript Requests
Official transcripts may be requested for colleges and scholarships. Transcripts are ordered through Parchment at; dshs.djusd.net/counseling/transcripts.

College Application Deadlines: Requests for counselor recommendations must be submitted to the counselor from October 1 - October 31. Counselors and teachers must receive a minimum of four (4) weeks notice (not including holidays) prior to the deadline in order to guarantee that deadlines are met. For example, students applying to colleges with a November 1 Early Action deadline must submit their request for letters of recommendation by Oct. 1.

COMMUNITY COLLEGES

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 four (4) year colleges and universities. These courses enable community college students to transfer to a four (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. The Transfer Center at the Community College provides information about these opportunities. Learn more by exploring www.assist.org.

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

The Los Rios Community College District, www.losrios.edu, operates American River College, Consumnes River College, Folsom Lake College and Sacramento City College. 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, 18 years of age or older, may be admitted to community college.

Required Tests
The Los Rios district does not require admission tests 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 of 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, Columbia College, Cerro Coso College, Feather River College, Lassen Community College, Reedley College, Shasta College, Sierra College, Taft College, and West Hills College Coalinga.

COLLEGE PREPARATORY COURSES

DSHS 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. "AP" stands for "Advanced Placement" and means the course is a college level course. 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 an AP test with a score of 3 or better will earn students college credits at most colleges. If the course does not contain a "P" or "AP," it satisfies high school graduation requirements only.

Calculating Your College GPA for UC/CSU Eligibility

All CSU and UC campuses use the same method of calculating a preliminary grade point average for purposes of determining an applicant's UC/CSU eligibility.

The college GPA is calculated based on all "a-g" courses completed in grades 10 and 11 – including summer sessions – by assigning point values to the grades a student earns, totaling the points, and dividing the total by the number of "a-g" course units. Each class equals 1 unit.

Points are assigned as follows: A=4 points, B=3 points, C=2 points, D=1 point and F=0 points. Courses taken in the ninth grade can be used to meet the Subject Requirement if the student earns a grade of C or better, but they will not be used to calculate the college GPA.

The universities assign extra grade points for up to four yearlong courses of UC/CSU certified honors-level, Advanced Placement courses taken in grades 10 and 11: A=5 points, B=4 points, C=3 points. College-level courses in the "a-g" college preparatory subjects that are transferable to the universities are also assigned honors grade points. A maximum of four semesters of honors courses taken in grade 10 are assigned honors grade points. Grades of D are not assigned extra honors points. (Extra points will be awarded to 10th graders only when they take courses that have been certified by the University as honors-level courses.)

See list of approved courses on page 18. At the end of the 12th grade, campuses verify an applicant's UC/CSU eligibility based on the final high school record.

To calculate your Grade Point Average (GPA), add the two columns below:

	Units			Grade Points
# of A's	____ x	4	=	_____
# of B's	____ x	3	=	_____
# of C' s	____ x	2	=	_____
# of D's	____ x	1	=	_____
# of F's	____ x	0	=	_____
# of honors /AP courses	____ x	1	=	_____
=	Total Units		=	Total Grade Points

Then divide the Total Grade Points by the Total Units:

Total Grade Points ÷ **Total Units** = **Your College GPA**

www2.calstate.edu/apply/eligibility-index

Calculating Your CSU Eligibility Index

The Eligibility Index is a calculation based on your high school weighted college grade point average (College GPA; see formula above)) and your test scores.

California high school graduates must have a minimum eligibility index of 2950 using SAT scores or 700 using ACT scores. (The SAT score component for CSU is the sum of the critical reading and math scores. The ACT score is the composite score. Neither ACT nor SAT writing scores are included in the calculation of the CSU Eligibility Index.)

To calculate your index using your SAT score:

College GPA _____ x 800 + your SAT critical & math totals _____ = **Your Index**

To calculate your index using your ACT score:

College GPA _____ x 200 + (10 x ACT Composite)_____

= **Your Index**

Note: Eligibility indexes of 2950 and above qualify for admission.

CALIFORNIA STATE UNIVERSITY

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. Please visit www2.calstate.edu

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.

CSU ELIGIBILITY INDEX
(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

PRIVATE COLLEGES AND UNIVERSITIES

There are about 70 private schools in California. The state 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 for the school.

They 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 businesses.

In addition, there are hundreds of small and mid-sized independent colleges and universities in the United States.

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 schools include:

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

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. Go to:

- Air Force Academy - www.academyadmissions.com
- US Coast Guard Academy: www.cga.edu
- US Military Academy at West Point: www.usma.edu
- US Naval Academy: 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

UNIVERSITY OF CALIFORNIA

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. Please visit www.universityofcalifornia.edu

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 requirements (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 applicant pools and select the applicants who would be best suited to their campuses.

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 at school and in the community
- Explore leadership opportunities at school, in activities, in the family, and in the community.

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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 10th 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 still may be used to satisfy "a-g" subject requirements. For details, go to 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.

- Language other than English and mathematics coursework completed in 7th and 8th 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.

NAVIANCE / ONLINE COLLEGE-CAREER EXPLORATION

Naviance is a state of the art web-based college/career exploration program you can use at home.

Naviance enables students to manage their personal college/career portfolio. It connects students and parents to college information, scholarships, career interests, learning styles, and personality type.
Naviance also manages historical data. When seniors track their college application/admissions, the information is recorded in confidential scattergram plots. Current students can see the colleges former DSHS students have applied to and were accepted at, based on grade point average and SAT test scores

Counselors are able to send emails and important notices via Naviance. Students can view upcoming College Visits and register for visits if interested.

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 year-long/30 semester college preparatory 'a-g' courses are required with letter grades of C or better:	
		11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)
"a" | History/Social Science	**2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND**	
	1 year of history/social science from either the "a" or "g" subject area	1 year of world history, cultures, or historical geography (including European History) from the "a" subject area.
"b" | English	**4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):**	
		The ESL/ELD cannot be completed during the senior year
"c" | Mathematics	**3 years/6 semesters of mathematics (including or integrating topics covered in algebra I and II, geometry)*** (Integrated math sequences may be used to satisfy the "c" Mathematics requirement.)	
		Students applying to UC must complete a geometry course (or integrated math courses with geometry content).
"d" | Laboratory Science	**2 years/4 semesters of laboratory science**	
	At least 1 year of physical science and 1 year of biological science, one from the "d" subject area and the other from the "d" or "g" area**	Must include at least two of the three foundational subjects of biology, chemistry, and physics; **or** one year of biology, chemistry or physics **and** one year/2 semesters of an interdisciplinary, or integrated, or earth and space science course can be used to meet one year/2 semesters of this requirement. Courses must be from the "d" subject area.
"e" | Language Other Than English	**2 years/4 semesters (or equivalent to the 2nd level high school instruction) of a language other than English* (Courses must be the same language, American Sign Language allowed)**	
"f" | Visual and Performing Arts	**1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts**	
"g" | College Preparatory Elective	**1 year of an elective chosen from any area on approved "a-g" course list**	
REPEATED COURSES	**California State University (CSU)**	**University of California (UC)**
	CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.	
	Required "a-g" courses must be completed with a grade of C or better. Any course may be repeated. There is no limitation on the number of times a course can be repeated.	Required "a-g" courses must be completed with a letter grade of C or better. Courses in which grades of D/F are earned may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g. English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

**** High school-level coursework completed in 7th and/or 8th grade can be used to meet the area "c" and/or "e" requirements.***

***** It is best to prepare for both UC and the CSU by completing two laboratory courses from the "d" subject area.***

	California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES		
Mathematics	A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. Integrated style Math 2 will be accepted in lieu of a geometry course. (See exception for UC below).	
	A letter grade of C or better in Statistics will validate Algebra I and Algebra II, but will not validate Geometry. A letter grade of C or better in Math IV, Trigonometry, Precalculus or Calculus validates the entire high school college preparatory requirement.	The omission of a full year of geometry cannot be validated by any higher-level coursework. However, the omission of the 1st semester of geometry can be validated by successful completion of the 2nd semester. Refer to UC's Validation Matrix in *Quick Reference for Counselors*.
Language Other than English (LOTE)	A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to the college's "a-g" course list on the "a-g" website and review the "Title/Discipline" column for notations, e.g. LOTE 1 = Level 1, LOTE 2 = Level 2, etc.	
Chemistry	A grade of C or better in the second semester of Chemistry will validate the first semester.	UC does not allow validation of Chemistry.
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES		
	Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework. CSU also allows the validation of the D/F grades in Chemistry. For UC, refer to the Validation Matrix in *Quick Reference for Counselors*.	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES		
	Required "a-g" courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to *Quick Reference for Counselors*. For UC, the omission of a course in Geometry cannot be validated by any examination score.	
HIGH SCHOOL GPA		
	Calculate GPA using all "a-g" approved courses completed during the summer after the 9th grade through summer after the 11th grade---excluding deficient grades which have been repeated. **CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.**	
	Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.	Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does **not** average grades. **However**, when completing the UC admission application, all "a-g" courses and grades must be reported.
HONORS POINTS		
	Maximum of 8 extra grade points (honors points) from four year-long courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two year-long courses (4 semesters) completed in 10th grade can be used in the honors points calculation.	
TEST SCORES – ACT/SAT		
ACT or SAT Reasoning	Test required for CSU applicants to **impacted** campuses and programs. Test required for CSU applicants to non-impacted campuses, who have earned an "a-g" GPA of less than 3.0. The CSU combines the highest SAT score from like tests (taken before March 2016 OR after March 2016); may combine best subscores from multiple ACT tests to calculate a best composite. It is highly recommended that students take the ACT/SAT assessment test in their junior year.	The ACT with Writing or the SAT with Writing/Essay is required for all UC applicants. UC uses the highest composite score from the ACT with Writing or highest total score from the SAT with Writing/Essay from the same test date. Some campuses may recommend SAT Subject Tests for specific majors.

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	9th Grade	10th Grade	11th Grade	12th Grade	Credits Earned				
							9th	10th	11th	12th	Req'd
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 OR Career Technical Ed OR World Language (LOTE)	1 yr	VAPA- 1 yr LOTE- 2 yrs									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

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)

PLAN YOUR a-g COLLEGE PREP REQUIREMENTS

For the University of California, California State University and Many Other Four-Year Colleges

Explanation: List below those courses you have completed and plan to complete to satisfy college prep course requirements. Remember, you need to achieve at least a "C" grade in every course. UC and CSU "a-g" subject areas are described below. A list of UC and CSU approved courses is printed on page 18 and is similar to courses required by other four-year colleges. College prep courses are also noted on your transcript. (Courses approved for additional honors credit are underlined on UC "a-g" list.) College prep courses have P or AP in the title.

Course or Subject	8th Grade		9th Grade		10th Grade		11th Grade		12th Grade	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
a History/Social Science – 2 years Includes one year of U.S. History or ½ year U.S. History and ½ year government/civics; plus one year of world history, cultures or geography. CSU & UC requirements vary. See chart.										
b English – 4 years Composition, literature and other English courses designated as college preparatory.										
c Mathematics – 3 years (4 recommended for UC) Integrated Mathematics 1, Integrated Mathematics 2, Integrated Mathematics 3, Accelerated Integrated Mathematics 3, Precalculus and Calculus.										
d Laboratory Science – 2 years (3 recommended for UC) See CSU and UC comparison chart for specific CSU and UC requirements.										
e Language Other Than English – 2 years (3 recommended for UC) Two years in the same language. Courses in language other than English taken in 7th & 8th grade may be used to fulfill this requirement. Subject to waiver for applicants demonstrating equivalent competence.										
f Visual/Performing Arts – 1 year Art, dance, drama, music, floral design.										
g College Prep. Electives – 1 year Select from the above areas or additional courses listed on the CSU & UC approved course list on Page 18.										

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
Identity and Ethnic Literature P
English 10 Honors P
English Literature & Composition P
Science Fiction P
Senior Literature P

c MATHEMATICS: 3 YEARS

Integrated Mathematics 1 P
Integrated Mathematics 2 P
Integrated Mathematics 3 P
Accelerated Integrated Mathematics 3 P
TQR P
QRAT P
Precalculus P
Calculus AB AP
Calculus BC AP
Statistics AP

d LABORATORY SCIENCE: 2 YEARS

Agricultural Biotechnological and Engineering Systems, Honors P
Biology P
Biology and Sustainable Agriculture P
Biology AP
Biotechnology P
Chemistry P
Chemistry and AgriScience P
Chemistry in the Community P
Chemistry Honors P
Chemistry AP
Environmental Science P
Human Body Systems and Disease
Independent Science Project P
Physics P
Physics Honors P
Physics AP
Physiology and Anatomy P
Principles of Biomedical Science 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 1*, 2*, 3, 4 Honors P
Japanese 5 AP
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
AP 2D Art and Design
AP Studio Arts 3D (Ceramics)
AP Studio Arts Drawing and Painting
Advanced Video/Film AP
Art 1 P grade 9
Art History AP
Band P grades 9-12 (all courses)
Baroque Ensemble P
Ceramics & Sculpture P
Concert Choir P
Drama 1 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/Film P

g ELECTIVE COURSES: 1 YEAR

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Animal Science P
AVID P grades 9-12 (all courses)
Computer Programming for Solving Applied Problems 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
Advanced Robotics Engineering Honors P
Life Science P
Microeconomics AP
Macroeconomics AP
Multimedia Journalism 1 P
Multimedia Journalism 2 P
Multimedia Leadership and Innovation Honors P
Psychology P
Speech and Debate P
STEEL P

Notes

Check the UC/CSU list for the year you took each course. Course lists change from year to year. You can see the a - g lists for current and past years at:

https://doorways.ucop.edu/list

Underlined courses receive weighted grades.

COLLEGE LEVEL COURSES

Students at Davis Senior High School have several opportunities to enroll in college level courses. These opportunities are described here. More information is available from the student's counselor.

Advanced Placement Courses
An Advanced Placement (AP) Course is a special college level learning experience. It is challenging and thought provoking, and often takes more time, requires more work, and goes into greater depth than other high school courses.

Students and parents are required to sign AP contracts acknowledging receipt of thorough descriptions of course demands and time commitments. See your counselor for details.

The following AP courses are available at DSHS:

- Art History AP
- Biology AP
- Calculus AB AP
- Calculus BC AP
- Chemistry AP
- English Literature & Composition AP
- French 5 AP
- Human Geography AP
- Japanese 5 AP
- Macroeconomics AP
- Microeconomics AP
- Music Theory AP
- Physics AP
- Spanish 5 & 6 AP
- Statistics AP
- Studio Arts AP (Drawing and Painting, 2D and 3D)
- US Government & Politics AP
- US History AP

Advanced Placement Examinations (a program of the College Entrance Exam Board) are given each May at Davis Senior High School to those students who wish to take them. Exams are given in 23 subject areas and are also open to those students who have not been enrolled in AP courses. Most colleges and universities will accept AP Examination scores for credit and/or advanced placement. The cost for each examination is $98.00. Low-income students who plan to take the AP exam may be eligible to participate in the AP Test Fee Reduction Program. See your counselor for more information about this program.

Concurrent Community College Courses Outreach Program
Students must be aware that they are concurrently enrolled in two institutions and must abide by the rules of both. However, since they are full-time high school students and this is their primary school, students must choose college classes around the DSHS class schedule and school calendar. They must maintain a minimum of five classes at DSHS.

Subject to the provisions of the Educational Code and to the policies established by the Los Rios Community College District, junior and senior high school students may enroll in college level classes offered by Sacramento City College through the Davis Outreach Program that are not offered at DSHS. Over 30 college level classes are offered each semester. There is no tuition cost for these classes, but books are not free. Courses may also be taken at other area community colleges. See your counselor for more information.

A semester or quarter college course will be given 10 high school credits if the course is needed for graduation or to meet minimum UC/CSU "a-g" requirements.

Accelerated College Entrance (ACE)
The Accelerated College Entrance (ACE) Center allows qualified high school students to enroll in classes at California State University, Sacramento (CSUS) and earn university credits while completing regular high school studies.

Through the ACE Center, advanced high school students can study subject matter which may not otherwise be available to them. Qualified students may take courses at CSU Sacramento provided they maintain good academic standing with both the University and their high schools. Credits earned while participating in ACE may be applied to degree programs at CSUS or may be transferred to other universities. See your counselor and visit http://www.csus.edu/acaf/ace/. Tuition is $15.00 per semester, plus additional costs for textbooks, class fees, and supplies.

Concurrent Enrollment – UCD Extension
The Concurrent Courses Program is designed to meet the needs of those who want to take advantage of the higher education opportunities available at UC Davis but do not wish to seek admission to regular degree programs on campus. High school juniors and seniors with the necessary prerequisites may participate in most regular courses, when space is available.

More information is available from your counselor or from the University Extension Office, 1333 Research Park Drive, UC Davis. Fees are computed individually by course according to the number of units offered.

This program provides an opportunity for students to earn college credits while still in high school. It also provides an opportunity to take advanced courses beyond what is available in the high school program. See your counselor for more information.

NINTH GRADE PROGRAM

Courses in grades 9–12 are posted on the Davis Senior High School transcript. In 9th grade, students are enrolled for six or seven periods. Refer to full course descriptions for details. Not all courses are offered at all junior highs.

Final enrollment is dependent upon the number of students requesting each course and staffing considerations. Some classes, especially World Language, may not be offered or may be offered at a different site with parents/guardians responsible for transportation.

