

# VANDEN HIGH SCHOOL ADMINISTRATION

# DISCRIMINATION POLICY

, Principal  
Allyson Rude, Assistant Principal  
William Sarty, Assistant Principal/Athletic Director

## DISTRICT ADMINISTRATION

Kate Wren Gavlak, Superintendent  
Jim Bryan, Assistant Superintendent of Educational  
Services  
Catrina Howatt, Assistant Superintendent Business  
Services  
Sankaran Iyer, Director of Curriculum, Instruction  
& Assessment  
Carol Ueckert, Director of Special Education

## GOVERNING BOARD MEMBERS

Donna Bishop, President  
Gary Craig, Vice President  
Ivery Hood, Clerk  
Dawn Kirby, Member  
Angela Weinzinger, Member  
Kate Wren Gavlak, Secretary  
Vanden ASB President, Student Member

For complaints concerning instructional materials refer to District Policy 6125:

The Governing Board thoroughly reviews instructional materials to be adopted and is aware that all adopted materials may not be acceptable to all students, their parents/guardians. Concerted effort will be made to provide materials that present a balanced point of view concerning the problems and issues of our times. Books, other instructional materials, and/or activities which could be controversial should be presented in such a way as to provide students practice in comparing evidence, weighted arguments and analyzing various points of view.

In accordance with the laws of the State of California, it is the policy of the Travis Unified School District to provide equal opportunities for employment, retention and advancement of all people regardless of race, ethnical, creed, national origin or sex. Furthermore, the district will establish and maintain a positive and effective affirmative action program. The goal of such a program will be to achieve an ethnic, racial and sexual balance among its employees which will reflect the makeup of the school and city environments.

The purpose of the policy and the program are: 1) to provide all students with an opportunity to relate to and learn with members of various racial and ethnic backgrounds and to increase knowledge and enhance intercultural understanding; 2) to have success models of the same race, sex and ethnic background as are represented in the student body; and 3) to ensure equal opportunities for employment, promotion and transfer of all persons. All policies, rules, regulations and programs of the district conform with the Affirmative Action Policy.

The Travis Unified School District does not discriminate against any individuals and offers programs without regard to color, race, national origin, sex or handicap. Admission to and participation in any program is not denied for lack of English skills.

Any person wishing to file a grievance may contact the district's Uniform Complaint Officer. The Governing Board designates the following compliance officer(s) to receive and investigate all complaints and ensure district compliance with law:

Kate Wren Gavlak, Superintendent  
2751 De Ronde Drive  
Fairfield, CA 94533-9710  
(707) 437-4604

# 2012-2013 TABLE OF CONTENTS

Administration .....	1
Non Discrimination Policy .....	1
<b><u>PART I</u></b>	
Curricular Paths .....	3
Graduation Requirements .....	4
Advanced Placement & Honors Homework Scale .....	4
UC / CSU Approved Course List.....	5-6
Vanden High School Career Pathways.....	7
UC / CSU Examination Requirements .....	8
SAT / ACT Test Dates.....	8
Community Colleges .....	9
Other Schools and Colleges .....	9
Alternative Education Programs.....	10
Procedures for California High School Proficiency Exam.....	11
<b><u>PART II</u></b>	
<b>DEPARTMENTS</b>	
Career Technical Education.....	12
English .....	17
Mathematics.....	20
Non-Departmental Electives.....	22
Physical Education.....	25
Science .....	26
Social Science .....	28
Special Education.....	30
Visual and Performing Arts .....	33
World Language.....	37
Miscellaneous Programs .....	40

# Vanden High School

## Curricular Paths

Vanden High School has five curricular paths based on post-secondary goals. These are: High School diploma, Community College/Vocational, California State Universities, University of California, and highly competitive majors/universities. Students take the sequence of classes which fulfill the requirements for their selected path.

<b>EDUCATIONAL GOAL</b>	<b>9<sup>TH</sup> GRADE</b>	<b>10<sup>TH</sup> GRADE</b>	<b>11<sup>TH</sup> GRADE</b>	<b>12<sup>TH</sup> GRADE</b>
<b>High School Diploma</b>	English 1 Math PE Integ Sci 1 Elective Elective	English 2 World History PE Math Integ Sci 2 Elective	Jr/Sr English US History Health/Economics Elective Elective Elective	Jr/Sr English Government Elective Elective Elective Elective
<b>Community College/Vocational</b>	English 1 Math PE Integ Sci 1 Elective Elective	English 2 World History PE Math Integ Sci 2 Elective	Jr/Sr English US History Health/Economics Elective Elective Elective	Jr/Sr English Government Elective Elective Elective Elective
<b>California State Universities</b>	English 1 Algebra 1 PE Integ Sci 1/H Foreign Lang 1 Elective	English 2/H World History/H PE Geometry Integ Sci 2/H Foreign Lang 2	Jr/Sr English/AP US History/AP Health/Economics Algebra 2 Integ Sci 3/H Foreign Lang 3	Jr/Sr English/AP Government/AP Trig/Pre-Calc or Stats Fine Arts Elective (College prep) Elective (College prep)
<b>University of California</b>	English 1 Algebra 1 PE Integ Sci 1/H Foreign Lang 1 Elective	English 2/2H World History/H PE Geometry Integ Sci 2/H Foreign Lang 2	Jr/Sr English/AP US History/AP Health/Economics Algebra 2 Integ Sci 3/H Foreign Lang 3	Jr/Sr English/AP Government/AP Trig/Pre-Calc or Stats Adv Science Foreign Lang 4 Elective (College prep)
<b>Highly Competitive Majors/Universities</b>	English 1 Algebra 1 PE Integ Sci