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

English (year)
English 9 P
English 9 Classics Approach P
English 9 Humanities P
English 9 AIM P

Mathematics (year)
Common Core Mathematics 3
Integrated Mathematics 1
Integrated Mathematics 2

Social Studies
World Geography P (semester)

Health 9 (semester)

Physical Education 9 (year)

Science (year) - recommended
Earth/Physical Science P
Biology P
Integrated Agricultural Biology P

World Language (year):
Chinese (Mandarin) P
French P
German P
Japanese P
Spanish P
Spanish Intermediate 2 HP

Visual and Performing Arts (year)
Art 1 P
Ceramics & Sculpture P
Concert Band P
Concert Choir P
Drama 1 P
Jazz Band P
Orchestra P

Career Tech Ed / Practical Art
(semester unless otherwise indicated)
Computer Programming with Robotics
Drafting (year)
Agricultural Engineering I
Exploring Woods
Fashion/Textiles and Apparel
Food Science and Nutrition 1A
Industrial Technology
Introduction to Computers
Library Assistant
Multimedia
SAVE
Yearbook (semester or year)

Additional Electives
AVID 9 P (year)
Art Survey (semester)
Cross Age Teaching (semester)
Leadership (semester or year)
Office Assistant (semester or year)
STEEL P
Teaching Assistant (semester or year)

CAREER AND TECHNICAL EDUCATION (CTE)

Advanced Agricultural Engineering /Design & Fabrication
Advanced Automotive Technology
AP 2D
Advanced Robotics Engineering
Advanced Robotics Engineering Honors
Advanced Filmmaking and Video Production
Agricultural Biotechnological and Engineering Systems Honors
Agricultural Engineering I
Agricultural Engineering II
Animal Science
Basic Auto
Biology and Sustainable Agriculture
Chemistry and Agriscience
Computer Programming for Solving Applied Problems
Cyber Security: ICT Essential 1
Drafting
Electric Vehicle Technology and Build
Human Body Systems and Disease
Independent Study Agriculture
Internet Engineering I
Internet Engineering II
Principles of Biomedical Science
Introduction to Graphic Design
Introduction to Photography
Introduction to Robotics Engineering
Intermediate Robotics Engineering
Introduction Filmmaking and Video Production
Multimedia Journalism I
Multimedia Journalism II
Multimedia Leadership and Innovation
Stagecraft Production
Veterinary Science

PRACTICAL ART / VISUAL AND PERFORMING ARTS*(VAPA)

*Advanced Dance
*Advanced Drama
*Art Department (All courses)
*Drama
*Intermediate/Advanced Dance
*Music Department (All courses)
*The Art and History of Floral Design

2021-2022 COURSE LISTINGS

AGRICULTURE

AGRICULTURAL ENGINEERING I
384000c
1 year: 10 credits
Prerequisite: None
CTE

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 post-secondary 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 homework, FFA and SAE are assigned; see note on next page.

AGRICULTURAL ENGINEERING II
384500c
1 year: 10 credits
Prerequisite: Ag Engineering 1 or approval from Ag teacher.
CTE

Transferable college credit (4 credits) for students who earn a B or better in Agricultural Engineering I and II. 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 I. 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 welding fabrication is emphasized. As part of homework, FFA and SAE are assigned; see note on next page.

ADVANCED AGRICULTURAL ENGINEERING, DESIGN AND FABRICATION
384600c
1 year: 10 credits
Prerequisites: Ag Engineering II or approval from Ag teacher.
CTE

This course is designed for Agricultural Engineering students interested in sharpening shop skills while preparing for entry into mechanical engineering careers or applied engineering internships. Entrepreneurial activities, internships, and earn-while-you-learn is encouraged and promoted. Students are provided a great deal of independence as they pursue focused learning in specialized areas of study. Project fabrication, repair and maintenance, computer aided manufacturing, job site training, resumes, interviewing skills are emphasized. Demonstrating technical expertise in the application of algebra, geometry, and physical science is standard. As part of homework, FFA and SAE are assigned; see note on next page.

AGRICULTURAL BIOTECHNOLOGICAL AND ENGINEERING SYSTEMS, HONORS P
564400c
1 year: 10 credits
Prerequisite: Chemistry and AgriScience or another Chemistry class (C or better)
UC/CSU Approved: d (Life or Physical) NCAA Approved
CTE

This course provides students with basic understanding, knowledge and skills needed to effectively address problems stemming from human interactions and natural resource systems. Students learn a variety of basic laboratory and field techniques including specimen sampling and processing, site monitoring, documentation, inspection and emergency response. The course incorporates both academic and applied studies. Fieldwork is encouraged and is reflected in the class. Students are exposed to an array of environmental science career opportunities. Job shadowing and internships are encouraged. An emphasis is placed on students using critical thinking and analytical skills to make positive impact on the environment. As part of homework, FFA and SAE are assigned; see note on next page.

ANIMAL SCIENCE P
565000c
1 year: 10 credits
Prerequisite: Biology and Sustainable Agriculture or Biology (C or better)
UC/CSU Approved: g NCAA Approved
CTE

This course provides information, activities, and skills in the areas of scientific method, classification systems, mammalian production, production management, health care, anatomy, physiology, reproduction, nutrition, mitosis, meiosis, respiration and genetics. Emphasis is placed on mammals that are most important to human culture. Homework varies by unit, but averages about one assignment per week. As part of homework, FFA and SAE are assigned; see note on next page.

A Note about Ag Classes

FFA and Supervised Agricultural Experiences (SAE) are integral graded components of our standards based agriculture courses. Like homework, FFA and SAE engagement is expected

FFA is the career technical student organization affiliated with the region, state, and national organization focused on developing leadership and personal growth.

SAE is an individually designed and student driven agriculture experience. These teacher-supervised activities are designed to develop competencies and skills while applying theory and work based learning settings.

BIOLOGY AND SUSTAINABLE AGRICULTURE P
561400c
1 year: 10 credits
CTE
Prerequisite: Completion or concurrent enrollment in CC3
UC/CSU Approved: d NCAA Approved

Agricultural Biology is a laboratory science course, designed for both college bound and non-college bound 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. This course includes a semester research project and opportunities for state awards and recognition. As part of homework, FFA and SAE are assigned; see note above.

CHEMISTRY AND AGRISCIENCE P
564600c
1 year: 10 credits
Prerequisite: Completion or concurrent enrollment in IM1
UC/CSU approved: d
CTE
This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. FFA and SAE are graded components of the course; see note above. The course is the second course in the agriscience pathway and is open to all students.

INDEPENDENT STUDY AGRICULTURE
120120
1 year: 10 credits
Prerequisite: Concurrent enrollment in another Ag class
CTE

This course offers students the opportunity to participate in research or various individual projects of their choosing. Typical areas for projects include livestock production and greenhouse production. An instructor will supervise all projects. Projects may be on or off campus with approval. Seminars on current topics relating to project areas will also be given. FFA is required and graded.

THE ART AND HISTORY OF FLORAL DESIGN P
139000
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: f
VAPA
Transferrable college credit (1 credit) for students who earn a B or better in class.

This hands-on course teaches the history, theory, techniques, and skills currently practiced in floral design. It has lab sections on constructing corsages, wreaths, and arrangements used both around home and commercially. Students will be encouraged to display work at local functions. As part of homework, FFA and SAE are assigned; see note.

VETERINARY SCIENCE P (pending)
565200c
1 year: 10 credits
Prerequisite: Integrated Agricultural Biology or Biology
CTE

Animal health, behavior, handling, training, and veterinary procedures are explored. Gain handson experience with companion, food, lab, and exotic animal species (when they are available). Students will learn medical terminology common to the animal health care field. Students will also be required to assigned class and after-school time in the care and health monitoring of animals. Enrollment in this course is limited to students participating in the Agriscience pathway sequence of courses. The study of dogs, cats, horses, swine, and ruminants body systems (anatomy and physiology) is foundational. Whenever possible, topics will be related to pertinent veterinary career applications and situations. Training and career opportunities pertaining to Registered Veterinary Technicians will be thoroughly explored. FFA participation and SAE are required graded components of this course.

ART

ADVANCED FILMMAKING AND VIDEO PRODUCTION
151800c
1 year: 10 credits
UC/CSU Approved: f
CTE/VAPA
Prerequisites: Prior art courses in subject area need to be passed with a grade of C or better. Teacher recomendation required. If introductory course not taken, portfolio submission required.

ART HISTORY AP
Advanced Placement
146700
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: f
VAPA
This course introduces the world of art history from prehistoric art through the Renaissance and into modern times, through lecture, films, slides, and independent student research. This course prepares students for the Advanced Placement exam. This class includes two (2) trips to San Francisco museums as well as local galleries.

CERAMICS & SCULPTURE P
141300
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: f
VAPA
This year-long course is for the student interested in the fine art of sculpture and pottery. Various hand-building methods and wheel-thrown forms are explored. Students will be expected to examine the art of others as well as the world around them to seek out personal solutions to various design problems using clay. In addition to using clay, other sculptural forms may be explored.

DRAWING & PAINTING P
145000
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: f
VAPA
Drawing and Painting introduces students to looking at, critiquing and producing drawings and paintings in a variety of styles, subject matter and media. This one year course is geared toward use of the elements and principles of design as a means of communication and organization. Students will develop their skills, while examining the works of master artists and the world around them. By the end of this course, students should be able to use the elements and principles in the creation of personal artwork, to use the appropriate vocabulary and be familiar with local and world artists.

INTRODUCTION TO GRAPHIC DESIGN P
151000c
1 year: 10 credits
Prerequisite: none
UC/CSU Approved: f
CTE/VAPA
Students learn fundamentals of graphic design through creative graphic and commercial art projects. Students begin the class with assignments that introduce the elements and principles of design while learning Adobe Illustrator and Photoshop basic skills. Students later work on more complex design problems. Projects include logos, typography, illustration, posters, photography, animation and advertising. Students can also develop a portfolio for Studio Art AP. Digital cameras are used in some projects and are supplied by the school.

INTRODUCTION TO PHOTOGRAPHY P
153000c
1 year: 10 credits
Prerequisite: none
UC/CSU Approved: f
CTE/VAPA
This photography class is designed for students to learn how to use and operate a camera to produce artistic images. Students will be given a variety of assignments in digital and film format. The standards will be emphasized, such as incorporating the elements and principles of art design. Students will be required to take pictures outside of class time for homework. A limited number of cameras are available to check out. Written reports may include the history of photography, a profile of a famous photographer, and a museum review. Students will learn digital editing techniques and how to create prints.

INTRODUCTION TO FILMMAKING AND VIDEO PRODUCTION P
151900c
1 year: 10 credits
Prerequisite: none
UC/CSU Approved: f
CTE/VAPA
Learn how to make movies like Hollywood pros! Video film introduces students to basic videography, editing, animation, special effects, and classic film review. Students work in small groups to produce short videos for class and public presentation. Essentials include story writing, story boards, camcorder operation, lighting, digital editing, videography technique, 2D & 3D animation, and digital special effects. Students are required, once each semester, to direct and produce one short film as a final project. Students will support each other, acting as crew, on each final project.

STUDIO ART AP

The Advanced Placement Studio Art Program is intended for highly motivated students who are seriously interested in the study of art. Students should know that AP work involves significantly more time than the typical high school Advanced Art course and that the program requires at least one year of portfolio preparation. Subject areas are AP 2D Art and Design, AP Studio Arts 3D (Ceramics), and AP Studio Arts Drawing and Painting.

AP 2D ART AND DESIGN

Advanced Placement
153020c
1 year: 10 credits
UC/CSU Approved: f
CTE/VAPA
Prerequisites: Prior art courses in subject area need to be passed with a grade of C or better. Teacher recomendation required. If introductory course not taken, portfolio submission required.

AP STUDIO ARTS 3D (CERAMICS)

Advanced Placement
145310
1 year: 10 credits
UC/CSU Approved: f
VAPA
Prerequisites: Prior art courses in subject area need to be passed with a grade of C or better. Teacher recomendation required. If introductory course not taken, portfolio submission required.

AP STUDIO ARTS DRAWING AND PAINTING

Advanced Placement
145320
1 year: 10 credits
UC/CSU Approved: f
VAPA
Prerequisites: Prior art courses in subject area need to be passed with a grade of C or better. Teacher recomendation required. If introductory course not taken, portfolio submission required.

AUTOMOTIVE

BASIC AUTO

365000c
1 year: 10 credits
Prerequisite: None
Combined with Advanced Automotive Technology: 4 college credits (American River College)
CTE

Basic Auto is an introductory course for students pursuing basic technical skills who are curious about cars. Prior experience and a driver's license are not required. Topics include shop safety, vehicle identification, engine theory, electrical systems, ignition systems, fuel systems, cooling systems, brake systems, transmissions, drive trains, emission controls, steering, suspension, tires, alternative fuels and emerging technologies. Students will explore theoretical concepts in the classroom and gain practical experience in the shop. Students will develop a variety of hands-on shop skills, including use of basic tools, vehicle lifts, checking fluids, changing tires, oil changes and engine diagnostics. Students must adhere to strict safety requirements and display professional behavior at all times. Mastery of course content is the emphasis of the course. Approximately, half of course activities will take place in the classroom and half in the shop/lab areas. The DSHS automotive technology program and its students affiliate with SkillsUSA California, a career technical student leadership organization.

Basic Auto is a prerequisite for Advanced Auto.

ELECTRIC VEHICLE TECHNOLOGY & BUILD

380000c
1 year: 10 credits
Prerequisite: None
Combined with Advanced Automotive Technology: 3 college credits (American River College)
UC/CSU Approved g
CTE

In this project-based course, students initially cover a broad range of ideas and design considerations connected with electric vehicle technology. Through labs and technical activities, the key concepts of electric vehicle design are covered, and are then used in the assembly of an electric vehicle, the Switch EV Kit. Manufactured by Switch Vehicles Inc., the Switch EV Kit is designed to be built, tested and driven, and then disassembled for groups of students to use year after year. Students will study and understand the concepts behind, and practical hands-on application of shop safety, vehicle identification, electrical theory, electric propulsion, circuitry systems, AC-DC converters, computerized system controllers, battery technology, and energy management.

All physics, engineering and professional activities performed in this course are industry-vetted and designed for workforce preparation. Prior experience and a driver's license are not required. Students will explore theoretical concepts in the classroom and gain practical experience in the attached workshop. Students will develop a variety of hands-on shop skills, including use of basic tools and shop equipment. Students must adhere to strict safety requirements and display professional behavior at all times. Mastery of course content is the emphasis of the course.

Approximately, half of course activities will take place in the classroom and half in the shop/lab areas. The DSHS automotive technology program and its students affiliate with SkillsUSA California, a career technical student leadership organization. Electric Vehicle Technology & Build is a prerequisite for Advanced Auto.

ADVANCED AUTOMOTIVE TECHNOLOGY
390000 c / 392000c
1 year: 10-20 high school credits,
(Available as a single period course or a double period block)
Combined with Basic Auto: 4 college credits (American River College)
Prerequisite: Basic Auto or Electric Vehicle Technology and Build
CTE

Advanced Automotive Technology is a business class that replicates an automotive service and repair facility. Under the guidance of the instructor, students gain first-hand experience of working as members of the industry: receiving repair order instructions, completing diagnostic procedures, and carrying out service and repair on a variety of vehicle projects. The source of the projects come largely from community members who bring their vehicles to our class for diagnosis, service and repair. Students this class adhere to specific instructions and regulations regarding: safety, pollution prevention, and safeguarding community members' property. About 30% of course activities are classroom-based and 70% of activities take place in the shop/lab areas. Students will improve their technical skills and professionalism. Students must display exemplary attendance, punctuality, work ethic, and a commitment to excellence. Students will dive deeply into projects that include engine repair, transmission service, steering and suspension service, brake service, electrical system service and computer diagnostics. Other assignments include fuel systems, wheel alignment, tire service, advanced emission controls, audio systems, hybrids, electric vehicles and alternative fuel systems. Students will create and maintain an employment résumé. Upon completion of the course, students will have marketable job skills. All students will have the opportunity to gain ASE/industry certification at the end of the course. In addition to work on community members' vehicles, students amay bring in their own vehicles projects. Students working on their own vehicles must follow all instructor directives, safety and pollution prevention procedures.

As an added benefit, students will have the opportunity to participate in off-campus, paid internships in the industry through multiple avenues. The primary avenue is via the Harbor Freight Fellowship Program. Harbor

AVID

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success during the regularly scheduled school day. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by the AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills.

AVID 10
203000
UC/CSU Approved: g
Prerequisites:
AVID 9 (Recommended)
Teacher Recommendation (Recommended)
Application
Co-requisites:
Integrated Math 2 (Recommended)
One AP/Honors course (Recommended)

In the 10th grade year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

AVID 11
203100
UC/CSU Approved: g
Prerequisites:
AVID 10 or teacher recommendation (Required)
Application
Co-requisites:
Integrated Math 3 (Recommended)
One AP/Honor Course (Recommended)

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

AVID 12
203200
UC/CSU Approved: g
Prerequisites:
AVID 9 (Recommended)
AVID 10 (Required)
AVID 11 (Required)
Application
Co-requisites:
One AP or Dual Enrollment course (Recommended)

Students will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: an argumentative research paper on a social issue and detailed reflections. Lastly, students will prepare for college through the use of inquiry based collaborative study groups using higher order thinking questioning techniques

COMPUTER SCIENCE

COMPUTER PROGRAMMING FOR SOLVING APPLIED PROBLEMS
186200c
1 year: 10 credits
Prerequisites: : Completion of Internet Engineering 1 or permission of instructor
UC/CSU Approved: g
CTE

This is an individualized program emphasizing programming with JAVA or C++ computer language, and computer literacy topics. Students completing the course will be able to plan and complete structured programs, understand the principles of data storage and manipulation, and continue to look at the implications of computer use, computer literacy, and "computer ethics" in society. Students learn to use telecommunications for electronic mail, information access, and the use of distant computers. JAVA students who complete this course may take the AP exam.

CYBER SECURITY: ICT ESSENTIALS
188000c
1 year: 10 credits
Prerequisite: None
UC/CSU g
CTE

This introductory course prepares students for a career in technical support with a focus on cybersecurity. The course includes a series of technical subjects that provide hands on knowledge and skills in computer hardware, operating systems, networking, and security concepts. Students will have the opportunity to learn by visiting staff and assisting with technological issues. Students will be introduced to the basics of setting up computers, solving printer issues, taking inventory, and working with various computer appliances industry based curricula are utilized to assist in preparing students for industry recognized certifications and technical challenges of the real world. After this course students may take the A+ industry examination to become certified computer support professionals. Students who complete this course with a grade of B or better can receive elective college credits at Sacramento City College that they can transfer to a CSU.

INTERNET ENGINEERING 1 (CISCO) P
187300c
1 year: 10 credits
Prerequisites: Completion of CC3 or permission of instructor
UC/CSU Approved: g
CTE

This course is designed to prepare students for success in the Information and Communication technologies (ICT) field. The course engages students with studies of the history and implications of network communications, the protocols which make the Internet possible, how networks provide access to services, and college and career preparation in the ICT field. This course integrates the theory and application of network communications. Students have the opportunity to develop 21st century skills. After this course and Internet Engineering 2 students may take the industry examination to be become certified network technicians. Students will receive a Cisco Certificate upon completion of the course. Students who complete this course with a grade of B or better can receive three (3) elective college credits at Sacramento City College that they can transfer these credits to a CSU or apply toward a degree at Sacramento City College.

INTERNET ENGINEERING 2 (CISCO) P
187400c
1 year: 10 credits
Prerequisites: Internet Engineering 1
instructor
UC/CSU Approved: g
CTE

Internet Engineering 2 is a course designed to prepare students for success in the Information and Communication Technologies (ICT) field. The course engages students with studies of how networks communicate with one another, methods used to increase scalability, reliability, and security in the modern network, and college and career preparation in the ICT field. This course integrates the theory and application of network communications, exposing students to media that invites them to consider how Internet engineers think, design, and solve problems. After this course students may take the industry examination to become certified network technicians. Students will receive a Cisco Certificate upon completion of the course.

DANCE

INTRODUCTION TO DANCE
513000
1 year: 10 credits
Prerequisite: None

Introduction to Dance introduces the beginning level student with minimal or no dance experience to the basic vocabulary and technical skills required for ballet, jazz, modern, and African ethic dance. Students will be introduced both to choreography and the learning of dance sequences as well as to the art of improvisation. Successful passage of two semesters of this class is a prerequisite for Intermediate/Advanced Dance. This course also meets PE credits.

INTERMEDIATE/ADVANCED DANCE P
514000
1 year: 10 credits
Prerequisites: Completion of 2 semesters of Introduction to Dance and/or teacher recommendation or audition. Interested students should contact the teacher prior to enrollment.
UC/CSU Approved: f
VAPA

Intermediate/advanced dance is a performance class that deals with four areas of dance performance. Students work on developing technique levels in ballet, jazz, African ethnic and modern dance. Students study the components of choreography (the making of dances) and will learn pieces choreographed by the teacher and the class for performance. Students will learn how to produce a concert and participate in stage performances of dance pieces. Students will explore the process of dance critique through discussion and written work and may be required to attend two free dance performances during the year. This class may be taken for either physical education or fine arts credit. Course may not be offered every year.

DRAMA

DRAMA P
245500
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: f
VAPA

This course offers training in basic and intermediate acting techniques, stage movement, vocal projection, characterization and dramatic conflict through active participation in theatre games, improvisation and scene work. Second semester includes theatre history and acting styles from the Greeks to the twentieth century as well as a variety of theatrical styles from around the world. Students will experience play writing, learn production skills, and perform publicly. Assessment includes class discussions for individual and group evaluation.

ADVANCED DRAMA P
246120
1 year: 10 credits
Prerequisites: Successful completion of Drama or permission of the instructor
UC/CSU Approved: f
VAPA

Advanced Drama is a comprehensive course which offers the student sophisticated techniques to polish individual acting technique and increase self-awareness. Students will explore dramatic form, study and perform exemplary historic and contemporary dramatic literature, and perform publicly. Students will also complete a technical project, involving a specific aspect of theatrical production.

STAGECRAFT PRODUCTION
332000
1 year: 10 credits
Prerequisite: none
CTE

Students will learn the principals of technical theater and theatrical design. The topics covered include; scenic construction and painting, lighting and sound technology, production and stage management, and scenic and lighting design. Students will also take an active role in the production of a variety of performances in the theater. This is a "hands on" course that will require students to learn specialized vocabulary and techniques specific to theatrical production. In the process, students will learn to use hand and power tools, operate lighting and sound equipment, and learn safety in the theater.

DRIVER EDUCATION

Driver Training (behind the wheel) is not offered by the Davis Joint Unified School District.

DRIVER EDUCATION
190100
1 quarter: 2.5 credits
Prerequisite: None

Driver Instruction at Davis Senior High School consists of 45 class hours of Driver Education. It is a one-quarter class to better prepare the student to pass the DMV written test as they move toward licensing. The coursework is designed to improve attitudes, teach the rules of the road, basic car maintenance and care and causes and prevention of accidents and related information. Relative information such as consumer education for new or used vehicle purchases, evaluation of honest repair work, and selection and purchasing insurance will be included. Students will have experience in completing various forms related to DMV, ownership and responsibilities of vehicles.

ENGLISH

10TH GRADE ENGLISH

Sophomores must take either Identity & Ethnic Literature or English 10 Honors. Sophomores may elect to take Speech & Debate , Drama or Multimedia Journalism 1/ Multimedia Journalism 2 in addition to their core 10th-grade English course. These courses are listed under English: General Electives.

IDENTITY AND ETHNIC LITERATURE P
211000
1 year: 10 credits
Prerequisite: Sophomore standing
UC/CSU Approved: b NCAA Approved

Identity and Ethnic Literature is a year-long college preparation survey course that helps students understand and interpret the human condition and experience in all its diversity and nuance. Students read and analyze contemporary and classic works in all genres: fiction, non-fiction, poetry, and drama. A major focus of the course is exploring student identity in all its complex forms – with several focal units on ethnic identity in America which will be partially aligned with the Ethnic Studies Model Curriculum Guidelines put out by the state of California. Students respond to works by writing in a wide variety of ways, including literary analysis, research, argumentative, and narrative essays. Students also work to develop and improve their vocabulary, grammar mastery, and verbal communication skills. This course is designed to prepare all students for post-secondary education, with a heightened emphasis on reading and analyzing texts from authors of diverse backgrounds.

ENGLISH 10 HONORS P
211400
1 year: 10 credits
Prerequisite: A or B in English 9
UC/CSU Approved: b NCAA Approved

English 10 Honors, a year-long college preparation course, combines the study of American, multicultural, and international literature, including both fiction and non-fiction literature. In order to meet Common Core standards, students write regularly in a variety of modes, including analysis, reflection, and narration. The course emphasizes extensive reading with an emphasis on college-level writing – critical, argumentative, and expository essays. The course also focuses on vocabulary development and grammar skills. A comprehensive, written final exam is required. This course provides a more vigorous curriculum for which a student will receive a weighted grade point. Note: Students who enroll in English 10 Honors should possess outstanding reading and writing skills and should expect more reading and writing than that required in Identity and Ethnic Literature..

11TH GRADE ENGLISH

All 11th grade students are required to select one of the following year-long courses. These courses integrate literature and composition. In addition, juniors may elect to take Speech & Debate, Drama, or Multimedia Journalism 1 / Multimedia Journalism 2.

AMERICAN VOICES P
214000
1 year: 10 credits
Prerequisite: Junior standing
UC/CSU Approved: b NCAA Approved

American Voices is a college preparation survey course that helps students understand and interpret the American experience in all its diversity. Students read and analyze classic and contemporary American works in all genres: fiction, non-fiction, poetry, and drama. Students respond to works by writing in a wide variety of ways, including literary analysis, research, argumentative, and narrative essays. Students also work to develop and improve their vocabulary, grammar mastery, and oral communication skills.

AMERICAN LITERATURE HONORS P
215300
1 Year: 10 credits
Prerequisites: A or B in an English 10 class
UC/CSU Approved: b NCAA Approved

American Literature Honors is an advanced college-level survey course for which students receive a weighted grade point. It gives students a solid foundation in the literature of our country in both fiction and non-fiction. Students respond to literature through a variety of writing genres, including informative/explanatory, argumentative, and narrative essays. Students also work to develop and improve their vocabulary, grammar mastery, and oral communication skills. Note: Students who enroll in American Lit Honors should possess outstanding reading and writing skills and should expect more reading and writing than that required in American Voices. A comprehensive, written final exam is required.

12TH GRADE ENGLISH

All 12th grade students are required to select one of the following year-long courses. All courses integrate literature (both fiction and non-fiction) and composition. In addition, seniors may elect to take Speech and Debate, Drama, or Multimedia Journalism 1/Multimedia Journalism 2.

College Personal Statement: All students enrolled in any fall semester senior English class will explore the college application personal statement with their English teacher.

BRITISH LITERATURE P
217400
1 year: 10 credits
Prerequisite: Senior standing
UC/CSU Approved: b NCAA Approved

In this yearlong course, students read representative selections from major literary periods of British history and familiarize themselves with the social and political atmosphere of those periods. The emphasis in the course, however, will be the study of individual works. All types of literature will be included: poetry, drama, the novel, short stories

and the essay, with an emphasis on Shakespearean texts. Students participate in literary discussions and write formal analysis of the works studied. The course also integrates the complete senior writing seminar curriculum and will provide practical reading and writing skills that will prepare students for college course work in all disciplines.

SCIENCE FICTION P
220200
1 year: 10 credits
Prerequisite: Senior standing
UC/CSU Approved: b NCAA Approved

This yearlong fiction and nonfiction course emphasizes reading of significant works of classic and contemporary science fiction. Through a study of the genre, students gain insight into past and current social values, even as they contemplate future social change. This course reinforces the development of critical reading, writing, and thinking skills. In addition, this course will help students develop their unique voices. The course also integrates the complete senior writing seminar curriculum and will provide practical reading and writing skills that will prepare students for college course work in all disciplines.

SENIOR LITERATURE P
218400
1 year: 10 credits
Prerequisite: Senior standing
UC/CSU Approved: b NCAA Approved

In this yearlong college preparatory course, students will read substantial world and American novels, plays, poems, short stories, articles, and essays, as well as background for historical and cultural viewpoint. Students will also select, with teacher's guidance, additional texts for study. The course places an emphasis on nonfiction and informational-text writing and analysis, culminating in the writing of a comprehensive research essay. The course also integrates the complete senior writing seminar curriculum and will provide practical reading and writing skills that will prepare students for college course work in all disciplines.

ENGLISH LITERATURE & COMPOSITION AP
Advanced Placement
213500
1 year: 10 credits
Prerequisites: Senior standing, completion of American Literature with an A or B, and teacher recommendation. Students who lack these prerequisites may petition for special consideration.
UC/CSU Approved: b NCAA Approved

This weighted English course demands rigorous thinking, extensive reading, and quality analytical writing. The goal of the course is three-fold: (1) students will analyze and have the opportunity to comprehend and appreciate works of recognized literary merit to prepare them for college study as well as a life-long enjoyment of literature; (2) students will have the opportunity to strengthen and become confident in their individual writing styles; and (3) students will have the opportunity to acquire techniques, strategies, and skills necessary to pass the AP English examination in Literature and Composition. Students will complete a reseach paper to study one author through an in-depth, extended analysis. Students will have the opportunity to acquire the skills necessary to master the standards of MLA formatting.

ENGLISH: GENERAL ELECTIVES

Note: All students may elect to take Speech and Debate, Drama, or Multimedia Journalism 1 / Multimedia Journalism 2 in addition to their required English class.

SPEECH AND DEBATE P
242110
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: g NCAA Approved

This course explores the various forms of speech and debate, training to develop both presentation and argumentation skills. The class will include writing of original manuscripts as well as writing debate cases. Students will be exposed to several modes of speech as well as debates including those which can be brought to a competition level. These debate forms include Lincoln-Douglas debate, Public Forum debate and Congressional debate. The speech forms will include oratory, advocacy, impromptu, and interpretation events. The course is designed to further develop students' use of rhetoric and critical thinking. The course also explores public speaking and various forms of individual competitive speech events as well as develop debate skills used in extemporaneous speaking. Students write and perform speeches that they may later choose to deliver at competitive events. Forms of speech events include oratory, advocacy, impromptu duos, interpretations, and humorous event.

DISCUSSION & DEBATE 2
243110
1 year: 10 credits
Prerequisite: Speech and Debate
(Does not satisfy an English Requirement, elective credit only)

This is an advanced course for those students interested in continuing in the field of competitive debate.

MULTIMEDIA JOURNALISM 1 P
234500c
1 year: 10 credits
Prerequisite: A minimum of a B grade in previous English classes.
UC/CSU Approved: g NCAA Approved
CTE

This year-long class explores non-fiction storytelling in all its forms: text, graphics, photography, video, and audio.

All student work is published on BlueDevilHUB.com, a student-run website that has been recognized nationally.

In the fall, students focus on the basics of journalism, learning how to report, take notes, find sources, and launch investigations. Students write a wide variety of news, sports, and feature articles while applying ethical, legal, and professional standards. They learn how and when to add photography and graphic elements to enhance and extend text.

In the spring, students add audio and video to their skill set, producing podcasts and broadcast packages for publication.

Students also read widely in short- and long-form journalism. Current event topics are also covered in this class.

This is an academic English elective. Students who are most successful in this class are those who enjoy writing and are committed to excellence.

MULTIMEDIA JOURNALISM 2 P
234600c
1 year: 10 credits
Prerequisites: Multimedia Journalism 1 with a grade of B or better and/or advisor approval.
UC/CSU Approved: g
CTE
Note: Multimedia Journalism 1 and Multimedia Journalism 2 may be taken concurrently with the approval of the advisor.

This class is for students who have completed Multimedia Journalism 1 and want to use their skills and experience to produce high quality journalism for publication online and in The HUB. Students produce articles, video and audio reports, and in-depth reports that incorporate text as well as visuals. This course is organized around four tenets of journalism: monitoring power, giving voice to the voiceless, creating community, and empowering students with information they need.

MULTIMEDIA LEADERSHIP AND INNOVATION HONORS P
153040c
1 year: 10 credits
Prerequisites:
UC/CSU Approved: g
CTE

This class is for students who have completed the Multimedia Journalism 1 and 2 sequence OR a digital arts sequence and want to use their skills and experience to innovate, lead, and serve. This class differs from Multimedia Journalism 2 in the following ways:

- Students are in leadership roles, editing and evaluating work to make ethical and lawful decisions.
- Students tackle a capstone project, leading a team of peers to create an innovative means of providing information.
- Students take their skills into the community: planning and implementing a signficant entrepreneurship or service project.

ENGLISH: RELATED COURSES

ACES 10/ ACES 11/12
(Academic Coaching Empowering Success)
211110/ 211111
1 year: 10 credits
Prerequisite: None

This class is designed to support students in their English and social science classes. Students enrolled in ACES will be simultaneously enrolled in their regular language arts and social science classes. ACES provides strategies to improve study habits, organization, communication, and academic confidence. The class reinforces difficult concepts in English and social science through explicit direct instruction and guided tutorial sessions. Throughout the year students will engage in a series of expository reading and writing units designed to develop their reading and writing skills. ACES emphasizes class work rather than homework; therefore, the grade in this class is determined by student attendance and work ethic during class time. Placement in this class will be determined by teacher evaluation and test scores.

ENGLISH LANGUAGE DEVELOPMENT

ELD 1
212130
1 year: 10 credits
Prerequisites: This course is for English learners who test at the ELPAC level 1 (Novice).

This yearlong course provides students with skills in reading, writing, speaking, and listening. Course content focuses on the development of survival language, interpersonal communication skills, and exposure to simple literary and non-fiction text selections.

Note*:* Meets graduation requirements for English.

ELD 2/ELD 3
212150
1 year: 10 credits
Prerequisites: These courses are for English learner students who test at the ELPAC level of 2 or 3 (Intermediate) or have completed at least three semesters of ELD 1 with teacher's approval.

These one-year courses provide students with additional skill instruction in listening, speaking, reading, and writing. Typically, these courses are taken concurrently with a yearlong college preparatory English class and provide additional support for mastery of literary content. Course content provides students with multiple opportunities to practice and master expanding and bridging ELD standards. Students read and respond to a range of literary works and non-fiction text selections.

Note*:* Meets graduation requirements for English.

S.T.E.E.L. (Structured English Enrichment Lab) P
213100
1 year: 10 credits
Prerequisite: Completed 4-5 years of EL support classes without reclassification.
UC/CSU Approved: g

The Structure English Enrichment Lab is a rigorous, high-engagement elective that will ensure all students are ready for college and careers. Students will do all of the following: use common academic language, including vocabulary, syntax and grammar; improve speaking and listening skills through daily discussions, peer collaboration and speeches; develop academic writing skills in summarizing, justification, and argument; and make regular connections between coursework and college and workpace situations. The text, English 3D Course 2, is newly published and supported by the latest research. It engages students with interesting nonfiction, fiction and informational texts that present real-world issues.

HEALTH

HEALTH
346000
1 semester: 5 credits
Prerequisite: None

This course is a graduation requirement. It is required for the 9th grade but may be remediated in 10th, 11th, or 12th grade. Students will take an integrated approach to health issues, with emphasis on the California State Standards for Health Science: Accepting personal responsibility for health, respecting and promoting the health of others, understanding the process of growth and development, using health-related information, products and services wisely.

Current scientific information is presented in an active format throughout all units of study, including nutrition, fitness, prevention and treatment of disease, injury prevention and safety, substance abuse, mental health, and healthy relationships. The course includes Red Cross CPR and First Aid instruction and certification.

MATHEMATICS

CONSUMER MATH
421000
1 year - 10 credits
Prerequisite: None
Practical Art

Students gain practical math competence through real-world examples in the areas of money management, banking, credit-card math, career choices, consumerism, jobs, and everyday living. Basic skills lessons review and practice mathematical concepts essential to everyday life

COMMON CORE MATH 3
407800
1 year: 10 credits
Prerequisite: Pass CC2.
This course will focus on meeting standards for Algebra 1 necessary for high school graduation.
Instructional time will focus the following critical areas

- Writing and simplifying expressions
- Writing and solving equations, including modelling an association in bivariate data with linear equations, and quadratic equations
- Understanding of functions, function notation, and using functions to describe quantitative relationships
- Numerical and quantitative analysis

MATH CLINIC CC3
408070
1 year - 10 credits
Prerequisite: Must be taken concurrently with CC3.

Math Clinic is a course that supports students through CC3. It is designed to help students understand CC3 concepts. It allows students to ask questions, relearn arithmetic and basic algebra skills, get a deep understanding of the presented material, review and practice math concepts, and assists students to solve mathematical problems.

MATH CLINIC IM1
408100
1 year - 10 credits
Prerequisite: Pass CC3. Must be taken concurrently with IM 1

Students have the opportunity to focus on building the skills needed to be successful in Integrated Mathematics I. This course provides a path for students to gain support in an effort of strengthening understanding of mathematical content of the core course.

INTEGRATED MATHEMATICS 1 P
407900
1 year: 10 credits
Prerequisite: Pass CC3.
UC/CSU Approved: c NCAA approved

This course will include studying the concepts found in the California Common Core Standards for Integrated Mathematics 1. Graphing calculators will be used extensively in this class; these can be provided for students use if needed. 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 seven critical areas:

- extend understanding of numerical manipulation to algebraic manipulation;
- synthesize understanding of function;

■ extend understanding of linear relationships;
■ apply linear models to data that exhibit a trend;
■ establish criteria for congruence based on rigid motions;
■ apply statistics to determine association and variability of bivariate data; and
■ represent arithmetic and geometric sequences in multiple ways.

INTEGRATED MATHEMATICS 2 P
407950
1 year: 10 credits
Prerequisite: Pass IM 1.
UC/CSU Approved: c NCAA approved

This course will include studying the concepts found in the California Common Core Standards for Ingrated Mathematics 2. Graphing calculators will be used extensively in this class; these can be provided for students use if needed. Topics include quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships. Mathematics 2 will focus on seven critical areas:
■ develop an understanding of complex number systems;
■ extend and understand quadratic functions and its models;
■ create and solve equations, inequalities, and systems of equations involving exponential and quadratic expressions;
■ compute and interpret theoretical and experimental probabilities;
■ understand similarity of triangles, use similarity to solve problems and explore a variety of formats for writing geometric proofs;
■ apply properties and prove basic theorems about circles and;
■ introduce trigonometry with applications.

INTEGRATED MATHEMATICS 3 P
407970
1 Year: 10 Credit
Prerequisite: Pass IM 2.
UC/CSU Approved: c NCAA Approved

This course will include studying the concepts found in the California Common Core Standards for Integrated Mathematics 3. Graphing calculators will be used extensively in this class; these can be provided for students use if needed. Topics include exponential, radical, polynomial, rational and trigonometric expressions, equations and functions: similarity, right triangles, and trigonometry; modeling with geometry; probability and inferential statistics.

ACCELERATED INTEGRATED MATHEMATICS 3 P
407980
1 year: 10 credits
Prerequisite: Pass IM 2.
UC/CSU Approved: c NCAA Approved

This is an intensive, accelerated course intended for strong math students who want to take Calculus in high school. This course will include studying the concepts found in the California Common Core Standards for Accelerated Integrated Mathematics 3 and most of the concepts found in the Precalculus course. The subsequent course is AP Calculus AB. Graphing calculators will be used extensively in this class; these can be provided for students use if needed. Topics include exponential, radical, polynomial, rational, logarithmic and trigonometric expressions, equations and functions; inverse functions; similarity, right triangles and trigonometry; trigonometric functions and inverse trigonometric functions and their graphs; modeling with geometry; average rate of change and difference quotient; limits and continuity of functions; probability and inferential statistics. Accelerated Integrated Mathematics 3 will focus on five critical areas:
■ apply methods from probability and statistics to draw inferences and conclusions from data;
■ expand understanding of functions to include polynomial, rational, and radical functions, and inverse functions;
■ expand right triangle trigonometry to include general triangles, cofunctions, inverse functions and the unit circle, and graph transformations of trigonometric functions using radians;
■ develop an understanding of limits of sequences and functions, and continuity of functions; and
■ consolidate functions and geometry to create models and solve contextual problems.

PRECALCULUS P
417100
1 year: 10 credits
Prerequisites: Pass TFA, IM3, or Accelerated IM 3.
UC/CSU Approved: c NCAA Approved

This course is the prerequisite course of Calculus. The department strongly advises that any student expecting to study university calculus take this course. The subsequent course is Calculus AB. A TI-83 or TI-84 graphing calculator is recommended. Calculators are available for check-out in the library.

Topics include studying the concepts found in the California Mathematics Content Standards for Mathematical Analysis. These include: extend the depth of knowledge of polynomial, exponential, logarithmic, circular and trigonometric functions and their graphs; demonstrate how real and complex numbers are related both arithmetically and graphically; apply polar coordinates and vectors in the plane; solve problems using vector concepts; extend the understanding of the arithmetic fundamental counting principles to compute combinations and permutations; know the binomial theorem and use it to expand binomial expressions; develop an understanding of functions and equations defined parametrically and graph them; become familiar with the notion of the limit of a sequence and the limit of a function as the independent variable approaches a number or infinity; give proofs using the technique of mathematical induction.

CALCULUS AB AP
Advanced Placement
418000
1 year: 10 credits
Prerequisites: Pass Precalculus or Accelerated IM 3.
UC/CSU Approved: c NCAA Approved

Advanced Placement Calculus AB is an advanced placement course in differential and integral Calculus equivalent to approximately the first two quarters or the first semester of introductory Calculus courses taught at many colleges and universities. Students who complete Calculus AB may subsequently take Calculus BC or Statistics. Course content is aligned with the College Board Calculus AB course description. A TI-83 or TI-84 graphing calculator is required. Calculators are available for check-out in the library.

CALCULUS BC AP
Advanced Placement
419000
1 year: 10 credits
Prerequisites: Pass Calculus AB.
UC/CSU Approved: c NCAA Approved

Calculus BC is an intensive, full-year course in Calculus, considerably more extensive than Calculus AB. All of the Calculus topics in Calculus AB are included as well as infinite series and multi-variable Calculus. This course parallels the full-year course of Calculus now given at many colleges and universities. A TI-83 or TI-84 graphing calculator is required. Calculators are available for check-out in the library.

STATISTICS AP
Advanced Placement
416700
1 year: 10 credits
Prerequisites: Pass TFA or IM 2. May be taken concurrently with IM 3 or Accelerated IM 3.
UC/CSU Approved: c NCAA Approved

Note: The math department strongly recommends that students not interrupt the Common Core course sequence: Integrated Math 1, Integrated Math 2, Integrated Math 3 or Accelerated Integrated Math 3, Precaluculus, Calculus. Students who have interrupted the sequence for a year to take AP Statistics have generally had difficulty when they rejoined the sequence. We recommend that AP Statistics be taken after students have completed the last class they plan to take in this course sequence.

A solid understanding of statistical concepts will be gained by observing patterns (and departures from patterns), determining the reasonableness of conclusions from statistical studies, planning to collect data in ways that make valid conjectures possible, as well as modeling and predicting from data. Students in this course may elect to take The College Board AP Statistics exam given in May, or they may just want a better understanding of discrete mathematics. A graphing calculator is required. A TI-83 or TI-84 graphing calculator is recommended, and a TI-86 is acceptable. TI-85 and TI-89 models are not appropriate. Calculators are available for check-out in the library.

QUANTITATIVE REASONING WITH ADVANCED MATH TOPICS (QRAT) P
407990
1 year: 10 credits
Prerequisite: Seniors only who have passed IM 3.
UC/CSU Approved: c

This class is formerly the EAP/ESM math course. It is designed for seniors who have at least taken an IM 3 course or Algebra 2; are interested majoring in a stem major; and do not wish to take a precalculus or AP Calculus course.

- Designed for seniors, this course revisits previous mathematics concepts such as linear, quadratic and exponential functions, to provide opportunities to strengthen students' mathematics foundation, develop a greater perspective of the underlying structures of mathematics, and see how mathematical topics are connected. Quantitative reasoning skills needed for success in college-level courses or the workplace are developed utilizing real-life applications, working with polynomial and rational functions, basic calculus concepts, and the mathematics of finance.
- The course will utilizing real-world applications and the course is intended for students who are college bound or career-bound high school seniors.
- Successful completion of this course fulfills the high school "C" math area of the A-G requirements.
- A letter grade of C or better in the second semester of this course (a UCOP designated Advanced Mathematics course) validates the entire high school college preparatory requirement.

TRANSITION TO QUANTITATIVE REASONING (TQR) P
407890
1 year: 10 credits
Prerequisite: Seniors only who have passed IM 2.
UC/CSU Approved: g

This class is for seniors who have taken an IM 2 course or algebra and geometry course from another school. It is designed for students who are not interested in a STEM related college major or will be preparing to go into the workforce. This course is designed for seniors who do not wish to be in an IM 3 course or a precalculus course, but would like to continue their math.

- Designed for seniors, this course provides opportunities to strengthen students' mathematics foundation, develop a greater perspective of the underlying structures of mathematics, and to see how mathematical topics are connected. Quantitative reasoning skills needed for success in college-level courses or the workplace are developed utilizing real-life applications, including financial mathematics.
- Successful completion of this course fulfills the high school "G" elective of the A-G requirements.
- The course is designed to utilizing real-world applications, this course serves both college and career-bound high school seniors.

MUSIC

ESSENTIALS OF MUSIC P
491000
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: f
VAPA

This course provides students with a broad overview of music. Students will be introduced to and explore music from the Medieval period through rock-n-roll. If you would like to know more about music, this is the course for you. Students will develop a clear understanding of all forms of music. No musical experience is necessary.

ESSENTIALS OF MUSIC HONORS P
491200
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: f
VAPA

Essentials of Music (Honors) is a course offered to juniors and seniors who have completed foundation work in music. This is also open to 10th grade students who have the necessary preparation to complete UC designated honors courses. Essentials of Music (Honors) is an advanced level of Essentials of Music. This course provides a college level introduction to all aspects of music. Students will analyze and identify the period, genre, stylistic traits, and form for pieces through listening and examination of works from the Medieval through the Modern periods.

MUSIC THEORY AP
490000
1 year: 10 credits
No Prerequisite
UC/CSU Approved: f
VAPA

The Advanced Placement Music Theory class covers all material in a first year college level music theory class. Students receive an in-depth approach to all of the elements in music, including harmony, rhythm, timbre, texture, and form. Students will analyze the harmonic structure of musical scores. In addition, they will explore the musical forms in various musical periods. They will learn to use music industry notation software. A strong emphasis will be placed in developing aural skills, including dictating melodies and harmonies. Students will receive a brief overview of music history. Composing for vocal and instrumental groups is a strong component of this class. Students will be given a summer assignment in basic music theory which will be due the first day of class.

Students will be expected to devote, on average, an hour per day on homework and will be expected to take a practice AP exam as part of their grade.

CONCERT BAND P
460500
1 year: 10 credits
Prerequisites: Open to students in grades 10-12 with experience in elementary and junior high school band who have shown they are capable of performance at the high school level (as recommended by junior high instructors), or who can otherwise show evidence of equivalent skill and experience (to be demonstrated by live audition).
UC/CSU Approved: f
VAPA

The Davis Senior High School Concert Band will provide an opportunity for brass, woodwind, and percussion students to learn and perform concert band music, some contemporary and popular music, and marches. This music, the difficulty of which will be determined by the ability of the band, will be challenging and of high quality. Some class time will also be devoted to skill development although not at the beginning level. Players will be expected to attend all performances as well as some rehearsals outside of class. Concert music will be emphasized; however, some marching may be included in the curriculum for specific band events.

SYMPHONIC BAND P
461500
1 year: 10 credits
Prerequisites: Audition each year for all members. Experience in elementary and junior high school band. Advanced ability required of the instrumentalist. Consent of the instructor and by audition only.
UC/CSU Approved: f
VAPA

The Davis Senior High School Symphonic Band will provide an opportunity for advanced brass, woodwind, and percussion students to learn and perform symphonic band music. The instrumentation and numbers of like instruments will be solely at the discretion of the instructor. The choice of music to be performed will be challenging and of high quality. Very little class time will be devoted to skill development, since it is assumed that members will already have developed their abilities to this advanced level, or be acquainted with methods to learn these skills. Players will be expected to attend all performances as well as some rehearsals outside of class. Concert music will be emphasized; however, some marching (with the Concert Band) may be included in the curriculum for specific band events. Note: all woodwind, brass, and percussion students must be enrolled in the Symphonic Band and will be selected to participate in the Symphony Orchestra by the band director after seating auditions in the fall.

JAZZ BAND P
465000
1 year: 10 credits
Prerequisites: Auditions each year for all members. Experience in elementary and junior high school band. Advanced ability required of the instrumentalist. Open only to per-

formers on the trumpet, trombone, flute, saxophone, (alto, tenor or baritone), guitar, piano, bass and drum set.
UC/CSU Approved: f
VAPA

The Davis Senior High School Jazz Band is a performing group specializing in playing works for the standard big band. Each student in the Jazz Band is responsible for playing his or her own part, as no parts are doubled. It is extremely important that each student possess technical facility on his/her own instrument, for the music will be of professional caliber--challenging to the advanced student. The music played in this group will be primarily Big Band Jazz, as well as some popular, and rock styles. In addition, music from other cultures (Latin, African) may be introduced. The student will learn the techniques of jazz improvisation as well as jazz rhythms and scales. In addition to playing for pleasure and preparing for performances, jazz education will take place through listening to recordings, memorizing scales, and extensive sight reading. The Jazz Band annually participates in several festivals requiring preparation by the player outside of class time. Students will be strongly encouraged to enroll in either the Concert Band or Symphonic Band and to participate in Pep Band activities.

CHAMBER ORCHESTRA P
472200
1 year: 10 credits
Prerequisites: Participation in the junior high orchestra or equivalent experience playing a string instrument. Open to all string students, no audition required for enrollment.
UC/CSU Approved: f
VAPA

The Chamber Orchestra is designed to provide string players the experience of learning a broad range of Orchestral music composed specifically for strings only. Students will advance their technical skills, performance and ensemble skills, and the understanding of music theory as it applies to their instrument and to the music studied in class. Students in the Chamber Orchestra will be required to perform in a number of concerts throughout the year in and outside of Davis.

SYMPHONY ORCHESTRA P
473000
1 year: 10 credits
Prerequisites: Participation in the Junior High School Orchestra or equivalent experience on a string instrument. Acceptance to this course is by audition only and consent of the instructor. Audition announcements are in the fall, and live auditions will take place in March. Note: all woodwind, brass, percussion students must be enrolled in the Symphonic Band and will be selected to participate in the Symphony Orchestra by the band director after seating auditions in the fall.
UC/CSU Approved: f
VAPA

The Symphony Orchestra is an auditioned orchestral ensemble designed to provide string, wind, brass, and percussion students with a thorough background of various styles of orchestral music. Students will advance their technical skills as well as their ability to work together in a large group setting. Students will be required to perform in a number of concerts throughout the year in and outside of Davis.

BAROQUE ENSEMBLE P
472500
1 year: 10 credits
Prerequisites: Participation in the Junior High School Orchestra or equivalent experience.
Key board students must have advanced level technique and music reading skills.
Acceptance to this course is by audition only and consent of the instructor. Audition announcements are in the fall and auditions will take place in March.
UC/CSU Approved: f
VAPA
The Davis Senior High School Baroque Ensemble is an auditioned orchestral ensemble which focuses on Baroque and Early Classical Music. This performance ensemble is open to the following instruments: violin, viola, cello, bass, Key Board-Harpsichord. The orchestra will perform on Baroque style instruments, which includes modern string instruments converted to Baroque style with gut strings and Baroque style bows. Harpsichord students will perform on a one of a kind John Phillips Harpsichord as well as a Baroque Chamber Organ. Students will be required to perform in a number of concerts throughout the year in and outside of Davis.

CONCERT CHOIR P
480200
1 year: 10 credits
Prerequisites: None
UC/CSU Approved: f
VAPA
Students will learn how to sing using musical literature from "Classical" through the present. as selected by the director to promote success in achieving course goals. Emphasis will be placed on correct vocal technique, historical perspectives and performance skills. Students will gain a foundation in reading key signatures, time signatures, notes on treble and bass staves, and basic vocal technique to express their interpretation of the composer's work. Students will learn basic rehearsal skills, including following the director and their role as an individual singer in context to the large ensemble. They will perform, creating memorable musical experiences. As a component of the class, students will develop a formal musical vocabulary to critically assess their own, as well as other ensembles' performances. Lastly, they will broaden their understanding of music's connection with other disciplines and career opportunities in the Arts by attending workshops and performances with professional artists and ensembles.

Music Auditions

- Jazz Band: March 15 & 16
- Symphonic Band: CD's due March 6
- Symphony Orchestra/Baroque Ensemble: March 1 - 5
- Advanced Treble Choir/Madrigals/Jazz Choir: March 8 - 12

We strongly recommended that students who are not accepted into Madrigals, Jazz Choir, or Advanced Treble Choir participate in the Concert Choir or register for Essentials of Music.

ADVANCED TREBLE CHOIR P
481200
1 year: 10 credits
Prerequisite: By audition or consent of instructor. Auditions March 4-8
UC/CSU Approved: f
VAPA

Advanced Treble Choir is an auditioned performance group open to soprano or alto singers interested in advancing their vocal technique and repertoire. Auditions are held in March. Students sight read music and perform as soloists, in small and large ensembles. Through a broad repertoire, spanning from the Renaissance era through the present, students will explore performance practices and expand their training in diction. The broad repertoire prepares students who wish to continue singing in college. Participation in 15 performances, including 2 signature events and an annual field trip either in the United States or abroad highlight the year. Leadership positions are available for returning students in the choir. Students are required to attend a one-hour sectional rehearsal outside of class each week. Students are required to attend numerous performances throughout the school year. Students must re-audition each year. Re-auditioning prepares them for college auditions and allows them to demonstrate their interest in continuing with the choir. Students and parents are expected to devote time and effort to continue the group's 16-year foundation as a world-renowned choir.

JAZZ CHOIR P
482000
1 year: 10 credits
Prerequisite: By audition in spring for the following year.
UC/CSU Approved: f
VAPA

Jazz Choir is an auditioned performance ensemble requiring advanced singing, musicianship, and dancing abilities. Students are expected to learn music and choreography quickly and precisely. Jazz Choir has a twin emphasis on "show choir" music and dance style as well as "vocal jazz" performance and contemporary a cappella music. Students will sight-read music, perform as soloists, in small groups and large ensembles. Solo opportunities are available to qualified students as determined by the director. Performance highlights include community events, the annual "Cabaret Dinner," festivals, concerts, and competitions throughout the United States. Leadership positions are available for returning students in the choir. Students are required to attend a one-hour sectional rehearsal outside of class each week. Members of Jazz Choir are also expected to perform as part of the massed choirs of the DHS vocal music department in festivals and concerts. Students must re-audition each year. Student and parents are expected to devote time and effort to support Jazz Choir activities.

MADRIGALS P
481000
1 year: 10 credits
Prerequisite: By audition only in spring for the following year. Auditions March 4-8
UC/CSU Approved: f
VAPA

The Madrigals is an auditioned chamber choir of fully costumed singers in Renaissance attire specializing in a cappella music from all musical eras. Auditions are held in March. This class is open to students with advanced vocal training. Students will sight-read music, perform as soloists, in small groups and large ensembles. Through a broad repertoire, spanning from the Renaissance era through the present, students will explore performance practices and expand their training in diction. The repertoire prepares students who wish to continue singing in college. Participation in 30 performances, including a signature Madrigal Dinner and an annual field trip either in the United States or abroad highlight the year. Leadership positions are available for returning students in the choir. Students are required to attend a one-hour sectional rehearsal outside of class each week. Students are required to attend numerous performances throughout the school year. Students must re-audition each year. Re-auditioning prepares them for college auditions and allows them to demonstrate their interest in continuing with the choir. Extensive effort by both students and parents has created the legacy of this world-renowned choir.

PHYSICAL EDUCATION

Course content in Physical Education classes will be delivered through project-based learning experiences. In a notebook students will document achievement of state standards by recording personal improvement in three content areas:

- movement skills and movement knowledge;
- physical fitness and personal development;
- personal and social responsibility.

Each course will have specific requirements (within these content areas) that relate to its own area emphasis.

PHYSICAL EDUCATION REQUIREMENTS

To receive credit for physical education courses students must attend and participate in at least 80 percent of the class activity. They must meet minimum standards in all three content areas. Students will participate in sequential learning experiences designed to develop skills and knowledge in lifetime sports, personal fitness and personal responsibility. All students participate in cardio-respiratory, weight training and/or calisthenic activity to improve fitness.

PHYSICAL EDUCATION CLASSES

Students who have not passed 5 of the 6 physical fitness tests in 9th grade must enroll in a year long physical education course as a 10th grader.

PHYSICAL EDUCATION
500000
1 year: 10 credits
Prerequisite: None

The curriculum consists of a variety of team and individual games, sports and activities designed to help students learn, enjoy, and engage in varying skills. During this yearlong course, students will participate in several of the following: Badminton, Volleyball, Basketball, Soccer, Ultimate Frisbee, Tennis, Bocce Ball, Capture the Flag, Whiffle Ball, Flag football, and other various non-traditional games. In addition, students will have access to the weight room two days per week, where they will learn beginning weight lifting exercises and use of weight machines. And finally, this course includes two days a week of cardiovascular endurance training, utilizing the outdoor track and stadium. This course provides a variety of options for student's enjoyment and students will have a well-rounded physical education experience, with the weekly combination of activity, weight lifting and running.

INTRODUCTION TO DANCE
(See course description in DANCE)
INTERMEDIATE ADVANCED DANCE
(See course description in DANCE)

INDEPENDENT LIFETIME SPORTS (ILS) FALL
511310 (Semester 1)
INDEPENDENT LIFETIME SPORTS (ILS) WINTER
511330 (Semester 2)
INDEPENDENT LIFETIME SPORTS (ILS) SPRING
511320 (Semester 2)
Year: 10 credits limit per year

Grading: Pass/Fail
- Must be in grades 10-12
- Must be on a Davis Senior High School sports team (Junior Varsity or Varsity only)
- Must have passed 5 of 6 basic competencies in state physical fitness testing
- When you sign up for ILS you will automatically be given a free period. (1st or 7th)
- Attend and participate in full season of sport
- Attend mandatory meeting on the first day of the semester.

In order to earn a Pass for the course, students must complete a full season of a DSHS sport, from start to finish. Students must meet all requirements and expectations set forth by their coach. Students will attend an informational meeting with their instructor on the first day of the Semester (Fall Sports, Semester 1. Winter/Spring sports, Semester 2.)
Each season of completion is worth 5 credits, and may be repeated for credit.

STRENGTH AND CONDITIONING– 10th grade
527500
1 Year: 10 credits

This is a fundamental course designed to introduce weight lifting and fitness concepts to 10th graders. Students will spend most of their time in the weight room, learning weight room safety, proper lifting techniques and different methods of training. Students will gain knowledge of muscle groups, learn how to properly and successfully use a weight room space, and learn how to design their own workout program. This course may include use of outdoor space, such as the stadium, turf and track, for other fitness based or conditioning activities. Additional concepts that this course may include yoga, Pilates, walking for fitness, basic functional movements, and proper stretching techniques. This course is designed to help students develop lifelong knowledge and enjoyment of fitness and weightlifting as exercise.

STRENGTH AND CONDITIONING– 11/12th grade
527600
1 Year: 10 credits

This is a fundamental course designed to introduce weight lifting and fitness concepts to 11th and 12th graders. Students will spend most of their time in the weight room, learning weight room safety, proper lifting techniques and different methods of training. Students will gain knowledge of muscle groups, learn how to properly and successfully use a weight room space, and learn how to design their own workout program. This course may include use of outdoor space, such as the stadium, turf and track, for other fitness based or conditioning activities. Additional concepts that this course may include yoga, Pilates, walking for fitness, basic functional movements, and proper stretching techniques. This course is designed to help students develop lifelong knowledge and enjoyment of fitness and weightlifting as exercise.
Note: If this is a student's second year in this course (student has completed S/C10), the course will include a more in-depth study of targeting different muscle groups, and a more specific workout design and plan, and more independent work, based on instructor assessment.

ATHLETICS STRENGTH & CONDITIONING–10-12th grade
517200-Fall
527200-Spring
1 Semester: 5 credits
Year: 10 credits

This course is designed for DSHS Student Athletes, with weight training experience, who would like to strength train, either in-season, out-of-season, or both, for their school sport during the regular school day. It will focus on strength building, cardiovascular endurance, advance weight lifting techniques, as well as high intensity, sport-specific training. Students must have previous weight lifting experience and must demonstrate knowledge and ability of advanced strength training exercises. The instructor will evaluate each student's weight lifting technique within the first two weeks of the course to ensure safety, ability, and proper course placement. This is NOT a fundamental weight-training course.

ROBOTICS

INTRODUCTION TO ROBOTICS ENGINEERING P
385010c
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: g
Practical Art/CTE

This is an introductory course designed to give students an overview of many aspects of engineering as applied to robotics applications. It is designed to provide students with a fun, hands-on experience where they will work in small teams to design, build and program their own robot. Teams will be given several design challenges and, ultimately, participate in a competition to test the worthiness of their design. During the design and fabrication process, students will test and evaluate their robot, all the while learning important life skills and engineering concepts. Topics will include workspace safety, teamwork and organization, engineering process, mechanical design/CAD, mechanical fabrication, electronics, programming, pneumatics, media, and competition strategy. This course is a prerequisite for the Robotics Engineering courses listed below.

INTERMEDIATE ROBOTICS ENGINEERING P
385200c
1 year: 10 credits
Prerequisite: Introduction to Robotics Engineering
UC/CSU Approved: g
Practical Art/CTE

This course will follow the same format as the introductory course but topics will be taken to a higher level and there will be more emphasis on Mechanical Design. The main focus of the course will be designing and building a robot to compete in the VEX Robotics Competition. Students will learn to use Solidworks CAD design software and then use 3-D printers to manufacture components based on their designs. Additional topics will include workspace safety, teamwork and organization, engineering process, electronics, programming, pneumatics, media, and competition strategy.

ADVANCED ROBOTICS ENGINEERING
385100
1 year: 10 credits
Prerequisite: Introduction to Robotics Engineering or one year of experience on a FIRST robotics team
Practical Art/CTE

This course is designed to allow students to pursue their interests in a variety of areas related to robotics while participating in a nationally recognized robotics program FIRST Robotics. Students taking this class will be required to participate on the Citrus Circuits robotics team. Students will choose their area of interest from the following: mechanical design/CAD, mechanical fabrication/assembly, electronics, programming, or business/media. Although there will be some academic topics such as mechanics, electronics and programming, the course is mostly project-based and will require a significant amount of work outside of the regular class period. The main focus of the course will be the design, fabrication, assembly, and programming of a competition robot. However, students interested in the business/media strand will focus on support of the team through business development (fundraising, sponsorship, financial management, etc.) and team image (press releases, social media, website development, team apparel, etc.) More info: www.usfirst.org/roboticsprograms/frc.

ADVANCED ROBOTICS ENGINEERING - HONORS P
385100c
1 year: 10 credits
Prerequisite: Intermediate Robotics Engineering and One Year of Experience on Citrus Circuits Robotics Team
UC/CSU Approved: g
CTE

This course is designed for students who want to develop leadership skills while participating in a nationally recognized robotics program FIRST Robotics. Students taking this class will be required to take on a leadership position on the Citrus Circuits robotics team. Students will choose their area of interest from the following: mechanical design/CAD, mechanical fabrication/assembly, electronics, programming, or business/media. Although there will be some academic topics such as mechanics, electronics and programming, the course is mostly project-based and will require a significant amount of work outside of the regular class period. The main focus of the course will be the design, fabrication, assembly, and programming of a competition robot. However, students interested in the business/media strand will focus on support of the team through business development (fundraising, sponsorship, financial management, etc.) and team image (press releases, social media, website development, team apparel, etc.) More info: http://www.usfirst.org/roboticsprograms/frc.

SCHOOL SERVICE

LIBRARY ASSISTANT
761000
1 year: 10 credits
Prerequisite: none
Practical Art

Students will learn to use the library efficiently, and will develop information literacy skills necessary for strong research. Additionally, students will review basic reference skills and aid with routine clerical tasks necessary to serve the student body's needs. Customer service skills and patience are a must. The ability to focus on tasks with careful attention to details is required. Alphabetizing, working with decimals, using computers for online searching techniques, maintaining and delivering AV equipment, and interacting with library management software programs will be included. Dependable attendance is a requirement for this course. This course will provide office-related experience that could be used in a job reference for clerical work or as a page in another library.

OFFICE ASSISTANT
765700
1 year: 10 credits
Prerequisite: None
Practical Art

Students may request Attendance Office, Counseling Office or Front Desk/Receptionist. Students must be reliable, trustworthy, have good interpersonal skills, and be willing to learn various work tasks.

PEER HELPER
763530
1 year: 10 credits
Prerequisite: None
Practical Art

Students work as peer helpers supporting inclusion students who receive services from the special education department. The main responsibility is to support students so that they may meaningfully participate in the class amongst their same aged peers. Depending on the level of support needed, peer helpers may: take notes, support students to keep track of assignments, support students to advocate for themselves, communicate needs to teachers, offer reminders to stay on task, and assist in assignments completion.

PEER TUTOR/ACADEMIC CENTER
770050
1 year: 10 credits
Prerequisites: Junior or senior with 3.2 GPA and good attendance.
Practical Art

The Academic Center Peer Tutoring Program is composed of high school juniors and seniors who are referred by their counselors to the program. Most Peer Tutors are placed in a classroom where they can help the teacher assist students with class work for general subjects. A few tutors will assist students in the Academic Center.

PEER TUTOR/NORTH DAVIS ELEMENTARY
770060
1 year: 10 credits
Prerequisites: Students must have good academic, discipline and attendance records to be considered for this course.
Practical Art

Students participating in the cross-age tutoring program have the unique and rewarding opportunity of serving as tutors to provide academic support to younger students. Tutors are placed in classrooms at North Davis Elementary in order to provide one-on-one, small group and classroom assistance to students. Duties may also include preparing instructional materials, correcting papers, and other class-related activities. Tutors are expected to maintain prompt and regular attendance.

SCHOOL YEARBOOK
765000
1 year: 10 credits
Prerequisites: Application and interview with Yearbook Advisor.
Practical Art

Yearbook requires highly motivated, responsible and creative students with a strong desire to write about and/or photograph the Davis Senior High School experience. Students publish stories and photographs of school related events within the requirements and standards of yearbook publishing. Students should possess good planning and organizational skills, a positive attitude, and enthusiasm for group cooperation. Good writing and proofreading skills, along with computer and desktop publishing, and photography skills are expected. Some weekend and after school work is required.

STUDENT GOVERNMENT
694000
1 year: 10 credits
Practical Art
Prerequisite: Students must apply for entry to this class. Applications are made available and interviews conducted in March.

This course in practical government enables the student leaders to develop programs and coordinate school events that best promote the interests and welfare of the student body. Students enrolled in the course will be required to attend events outside of class time such as meetings or dances. Students are required to complete a set number of hours of school service and community service. Students are also required to submit typed reports reflecting upon the projects they complete throughout the semester.

TEACHING ASSISTANT
770200
1 year: 10 credits
Prerequisite: None

Students are assigned as teaching assistants for faculty. Service as a TA is a responsible position and students who violate school procedures can, under certain circumstances, be dropped from the class.

SCIENCE

LIFE SCIENCE CLASSES

The following courses satisfy the one-year requirement in life science for graduation from high school.

AGRICULTURAL BIOTECHNOLOGICAL AND ENGINEERING SYSTEMS HONORS P
See course description in AGRICULTURE, page 24

ANIMAL SCIENCE P
See course description in AGRICULTURE, page 24

BIOLOGY AND SUSTAINABLE AGRICULTURE P
See course description in AGRICULTURE, page 25

ENVIRONMENTAL SCIENCE P
See course description in Physical Science, page 45

BIOLOGY P
561000
1 year: 10 credits
Prerequisite: Completion or in CC3. Recommended grade of C or better
UC/CSU Approved: d NCAA Approved

Designed for the college bound student, the course provides an introduction to the diversity of biology. This course includes molecular concepts such as biochemistry, cell structure and function, DNA topics, and genetics in addition to ecology, the impact of humans in the biosphere and evolution. Labs are an integral part of this course. This course is also a prerequisite for many other courses in the biological sciences so it should prepare students for further study in the sciences at DSHS and post-secondary levels.

BIOLOGY AP
Advanced Placement
562500
1 year: 10 credits
Prerequisites: Biology or Intergrated Agricultural Biology P & one of the following: Chemistry, ChemCom or Chemistry Honors. Grade of A or B recommended.
UC/CSU Approved: d NCAA Approved

AP Biology is a second year of high school biology. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Topics include (1) Molecules and Cells, (2) Heredity and Evolution and (3) Organisms and Populations. Students will be prepared to take the AP Biology Examination.

Students who choose to take this course are acknowledging that they are ready to take the course that college biology majors take after college chemistry. Successful students tend to be strong critical thinkers and actively engaged in class. Ability to understand how to learn at a deeper level, grasp/apply abstract concepts, and perform well on tests is required since almost all of the grade is based on assessments.

BIOTECHNOLOGY P
564500
1 year: 10 credits
Prerequisites: Biology or Integrated Agricultural Biology and one of the following: ChemCom, Chemistry or Chemistry Honors. Grade of A or B recommended.
UC/CSU Approved: d NCAA Approved
CTE

This course is designed to provide students with an introduction to the knowledge and skills that are necessary for employment in research labs. The curriculum is centered on the theory and hands-on skills behind the preparation of lab reagents and media, the manipulation of DNA, and the techniques of PCR and gene transfer. The second semester includes more sophisticated laboratory procedures such as tissue culture and in-depth protein analysis, as well as an introduction to the use of model organisms in biological research. Students will also examine the impact of the Human Genome Project on the future of humans (medicine) and our past (anthropology and evolution). Other topics will include a survey of careers in the field of biotechnology and a study of the ethical implications posed by this fast-paced branch of science. Students will interact with scientists from local biotechnology companies and at UC Davis labs. Upon completion of the first semester, students may have internship opportunities.

BIOTECHNOLOGY INTERNSHIP
564300
1 semester: 5 credits
Prerequisite: Completion of Biotechnology
CTE

This class may be repeated for credit. Internship opportunities are available with local companies and UC Davis labs at the teacher's discretion.

HUMAN BODY SYSTEMS AND DISEASE
562020c
1 year: 10 credits
Prerequisite: Principles of Biomedical Science or teacher approval
UC/CSU Approved: d (pending)
CTE

Students will undertake an in-depth study of the human body including the structure and organization of body parts (anatomy) and the functions of those parts (physiology). The course includes a review of material already learned (chemistry, cells, and cellular metabolism) as it pertains to the subject matter and discussion of each of the body systems including: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary, and reproductive. This course will also delve into the pathology of human body systems.

LIFE SCIENCE
566400
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: g

Life Science is a course designed to fulfill the one year life science graduation requirement and to provide a stepping stone to further courses in the biological sciences. It is an introductory, hands-on general science course focusing on living organisms and systems, but does not count as a laboratory elective class. At the end of this course, students will have a basic understanding of the principles of life science and an improved level of study skills allowing them to take Biology for laboratory credit if they desire. Subjects covered include structure and function of living organisms, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, natural selection and evolution, and inheritance and variation in traits.

PHYSIOLOGY AND ANATOMY P
566000
1 year: 10 credits
Prerequisites: Biology or Intergrated Agricultural Biology P with a grade of C or better. Recommended: Biology with B grade or better.
UC/CSU Approved: d NCAA Approved

This course involves the detailed study of all human body systems and how they work together. Course work consists of lectures, demonstrations, labs including microscope work and dissections, and an individual research assignment. Memorization of many terms will be required. This course is recommended for capable students interested in scientific and health related fields and those interested in a deeper understanding of the functions and dysfunctions of the human body.

PRINCIPLES OF BIOMEDICAL SCIENCE P
562000c
1 year: 10 credits
Prerequisite: Biology
UC/CSU Approved: d
CTE

This course introduces the fundamentals and marvels of medicine and the human body. Students will engage in hands-on activities, in-depth investigations, and practical learning to help begin to lay the foundation for a career in the medical field. The human side of both life and physical sciences will come into play as students move through medical scenarios from initial patient report to correct diagnoses all the way to final treatment basics. This course is the introductory course in the Patient Care pathway appropriate for students who may want to work in the health care industry immediately out of high school, in a two-year program, or to gain practical knowledge of patient care in anticipation of choosing medicine in a four-year college.

ZOOLOGY AND BOTANY P
563500
1 year: 10 credits
Prerequisite: Biology or Intergrated Agricultural Biology P with a grade of C or better.
UC/CSU Approved: d NCAA Approved

This course offers classical exploration of plants and animals. The first 2/3 of the year is devoted to zoology, with emphasis on the diversity, morphology, ecology, and reproduction of invertebrates. The animal kingdom is studied in survey style, including detailed study of sponges, cnidarians, worms, mollusks, arthropods, echinoderms, and chordates. The course includes numerous dissections, microscope labs, and live animal activities. Assignments include an insect collection and a computer-based research presentation. The botany portion of the course emphasizes the diversity of higher plants as well as the anatomy of flowering plants.

PHYSICAL SCIENCE COURSES

The following courses satisfy the one-year requirement in physical science for graduation from high school.

AGRICULTURAL BIOTECHNOLOGICAL AND ENGINEERING SYSTEMS HONORS P
See course description in AGRICULTURE, page 24

CHEMISTRY AND AGRISCIENCE P
See course description in AGRICULTURE, page 25

CHEMISTRY P
615000
1 year: 10 credits
Prerequisite: Completion of IM1. Grade of B or higher *strongly recommended.*
UC/CSU Approved: d NCAA Approved

This is a demanding course for the college-bound student and involves considerable applied math and laboratory work. This course takes a traditional approach to the study of matter, each topic building on concepts in chemistry that have been studied earlier. Quantitative problem solving is a large portion of the course. Some applications of the concepts are studied as the topics come up.

CHEMISTRY IN THE COMMUNITY P
(ChemCom)
614500
1 year: 10 credits
Prerequisite: Completion of IM1. Grade of B or higher recommended but not required.
UC/CSU Approved: d NCAA Approved

ChemCom is approximately equivalent in difficulty to Chemistry but the focus is on chemistry-related issues confronting society. Designed by the American Chemical Society, ChemCom makes chemistry more accessible to college-bound students who may choose to major in humanities, while still preparing students who may choose to major in the sciences. Although ChemCom involves less quantitative problem-solving than Chemistry, applied math is still a significant portion of the course work. Examples of issues that the curriculum is built around include water, resource management, petroleum, air, and applications of nuclear chemistry. These issues form the framework for presenting most of the same fundamental chemistry concepts and laboratory techniques that are covered in chemistry.

CHEMISTRY HONORS P
616000
1 year: 10 credits
Prerequisites: Completion of IM1 with grade B or higher. Current math teacher must verify math requirement
UC/CSU Approved: d NCAA Approval

This course is designed for the college-bound student who will be specializing in the physical sciences (Chemistry, Physics), mathematics, engineering or technology. The course uses a college textbook and is a challenging, fast paced, comprehensive study of the introductory chemistry concepts. This course takes a traditional, quantitative approach to the study of chemistry and as a result, strong mathematical skills are required. This course has a significant laboratory component that involves performing the experiment in class and analysis of the data outside of class. The grade is determined primarily by test scores and as a result strong test taking skills are important. Test scores in previous math and science courses are an indication of success. Students should expect between 30 minutes to 1 hour of homework per night.

CHEMISTRY AP
Advanced Placement
617000
1 year: 10 credits
Prerequisites: Completion of Chemistry, Chemistry in the Community, or Chemistry Honors and successful completion of IM2. Current math teacher must verify math requirements. It is **recommended** that students have completed a course in Physics.
UC/CSU Approved: d NCAA Approved

Chemistry AP is designed to be a second-year college-level chemistry course for students who have specific interests in chemistry. It is designed to be an in-depth study of chemistry from the perspective of six big ideas:

- The chemical elements are fundamental building materials of matter and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions.
- Chemical and physical properties of materials can be explained by the structure and arrangements of atoms, ions or molecules and the forces between them.
- Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.
- Rates of chemical reactions are determined by details of the molecular collisons.
- The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.
- Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to inital conditions and external perturbations.

Chemistry AP also has a significant laboratory portion of the course. Students will engage in inquiry-based laboratory activities where they will design, perform and write-up experiments. It is also highly recommended that students have a desire to take the Chemistry AP exam in May. Class time will be allocated toward specific test preparation activities. Students should expect an hour of homework per night.

EARTH AND PHYSICAL SCIENCE P
611400
One year: 10 credits
Prerequisite: None
UC/CSU Approved: g NCAA Approved

This is an introductory, hands-on general science course. Students will study how matter and energy interact to create Earth's systems: atmosphere, climate and weather, geology and geography, ocean currents, as well as the processes that led to the night sky and Earth's place in it. The emphasis in this course is on inquiry-based learning, so students will be observing phenomena and conducting investigations to come to their own understanding of how nature works.

ENVIRONMENTAL SCIENCE P
564000
1 year: 10 credits
Prerequisites: Completion of IM1 and Biology or Integrated Agricultural Biology. Completion of Chemistry, Chemistry in the Community, or Chemistry Honors, and Junior or Senior standing recommended.
UC/CSU Approved: d (Life or Physical) NCAA Approved
Practical Art

This course provides students with a foundation of understanding, knowledge, and skills to deal effectively with environmental problems. Biological and physical sciences are integrated to investigate natural communities and current environmental issues. The focus of the course is to provide students with an understanding of

the earth's natural systems and the causes of our current environmental problems. Major areas of study include ecological concepts/resource issues such as biomes, food webs, natural cycles, species interactions, pollution, environmental quality, and conservation. Students learn basic laboratory and field techniques including specimen sampling and processing, site monitoring, documentation, inspection, and emergency response through the incorporation of both academic and applied studies. Fieldwork is an integral part of the course and students may have local internship opportunities.

PHYSICS P
620000
1 year: 10 credits
Prerequisites: Completion of IM1 with a grade of B or better, and approval of current mathematics teacher. Completion or concurrent enrollment in a chemistry course is highly recommended.
UC/CSU Approved: d NCAA Approved
Designed for the college-bound student, this general physics course emphasizes the areas of (1) Newtonian Mechanics, (2) Waves and Optics, (3) Electricity/Magnetism. Laboratory experience and mathematical problem solving are a significant part of the course work. This course covers mostly the same concepts as Physics Honors P but places a greater emphasis on conceptual understanding and less emphasis on mathematical depth.

PHYSICS HONORS P
621000
1 year: 10 credits
Prerequisites: IM2 with a grade of B or better. Current mathematics teacher must verify math requirement. Completion or concurrent enrollment in a chemistry course is highly recommended.
UC/CSU Approved: d NCAA Approved
This course is designed for the college-bound student who will be specializing in the physical sciences, mathematics, engineering, or technology. This rigorous and highly theoretical course emphasizes the following areas: (1) Newtonian Mechanics, (2) Waves and Optics, (3) Electricity/Magnetism. Compared to Physics P, this course places a much greater emphasis on mathematical problem solving; students should have excellent mathematical skills. Laboratory experience is a significant part of the course work. Students should expect 30 minutes to 1 hour of homework per night.

PHYSICS AP
Advanced Placement
625000
1 year: 10 credits
Prerequisites: Physics or Physics honors and Chemistry or Chem/Com or Chemistry Honors or Chemistry AP. Recommended: Concurrent enrollment in Calculus.
UC/CSU Approved: d NCAA Approved
Physics AP covers the first year of a standard university course in non-calculus physics. Students call it one of the most rigorous and theoretical courses they have taken. Compared to Physics Honors, Physics AP covers many more concepts and moves at a much faster pace; exams are extremely challenging. It is highly recommended that students complete a year of Physics Honors first before attempting Physics AP. Students must have excellent mathematical and analytical skills and should have a strong desire to take the AP Physics B Exam given in May. The course covers the following areas: (1) Newtonian Mechanics, (2) Fluid and Thermal Physics, (3) Waves and Optics, (4) Electricity and Magnetism, and (5) Atomic/Nuclear Physics. Students should expect more than 1 hour of homework per night.

SCIENCE: RELATED COURSES

INDEPENDENT SCIENCE PROJECT P
567000
1 semester: 5 credits
1 year: 10 credits
Prerequisites: Grade of B or better in any two of the following courses: Biology, Zoology & Botany, Physiology and Anatomy, Chemistry, ChemCom, Chemistry AP, Physics, Honors Physics, or Physics AP.
Requires permission of supervising teacher.
UC/CSU Approved: d NCAA Approved
Independent Science Project is for students interested in designing and conducting their own scientific investigation or experiment. Students must be highly motivated and self-disciplined. The student thinks of a project idea, develops a plan to complete it and follows through on the plan, using proper scientific methods), and then presents the results to a class or audience. The project may be done on or off campus, but the project must be supervised by a science teacher at Davis High, and students must get approval of the supervising teacher before they begin their project. The teacher's responsibility is to give advice/guidance to the student and to help the student set goals/deadlines for completing the project. The teacher is not responsible for providing project ideas or equipment/materials or lab space. At the end of their project, students will either enter their project in a competition or make a formal presentation to a class.

SOCIAL SCIENCE

10TH GRADE: WORLD CIVILIZATION

One Year Required

MODERN WORLD CIVILIZATION P
665000
1 year: 10 credits
Prerequisite: Sophomore standing.
UC/CSU Approved: a NCAA Approved

This course examines the major turning points that have shaped the world from 1500 to the present. It is designed to meet the abilities of college bound sophomores with an emphasis on reading, writing and note taking. All students are required to complete a social studies research paper. Nightly homework is expected within DJUSD's Homework Policy. Long term projects as assigned will require additional planning and research. Students are expected to utilize effective time management skills to keep pace with the course.

11TH GRADE: US HISTORY COURSES

One Year Required

MODERN US HISTORY P
671000
1 year: 10 credits
Prerequisite: Junior standing
UC/CSU Approved: a NCAA Approved

This course will focus on problem-based learning. In this problem-based approach students will utilize and answer essential questions as a central component to develop an understanding of the major figures, events and ideas of American history. An emphasis is placed on social, political, economic and cultural developments that have occurred since the Civil War. Students study the contributions of America's diverse population groups and examine the changing role of the United States within a global context.

RACE AND SOCIAL JUSTICE IN US HISTORY P
672000
1 Year: 10 Credits
Prerequisite: Junior standing
UC/CSU Approved: a NCAA Approved

This course covers U.S. History from the perspective of race relations and the quest for social justice by both white and non-white racial and ethnic groups. Students will be trained to design and complete a group research project. This project will take a historical issue in race relations and apply it to a contemporary event or issue in students' lives.

US HISTORY AP
Advanced Placement
674000
1 year: 10 credits
Prerequisites: Junior standing with the ability to read a college-level text, understand and incorporate multiple historical documents, and write at the collegiate level. Recommendation: English and World Civilization with a grade of B+ or better and B average overall.
UC/CSU Approved: a NCAA Approved

This course will explore and consider the economic, social, and political issues/events in US History from 1750 to the present. An emphasis will be placed on the understanding of historical concepts and on the development of critical thinking skills. Students will be given a summer assignment, focusing on the first three chapters of the text, which will be due on the first day of class. Extensive reading and essay examinations utilizing AP materials will be given. Students should expect four to six hours per week of homework and plan to take the AP exam in the spring.

12TH GRADE

Students must take one semester of US Government or US Government AP and one semester of Economics, Microeconomics AP or Macroeconomics AP, as shown in the following pairings.

US GOVERNMENT & POLITICS P / ECONOMICS P
681100 / 696100
1 year: 10 credits
Prerequisite: Senior standing
UC/CSU Approved: a and g NCAA Approved

Students will examine the relationships between the individual and his/her government. The semester will include study of the American political processes in terms of governmental institutions, theories, practices, and current events. It is a course in American political behavior, designed for those who want a practical, factual introduction to government.

Economics is the study of choice. It involves the processes by which people choose to use scarce resources to produce goods and services. This semester provides an introduction to economic decision-making – what it is and how it works. Fundamental analytic concepts and skills, economic institutions and theories, policies and policy alternatives, and international economics will be covered.

US GOVERNMENT & POLITICS AP / ECONOMICS P
Advanced Placement for US Gov't
683000 / 696100
1 year: 10 credits
Prerequisites: Senior standing with the ability to read a college-level text, understand and incorporate historical and primary sources, and write at a collegiate level. Recommendation: World Civilization and US History AP with a grade of B+ or better, and a B average overall.
UC/CSU Approved: a and g NCAA Approved

Students will be introduced to the historical, philosophical and political aspects of government in the United States. Students will explore general concepts used to interpret

American politics, analyze case studies, and examine how government institutions and political processes produce

Economics is the study of choice. It involves the processes by which people choose to use scarce resources to produce goods and services. This semester provides an introduction to economic decision-making – what it is and how it works. Fundamental analytic concepts and skills, economic institutions and theories, policies and policy alternatives, and international economics will be covered.

US GOVERNMENT & POLITICS AP / MICROECONOMICS AP

Advanced Placement
683000 / 696300
1 year: 10 credits
Prerequisites: Senior standing with the ability to read a college-level text, understand and incorporate historical and primary sources, and write at a collegiate level. Recommendation: World Civilization and US History AP with a grade of B+ or better, and a B average overall.
UC/CSU Approved: a and g NCAA Approved

For US Gov AP portion of this pairing, see the course description to the left.

Microeconomics is a college-level course providing an in-depth introduction to the functions of individual decision makers, both consumers and producers, within the larger economic system. The course will emphasize basic economic concepts, the nature and functions of product markets, factor markets, economic efficiency, and the role of government in the economy. Specifically, microeconomics is about the small components of an economy—i.e. companies, markets, environment, etc. It includes decision-making about how much to produce, profit determination, and consumer spending.

US GOVERNMENT & POLITICS AP / MACROECONOMICS AP

Advanced Placement
683000 / 696350
1 year: 10 credits
Prerequisites: Senior standing with the ability to read a college-level text, understand and incorporate historical and primary sources, and write at a collegiate level. Recommendation: World Civilization and US History AP with a grade of B+ or better, and a B average overall.
UC/CSU Approved: a and g NCAA Approved

For US Gov AP portion of this pairing, see the course description on the facing page.

Macroeconomics is a college-level course providing an in-depth introduction to the functions of individual decision makers, both consumers and producers, within the larger economic system. The course will emphasize basic economic concepts, the nature and functions of product markets, factor markets, economic efficiency, and the role of government in the economy. Specifically, macroeconomics is about the large, global components such as unemployment, interest rates, exchange rates, international trade, money and banking, etc.

SOCIAL SCIENCE: GENERAL ELECTIVES

HUMAN GEOGRAPHY AP / INTERNATIONAL RELATIONS P

693300/691100
1 year: 10 credits
Prerequisites: Junior or Senior standing.
UC/CSU Approved: a and g NCAA Approved

Human Geography explores the dynamics of human population movement, patterns of culture, economic use of the earth's resources, political organization of territory, the process and results of urbanization, and the development and importance of agriculture. Students will gain a more comprehensive understanding of the interrelationship between people and the physical environment. The political, social, and economic concepts learned in previous courses are brought together to examine the impact of society on the environment. An emphasis will be placed on the understanding of concepts and on the development of critical thinking skills. Extensive reading and essay examinations utilizing AP materials will be given. Students should expect four hours per week of homework and plan to take the AP exam in the spring.

International Relations stresses current problems/challenges in American foreign policy. Text materials are printed annually, focusing on eight topics (international economics, European allies, the Middle East, Africa, Latin America, Asia and the formulation of American policy) with one or two countries in each region selected each year. Students will be required to conduct research on individual nations/issues. An emphasis will be placed on the development of critical thinking skills and consideration of economic and social policy /issues. Extensive reading and research will be required in this class for use in discussion and debate.

PSYCHOLOGY P

693200
1 year: 10 credits
Prerequisite: none
UC/CSU Approved: g NCAA Approved

The first semester emphasis is on the scientific methodology of psychology. Students will learn about psychological research and experimentation. Other areas of study will include the history of psychology, neuroscience and the brain, sensation and perception, states of consciousness, learning, language, intelligence and memory,

The second semester will deal primarily with a study of the areas of social psychology, including human development, personality theory, stress and coping, abnormal psychology and psychological disorders, parapsychology, motivation and emotion, and modern trends of psychology.

SPECIAL EDUCATION

EDUCATIONAL FUNDAMENTALS
764000
1 Year: 10 credits
Prerequisite: Must have RSP teacher approval

This class is only offered through the IEP process. This class supports students with specialized emotional challenges in the areas of goal setting, proactive behavioral decisions, coping strategies and problem solving strategies in relation to IEP goals.

ESSENTIAL WRITING
745850
1 year: 10 credits
Prerequisite: Must have RSP teacher approval

Essential Writing instructs students with Individualized Education Programs (IEPs) who have been evaluated and found to be in need of intensive writing instruction. The goal of the course, aligned with the California Common Core State Standards, is to produce writers who will master writing and editing tasks in general education classes and in the workplace. It is therefore the intent of the course to produce successful and proficient writers who will be able to employ their writing skills effectively in education, employment, and personal communications, and who will view writing as an enjoyable and productive endeavor.

INTERPERSONAL SKILLS
744500
1 year: 10 credits
Prerequisite: Must have RSP teacher approval

The course objective is to provide a daily intervention program for students that demonstrate moderate to severe needs specifically in the area of pragmatics. These students may have a diagnosis of autism, demonstrate heightened anxiety, get overwhelmed by social interactions, and have executive function limitations. Students will practice and apply social learning foundation skills, perspective taking, collaboration, friend skills and independent academic study habits.

READING FOUNDATION
745750
1 year: 10 credits
Prerequisite: Must have RSP teacher approval

Reading Foundation is offered to students with Individualized Education Programs who have been evaluated and found to be in need of remedial reading instruction. The course, an intensive language arts class, embeds California Common Core State Standards; it is individualized to students' levels of ability; and it is focused throughout the year on students gaining more-complex word recognition skills. It is the intent of the course to assist each student in moving towards grade level reading mastery with skills and strategies that will help them to succeed in learning, communicating, sharing evidence, and listening in both academics and in the workplace. The student objectives include reading competency, the ability to decode and understand high-quality, complex grade level texts, and success in general education classes.

READING/WRITING FUNDAMENTALS (Inclusion)
745700
1 year: 10 credits
Prerequisite: Must have Inclusion teacher approval

This class is one period of instruction of comprehensive literacy curriculum. It is an intensive special education I.E.P. needs- and goals-driven language arts class, individualized to testing levels of ability, encompassing spelling, vocabulary, grammar, reading, writing, spoken language and content subject areas. The goal is to provide the student with the opportunity to master the literary skills needed to succeed within the classroom at the student's grade level.

STUDY/TRANSITION SKILLS
745000
1 year: 10 credits
Prerequisite: Must have an IEP. Placement determined by Individual Education Planning Team.

This course works on individual goals of student I.E.P.s and I.T.P.s. Course curriculum includes goal setting, test preparation, organizational skills, study skill strategies, career exploration, and post-secondary planning. Students are also offered tutorial help with work from other classes.

TRANSITION SKILLS (Inclusion)
744000
1 year; 10 credits
Prerequisite: Must have Inclusion teacher approval

This course is designed to prepare student with moderate-severe disabilites for life after high school. Topics covered: career/college exploration, resume/cover letter writing, creation of a portfolio that includes academic and life skills experiences at school, self-advocacy, social skills development, personal safety awareness and IEP goal work.

TRANSITION TO INDEPENDENCE (Inclusion)
743500
1 Year: 10 credits
Prerequisite: Must have Inclusion teacher approval

This class is only offered through the IEP process. Students typically take multiple sections of this class as determined by the IEP team. This course is designed to target community based instruction, school-based pre-vocational skills and functional communication. Academic skills (reading, writing and math) will be embedded.

WORLD LANGUAGES

Before advancing to levels three-six of language courses, we recommend that students have a B or better in the preceding level. Students planning to take a CEEB Scholastic Aptitude Test (SAT) in a world language for college admission should complete at least four years of a language before attempting the test.

UC/CSU "a-g" subject requirement e: Language Other than English (LOTE) – 2 years required, 3 years recommended of the same language.

CHINESE COURSES

CHINESE 1 (MANDARIN) P
251000
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: e NCAA Approved
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 explore cultural aspects of China.

CHINESE 2 (MANDARIN) P
252000
1 year: 10 credits
Prerequisite: Chinese 1 with a grade of C or better or by evaluation
UC/CSU Approved: e NCAA Approved
This course is a continuation of Chinese 1. Grammar and vocabulary are developed along with listening, reading, writing, and speaking skills. Students continue to learn more aspects of Chinese culture.

CHINESE 3 (MANDARIN) P
253000
1 year: 10 credits
Prerequisite: Chinese 2 with a grade of C or better or by evaluation
UC/CSU Approved: e NCAA Approved
Chinese 3 will introduce more grammar and continue to develop listening, reading, writing, and speaking skills. Students continue to learn many aspects of Chinese culture.

CHINESE 4 (MANDARIN) HONORS P
254000
1 year: 10 credits
Prerequisite: Chinese 3 with a grade of C or better or by evaluation
UC/CSU Approved: e NCAA Approved
Chinese 4 provides a survey of Chinese history and culture. Students will learn advanced grammar, vocabulary and complex sentence structure. This course will further the development of reading, writing and speaking skills. Students can expect approximately three hours of independent language practice a week.

FRENCH COURSES

FRENCH 1 P
261000
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: e NCAA Approved
Students learn to speak, read and write elementary French and use their skills in a wide variety of activities. They will acquire an appreciation of various aspects of culture in Francophone countries. Class participation is emphasized for skill mastery.

FRENCH 2 P
262000
1 year: 10 credits
Prerequisite: French 1 with a grade of C or better
UC/CSU Approved: e NCAA Approved
Grammar and vocabulary are developed along with listening, reading, writing, or speaking skills. Students continue to learn many aspects of Francophone culture.

FRENCH 3 P
263000
1 year: 10 credits
Prerequisite: French 2 with a grade of C or better
UC/CSU Approved: e NCAA Approved
French 3 will introduce new grammar points and continue to develop listening, reading, writing and speaking skills. At the same time, culture of French-speaking countries is emphasized and short literary selections will be read.

FRENCH 4 HONORS P
264500
1 year: 10 credits
Prerequisite: French 3 with a grade of C or better
UC/CSU Approved: e NCAA Approved
This course provides a survey of French history and culture and familiarizes students with works of major writers and topics in French culture. Students will review grammar, develop speaking and review writing skills. Students can expect at least three hours of independent language practice a week.

FRENCH 5 LANGUAGE AP
Advanced Placement
265000
1 year: 10 credits
Prerequisite: French 4 Honors with a grade of C or better
UC/CSU Approved: e NCAA Approved

In this course, students will broaden their knowledge of literature, grammar, vocabulary, and culture. French 5 will prepare students for the Advanced Placement examination in the French language. There will be one full practice exam for credit before the official AP exam in May. Students can expect at least three hours of independent language practice a week.

FRENCH 6 LITERATURE HONORS
266500
1 year: 10 credits
Prerequisite: French 5 AP with a grade of C or better
UC/CSU Approved: e NCAA Approved

This course will provide an overview of the major themes of French literature. The course will present reading selections and entire works of various French language authors along with terms and techniques for literary analysis. Students can expect at least three hours of independent language practice a week. There may be a strong element of independent or small group collaborative reading and practice during this course.

JAPANESE COURSES

JAPANESE 1 P
286000
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: e NCAA Approved

Students will learn simple but useful expressions in Japanese and use their speaking, reading and writing skills in a variety of interesting activities. They will also acquire an appreciation of various aspects of culture in Japan.

JAPANESE 2 P
286100
1 year: 10 credits
Prerequisite: Japanese 1 with a grade of C or better
UC/CSU Approved: e NCAA Approved

Grammar and vocabulary are developed along with listening, reading, writing, or speaking skills. Students will continue to explore Japanese culture.

JAPANESE 3 P
286200
1 year: 10 credits
Prerequisite: Japanese 2 with a grade of C or better
UC/CSU Approved: e NCAA Approved

Japanese 3 will introduce new grammar points and continue to develop listening, reading, writing and speaking skills. Students continue to learn many aspects of Japanese culture through project-based units.

JAPANESE 4 HONORS P
286400
1 year: 10 credits
Prerequisite: Japanese 3 with a grade of C or better
UC/CSU Approved: e NCAA Approved

This course provides a survey of Japanese history and culture. Students will study advanced grammar and expressions as well as more complicated characters. This course will further the development of reading, writing and speaking skills. It requires approximately three to four hours of homework per week.

JAPANESE 5 LANGUAGE AP
Advanced Placement
286500
1 year: 10 credits
Prerequisite: Japanese 4 with a grade of C or better
UC/CSU Approved: e NCAA Approved

This course is designed to prepare students for the Advanced Placement examination in the Japanese language and culture. Students will study advanced grammar and expressions as well as more complicated characters. This course will further the development of reading, writing and speaking skills. It requires approximately three to four hours of homework per week.

SPANISH COURSES

SPANISH 1 P
291000
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: e NCAA Approved

Students will learn to listen, speak, read, and write elementary Spanish using their skills in a wide variety of activities. They will acquire an appreciation of various aspects of culture in Spanish-speaking countries. Class participation is emphasized for skill mastery. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally a novice-low proficiency.

SPANISH 2 P
292000
1 year: 10 credits
Prerequisite: Spanish 1 with a grade of C or better
UC/CSU Approved: e NCAA Approved

Students will continue to speak, read, write and understand spoken elementary Spanish while continuing to explore aspects of Spanish and Latin American culture. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally a novice-mid proficiency.

SPANISH 3 P
293000
1 year: 10 credits
Prerequisite: Spanish 2 with a grade of C or better
UC/CSU Approved: e NCAA Approved

Students will continue to develop listening, reading, writing and speaking skills. The culture of Spanish speaking countries will be emphasized through short literary selections and cultural projects relevant to the themes explored in various texts and other media. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally a novice-high proficiency.

SPANISH 4 HONORS P
294500
1 year: 10 credits
Prerequisite: Spanish 3 with a grade of C or better
UC/CSU Approved: e NCAA Approved

This course provides a survey of Spanish history and culture and familiarizes students with works of major writers and topics in Hispanic culture. On average three or four grammar concepts will be emphasized in each chapter. Students further develop their auditory, speaking, reading and writing skills. Expect approximately three to four hours of homework per week in this honors class. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally an intermediate-low proficiency.

SPANISH 5 LANGUAGE AP
Advanced Placement
295000
1 year: 10 credits
Prerequisite: Spanish 4 with a grade of C or better
UC/CSU Approved: e NCAA Approved

The AP Spanish Language course is conducted completely in Spanish and it is designed to help students become proficient in the Spanish language in order to successfully pass the AP Spanish Language Examination. Students will broaden their knowledge of literature, the language itself, and culture. This rigorous course will require students to read, write and speak only in the target language. As this is an advanced course, students should expect three to four hours of homework weekly. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally an intermediate-mid proficiency.

SPANISH 6 LITERATURE AP
Advanced Placement
296000
1 year: 10 credits
Prerequisite: Spanish 4 or Spanish 5 with a grade of C or better
UC/CSU Approved: e NCAA Approved

The AP Spanish Literature and Culture class demands rigorous thinking, extensive reading and quality analytical writing. Students will analyze and have the opportunity to comprehend and appreciate works of recognized literary merit from a variety of genres. Students will gain literary and historical knowledge. This course examines some very mature themes critical in understanding and analyzing literature dating to the medieval period. The class is conducted completely in Spanish. Since this is an advanced course, expect three to four hours of homework weekly. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally an intermediate-high proficiency.

Non-DJUSD Course Policy

Board policy allows us to post up to 10 credits for courses from other accredited institutions on our transcripts with notation of where the course was taken. This could be a one semester college course, for example, or two semesters of high school level courses. A notation of P will be made if the course has been pre approved by UC/CSU for a-g credit. The policy went into effect June 15, 2012, without regard for any previous non-DJUSD courses taken. 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 blue box "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 proctors finals for a fee. Call (530) 757-5380 for details

ACADEMIC SUPPORT PROGRAMS

Students who need additional support to succeed at Davis Senior High School and/or to prepare for college, have a wide variety of programs and courses to choose from.

Program or Course	Who is eligible?	Purpose	How to learn more
ACES (Academic Coaching Empowering Success)	Students in grades 10-12 who want extra support and instruction in order to succeed in their English and Social Science classes.	Gives students support in completing assignments in regular English and Social Science classes. Provides additional instruction to improve English and study skills.	See "ACES" on page 31
AVID (Advancement Via Individual Determination)	Students in grades 10-12 with a GPA between 2.0 and 3.5 who want to attend college. Redesignated English language learners and students who are the first in their family to go to college are especially encouraged to participate.	Prepares students for college eligibility by providing academic and motivational support.	See "AVID" on page 25
ELD (English Language Development)	Students who are not fully fluent in English as determined by scores on the English Language Proficiency Assessments for California (ELPAC)..	Increases English fluency in speaking, listening, writing, and reading.	See "English Language Development" on page 31
S.T.E.E.L	Students who have completed 4-5 years of EL classes without reclassification.	Ensure students are ready for college and careers.	See "S.T.E.E.L." on page 32
Academic Center	Students in all grades who need support in any class are eligible to come before school, during lunch or after school. Students can also be referred by their teacher during class time.	Provides free tutoring to all students in all subjects before school, during lunch and after school. Tutors support students in their academic classes during the school day.	Talk to your teacher or come to L-10

NOTICE OF ALTERNATIVE PROGRAMS

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school that is operated in a manner designed to:

1) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.

2) Recognize that the best learning takes place when the student learns because of his desire to learn.

3) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.

4) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and in subject matter. This opportunity shall be a continuous, permanent process.

5) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the District to establish alternative school programs in each district. Enrollment in these alternative programs is limited.

Davis School for Independent Study

The Davis School for Independent Study (DSIS) offers a means of individualizing the educational plan for students whose needs may best be met through study outside of the regular classroom instructional setting. At DSIS, students follow the standard curriculum, in most cases, and meet with their teacher, one-on-one, for an hour each week. Students are responsible for at least 20 hours of independent school work per week and are expected to meet the usual academic standards. For more information, contact your DSHS counselor. DSIS students who want to graduate from Davis Senior High School must attend DSHS the semester immediately prior to their graduation and must complete 230 credits.

Home Hospital Authorized by a Physician

The district will provide a home teaching service for a student who as a result of an illness or accident is confined to his/her home or hospital for a period of more than two weeks. A parent should obtain a letter from a physician requesting home teaching for the student. This letter must be on file in the school office. A home teacher will be assigned by Pupil Services to help the student keep up with the schoolwork until the student returns to school. A parent should contact the student's counselor to obtain this home teaching service. For home confinements of less than two weeks, the parent may request that the student's teachers leave class assignments for the student in the counseling office. The parent will need to pick up this work in the counseling office. Often the student who is ill for only a few days will ask a friend to keep him/her informed of class assignments and/or emails teachers directly.

Martin Luther King High School

Students at least 16 years old may apply to transfer to King High School to complete graduation requirements in that program (210 credits are required for graduation). Instruction is more individualized in this program, and daily school hours may be shorter. There is usually a waiting period to enroll. See your high school counselor for more information. King students who want to graduate from Davis Senior High School must attend DSHS the semester immediately prior to their graduation, and they must complete 230 credits.

Davis Adult School

Juniors and seniors may attend adult education under the following rules to help recover credits:

- Face-to-face contact with student and parent/ guardian. This includes 18-year-old students per state regulation.
- Enrolled in six classes at the high school.
- Enrollment is voluntary on the part of the student.
- The class is needed to graduate on time, and the student cannot take a high school make-up class or summer school class and still graduate on time.
- The student is in Davis Adult School to make up credits. The class is not being taken for remedial purposes.
- The class is not being taken to solve a scheduling conflict at the high school.

Da Vinci Charter Academy

Da Vinci is a dependent charter school of the DJUSD and a member of the New Tech Network of Schools. Da Vinci is a unique and progressive school that is committed to deeper learning through Project-Based Learning (PBL) in an inclusive, collaborative community. In addition to showing competency in course content areas, Da Vinci students demonstrate their learning through our school-wide learning outcomes (SLO's) which include: Oral Communication, Written Communication, Critical Thinking, Collaboration, Curricular Literacy, Professionalism, and Learning Mindset. Da Vinci coursework is aligned to the same content and standards as DSHS courses and the school provides a college-preparatory, A-G program for grades 9-12. Da Vinci students have access to up to two DSHS courses for any specialized coursework not offered at Da Vinci and can participate in co- and extra-curricular activities. Counselors can provide additional information. To learn more, contact Da Vinci at (530) 757-7154 or dvcaprincipal@djusd.net.

DJUSD POLICY: HOMEWORK, MAKE-UP WORK

Approved June 10, 2010

The Governing Board desires that the district embody academic excellence and believes that significant educational gains can be made by students through well-defined homework experiences directed by teachers and supported by parents/guardians. Homework is defined as school-related and assigned work completed beyond the regular school day. The school setting is the primary and most effective teaching and learning environment. Homework supplements and complements the teacher's instruction.

The following assumptions are foundational to this policy:

- Homework shall have a positive impact on learning and achievement.
- Homework shall have a positive impact on student attitude and self-esteem.
- Homework time shall be measured as focused time on task.
- This policy applies solely to assigned homework.
- Additional teacher-guided or self-directed enrichment work is encouraged, provided no grade is assigned.
- Parents/guardians and teachers shall be mindful of the need for students to live balanced lives so they may achieve optimal health, development, and learning.
- Teachers shall not be required to assign homework.

Philosophy

The purpose of homework shall be to promote high quality student learning and achievement and to nurture a desire for students to extend their learning. Homework shall be the work of the student.

In advancing academic excellence, the district shall endorse educational strategies that determine the value and rigor of all assignments by the appropriateness to course content and to the student. The Superintendent or designee shall ensure that adequate time and tools are provided for teachers to collaborate and coordinate assignments. One of the goals of collaboration shall be to establish common philosophies and practices across school sites, grade levels, and courses.

As an extension of the classroom, homework shall be planned, organized, purposeful, grade-appropriate, and achievable for each student. Instruction shall include opportunities for development of organizational and study skills.

Homework shall not place an undue burden on teachers, students, or families. Whenever possible, homework should take into consideration individual student needs and abilities through various forms of differentiation.

Feedback and evaluation shall be timely and clear so the student may meaningfully incorporate that feedback into subsequent related class/course work.
Schools are encouraged to explore opportunities to support students in need of homework assistance.

Homework/Make-Up Work Guidelines

This policy and the administration regulations shall be included in elementary school handbooks and secondary school course catalogues, as well as on district and school websites. Means to access the homework policy and administrative regulations shall be described in student planners.

Teachers shall provide multiple ways for students and parents to access homework assignments. For example, websites, classroom postings, weekly assignment handouts, and use of planners/calendars can all be effective.

Homework shall be assigned in a manner consistent with the expectations and limits communicated in Administrative Regulations. Daily amounts shall be based upon the teacher's estimation of completion time for an average student. Total daily amounts shall include time for long-term homework assignments. Whenever possible, teachers are encouraged to provide all assignments for the entire week at one time to allow flexible time management opportunities to students and their families.

cf. AR 6154 – Homework/Make-up Work

Students who satisfactorily complete the homework assignments that meet these expectations shall be able to earn full credit.

Homework limits shall not apply to students with Individual Education Plans.

Homework limits shall apply to AIM (Alternative Instructional Model) classes, but not to courses designated as Advanced Placement (AP) or Honors, or to auditioned music courses. Homework expectations for these courses shall be communicated in the school's course catalogue and course syllabi.

If computer or internet-based research is assigned with homework, then an adequate amount of time in school or access at school or in a library shall be scheduled to accommodate those students who do not have access to computers or the internet at home. A list of publicly available computer/internet resources shall be provided to students in the planner and made available in site offices.

The time limitations in the Administrative Regulations of this policy do not apply to continuation school and independent study programs. However, homework expectations for those programs will be described in the enrollment agreement.

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, sports, and other school-sponsored 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.

On an annual basis, Superintendent or designee shall initiate evaluation of this policy and its regulations and provide recommendations for revision as needed.

cf 48205 - Absences
Ed Code References:
48205: Absences
48913: Completion of work missed by suspended student
38980: Parental notifications
58700-58702: Tutoring and homework assistance program; summer school apportionment credits

ADMINISTRATIVE REGULATIONS

Excerpts; see full text at www.djusd.net

Types and Purposes of 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. (Note: For a chart on the four general types of homework, view the full Administrative Regulations at www.djusd.net.)

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 a student does not use his/her class time well, s/he will have more work to do at home.

When a student takes a course which is generally offered above his/her grade level, that student can expect to spend the amount of time doing homework specified for the course level.

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.

Ninth – Twelfth Grade

English and mathematics classes may each assign thirty minutes per day. Other academic classes, including foreign 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 classes may require more. Consult the school’s course catalog and course syllabus.

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.

No summer homework may be assigned with the exception of Advanced Placement if required or recommended by the College Board.

HOW MUCH HOMEWORK CAN YOU EXPECT?

In general, Davis Senior High School students can expect two hours of homework per night on Mondays through Thursdays, providing they are taking English, math, and three other academic courses. Exceptions apply, and they are outlined here and in course descriptions in this guide. Homework limits are set by a policy approved by the DJUSD the Board of Education in June 2010. The policy governs make-up work as well. Details are available on pages 54-55. The full policy and its administrative regulations can be found at www.djusd.net (see link to New Homework Policy).

Type of Class	Mondays through Thursdays	Weekends and Holidays	Long-term Assignments	Summer
English and Math, including AIM classes	30 minutes per night	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.	Total daily amounts shall include time for long-term homework assignments (more than five days).	None
Science, Social Science, World Languages Art	20 minutes per night	Same as above	Same as above	None
Music	Weekday homework limits do not apply to auditioned classes. Co-curricular performances/contests/events are considered instructional time. Rehearsals are considered homework; talk with music teachers.	Same as above (Note that weekend performances/contests/events are possible and are considered instructional time.)	Same as above	None
Agriculture	Generally, 20 minutes per night. Can vary because of required participation in FFA and practical ag activities. See page 20 and talk with Ag teachers.	Same as above (Note that co-curricular contests/events are considered instructional time.)	Same as above	None
Intermediate/ Advanced Dance, Drama classes	Generally, 20 minutes per night. Can vary with performance schedules.	Same as above (Note that co-curricular performances/contests/events are considered instructional time.)	Same as above	
AP classes Honors classes	Weekday homework limits do not apply. See course descriptions in this guide. AP Course Agreements, which are available at www.davisseniorhigh.net, delineate time expectations for specific courses.	Same as above	Same as above	Assignments can be made in AP classes if required or recommended by the College Board (e.g. US History AP)
Other classes and programs	Generally subject to homework limit of 20 minutes per night. See counselor or teachers for details.	Same as above	Same as above	None
Independent study programs, IEPs	Homework limits do not apply.			

Sources: DJUSD Homework Policy and Administrative Regulations, course descriptions in this guide

STRESS: SPOTTING IT, MANAGING IT

Symptoms of Stress:
Are you stressed? The following are all symptoms tied to stress: Exhaustion, loss of/increased appetite, headaches, crying, sleeplessness, and oversleeping. Escape through alcohol, drugs, or other compulsive behavior are often indications. Feelings of alarm, frustration, or apathy may accompany stress. Note that symptoms may be mental, social, and physical.

Managing Stress:
If you feel stress is affecting your studies, a first option is to seek help from your school counselor. Here are other strategies, excerpted from studygs.net:

- Look around. See if there really is something you can change or control in the situation.
- Set realistic goals for yourself. Reduce the number of events going on in your life and you may reduce the circuit overload.
- Remove yourself from the stressful situation. Give yourself a break if only for a few moments daily.
- Don't overwhelm yourself by fretting about your entire workload. Handle each task as it comes, or selectively deal with matters in some priority.
- Don't sweat the small stuff. Try to prioritize a few truly important things and let the rest slide.
- Learn how to best relax yourself. Meditation and breathing exercises are effective in controlling stress. Practice clearing your mind of disturbing thoughts.
- Avoid self-medication or escape. Alcohol and drugs can mask stress. They don't help deal with the problems.
- Change the way you see your situation. Seeking an outside perspective of the situation may be helpful.
- Do something for others.
- Get enough sleep.
- Work off stress with physical activity.
- Try to "use" stress. If you can't remedy what is bothering you, flow with it and try to use it in a productive way.

IS YOUR SCHEDULE OVERLOADED?

As you choose your classes for next year, consider their likely amounts of homework (see the chart on page 56.) How might the total homework time impact your daily schedule? Many students experience stress because of heavy time demands. Filling out the chart below can help you review how you spend your time – and help you prioritize your goals. A Flash version of the chart can be found at **http://www.studygs.net/schedule/.**

DAILY ACTIVITIES	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Classes							
Studying							
Sleeping							
Exercise/sports							
Work/ internship							
Personal care/ grooming							
Meal prep/eating/ cleanup							
Transportation (school, work, etc.)							
Relaxation: TV/ video games, etc.							
Socializing & friends							
Other							
TOTAL*							

*Not to exceed 24 hours per day

Source: http://www.studygs.net/schedule/

SENIOR CHECKLIST

AUGUST / SEPTEMBER

- ❒ Start applications for UC and Common Application for private colleges (available Aug. 1)
- ❒ Enter colleges considering applying to in Naviance
- ❒ Register for October SAT/ACT if needed
- ❒ Map out application and financial aid deadlines
- ❒ Write college essays
- ❒ If applying for Early Action or Early Decision at a private college, confirm deadlines and get started
- ❒ Begin asking teachers for letters of recommendation, particularly if applying for Early Action or Early Decision
- ❒ Attend UC, CSU and private college application workshops
- ❒ Attend college representative visits all fall
- ❒ Visit colleges

Ask teachers for letters of recommendation

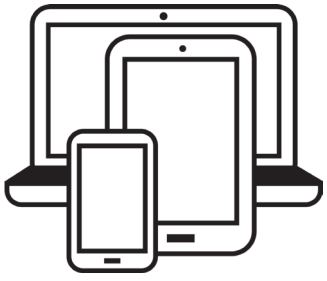
KEY DEADLINES

- Letter of Recommendation packets: Oct. 1 – 31
- UC and CSU application: due midnight Nov. 30
- Most private college applications: Nov. 1 (Early Action) to Jan. 1
- Financial aid application (FAFSA): Oct. 1 - March 2
- Decision on which college to attend: May 1

OCTOBER

- ❒ Give Letter of Recommendation packet to teachers and counselor for private colleges from Oct. 1 to Oct. 31 (4 weeks prior to application deadlines)
- ❒ Attend Financial Aid Workshop with parents
- ❒ Complete Free Application for Student Aid (FAFSA).
- ❒ File FAFSA between Oct. 1 - March 2
- ❒ Work on UC and CSU applications online. Submit CSU app when completed; submit UC app beginning Nov. 1
- ❒ Register for November SAT or December ACT if needed
- ❒ Request transcripts for private colleges
- ❒ Keep working on essays and applications

Applications become available online on Aug. 1 - UC/CA on Oct. 1 - CSU



NOVEMBER

- ❒ Register (last chance) for the December ACT and/or SAT exams
- ❒ Pay attention to all private college application deadlines
- ❒ Register for the CSS profile if the college to which you are applying requires it: https://profileonline.collegeboard.com/
- ❒ For athletes: Register for Division I or II at www.eligibilitycenter.org and send SAT score report to NCAA Clearinghouse (Code 9999)
- ❒ Keep all records, test score reports, copies of applications and financial aid
- ❒ Send SAT and/or ACT scores to colleges through www.collegeboard.com or act.org
- ❒ Watch for scholarship listings in Naviance and go to Career Center for Scholarship Bulletins
- ❒ UC application filing period November 1-30

UC and CSU applications are due at midnight

DECEMBER

- ❒ Visit college campuses over winter break
- ❒ Apply for scholarships
- ❒ Finish applications for private colleges

Learn how financial aid works

JANUARY

- ❒ Check that colleges have received all SAT and/or ACT results from testing services
- ❒ Request mid-year transcript for private colleges
- ❒ Respond to colleges' requests for additional information
- ❒ Send CSS Profile (financial aid form for private colleges) by the end of the month
- ❒ For men 18 or older: Register with the selective service to receive federal financial aid, www.sss.gov
- ❒ Continue watching for scholarship listings on Naviance; periodically check out the Scholarship Bulletins in the Career Center

FEBRUARY

- ❒ Notify colleges of D or F grades earned in college prep classes. (Acceptance may be rescinded.)
- ❒ Notify colleges of changes in class schedules not reflected on applications
- ❒ Check that all schools have received all materials – applications, letters of recommendation, test scores, financial aid forms, etc.
- ❒ Continue to check for and apply for scholarships at the Career Center!
- ❒ Continue to monitor your college application status online via the college's portal
- ❒ If going to community college, apply and complete placement testing for English and math.

Remember: Only grades of "C" or higher count for college.

MARCH

- ❒ File FAFSA by March 2 deadline
- ❒ If colleges request additional information, send it to them immediately
- ❒ Register for AP exams
- ❒ Register for CSU placement tests
- ❒ If Student Aid Report (SAR) has not been received (4 weeks after FAFSA submitted) contact Federal Student Aid Information Center: (800) 433-3243

Deadline for applying for financial aid by submitting FAFSA.

APRIL

- ❒ Review college acceptances and financial aid awards – use information in decision-making process
- ❒ If possible, visit colleges where accepted to help in final decision
- ❒ Choose your college
- ❒ Return all paperwork on time, paying special attention to May 1 deadline by which many colleges must have your decision and a deposit.
- ❒ Apply for student housing at your college
- ❒ Write "thanks, but no thanks" letter to colleges you will not attend
- ❒ If you are on a wait list, decide on your options

Deadline for notifying the college you plan to attend. Submit paperwork and deposit.

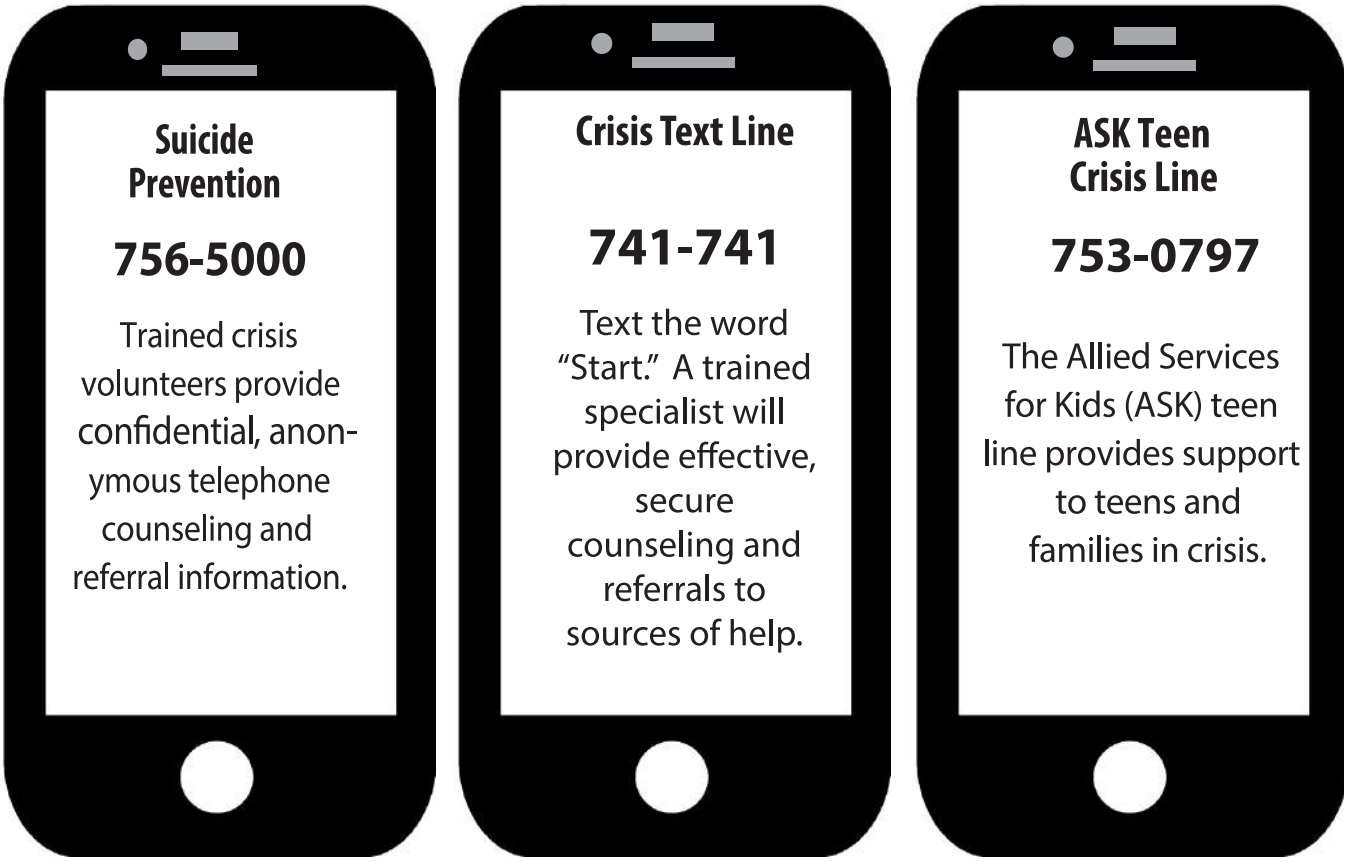
MAY / JUNE

- ❒ Enter in Naviance the college you will be attending
- ❒ Take AP exams
- ❒ Take Subject A test for UC students (if needed)
- ❒ Take English and math tests (EPT and/or ELM) at CSU (if needed)
- ❒ Request final transcript for your college
- ❒ Notify Scholarship Coordinator of any awards or scholarships you have received
- ❒ Finish strong – Study for AP exams and finals
- ❒ For athletes: Send official final transcript to NCAA Eligibility Center
- ❒ Relax and enjoy Senior Ball, Graduation and Grad Night

WELLNESS RESOURCES:

Our DSHS staff is here to support you in making healthy choices

24/7 HELP LINES



Your school counselor can provide 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

- **Science-based Facts About Drugs**
  www.teens.drugabuse.gov

- **SPEAKup**
  Share concerns about classmates or school safety.
  Email, call or text:
  speakup@djusdstudents.org or 530-359-8659

BIUE DEVIL SPORTS: PURSUING VICTORY WITH HONOR

RESPECT

Treat all people with respect at all times,
and require the same of your friends.

Live and play with class; be a good sport.
Be gracious in victory and accept defeat with dignity. Compliment extraordinary performance, and show sincere respect in pre- and post-game rituals.

Don't engage in disrespectful conduct of any sort,
including profanity, obscene gestures, offensive remarks of a sexual nature, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.

Treat game officials with respect.
Don't complain or argue about calls or decisions during or after an athletic event.

INFRACTIONS / CONSEQUENCES

Students must have their **ID CARD** at games & dances.
Cards will be checked at the gate/door.

Unsportsmanlike conduct and other questionable behavior will result in:

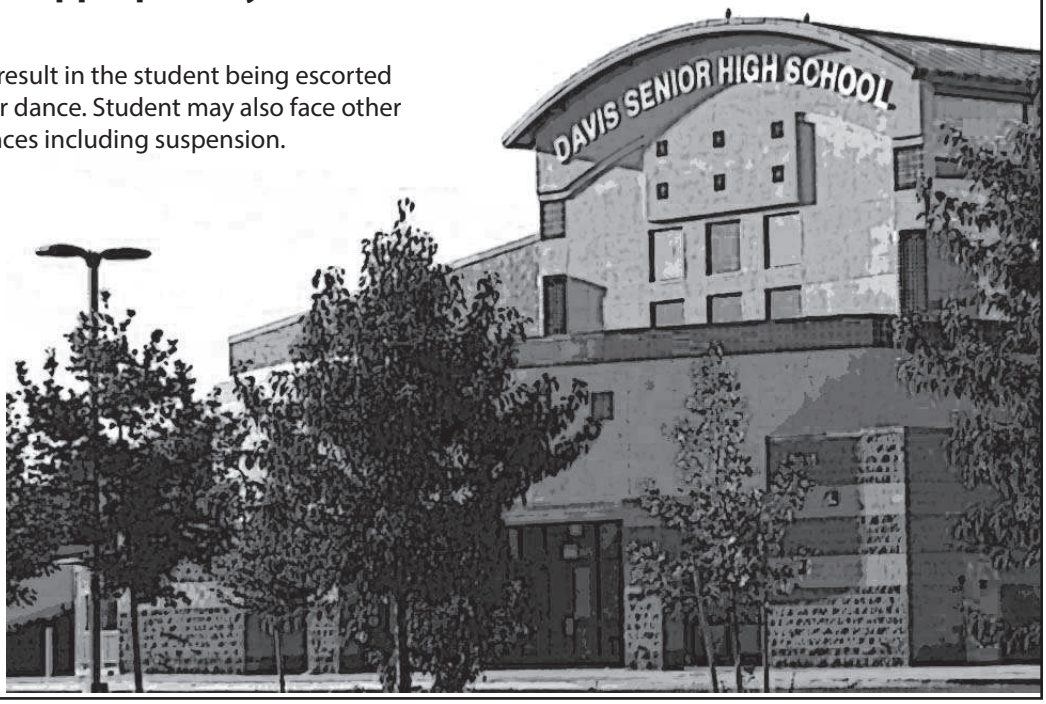
[First time] ID card confiscation and a warning.

[Second time] Student will be asked to leave the game or dance.

[Major infractions] Student will be asked to leave immediately and may be suspended.

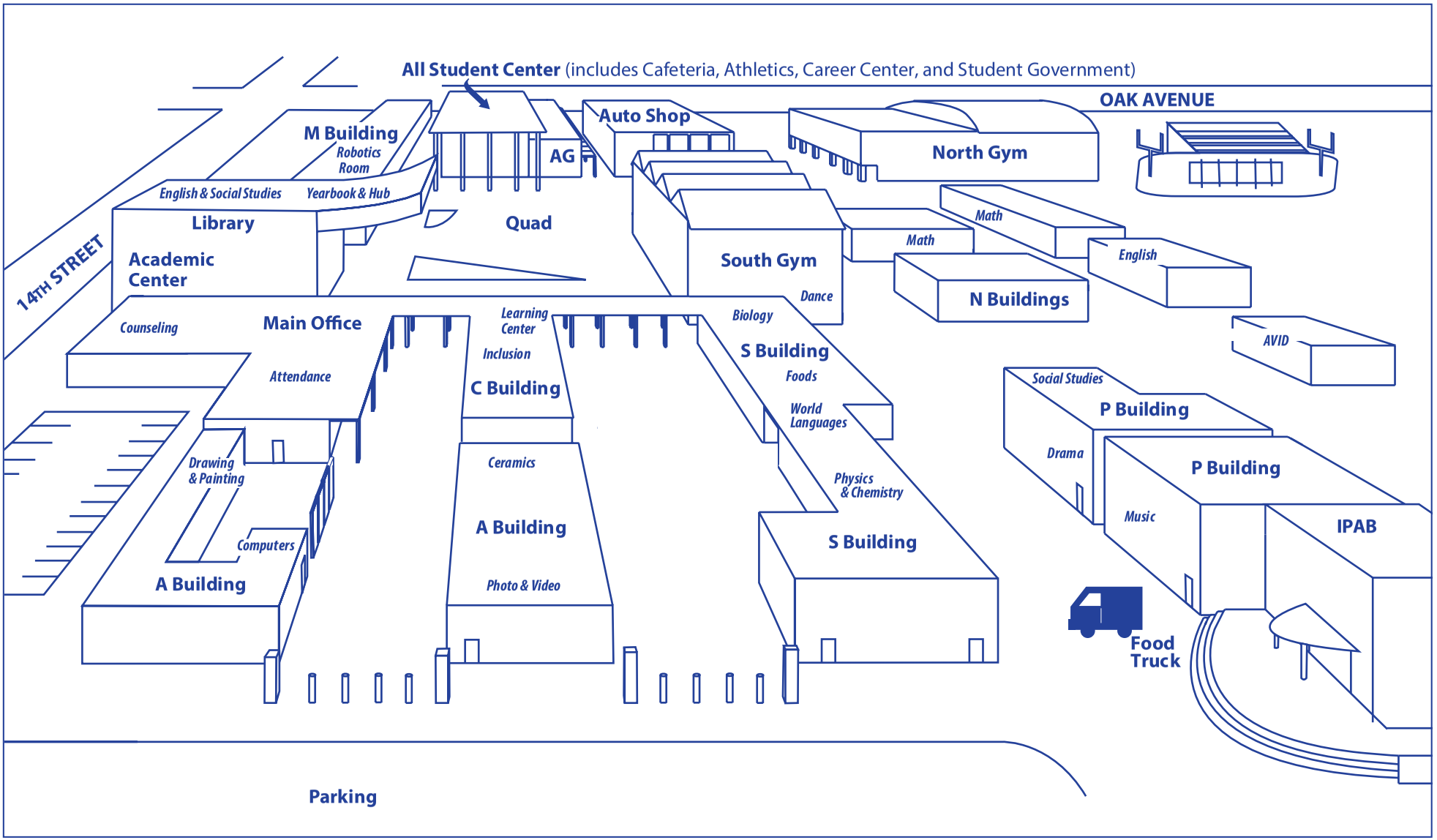
Failure to respond appropriately to an adult request

The first time will result in the student being escorted out of the game or dance. Student may also face other school consequences including suspension.



We take pride in our school. Let's show our community and our rivals that we have Devil Pride and Pursue Victory with Honor.

CAMPUS OF DAVIS SENIOR HIGH SCHOOL



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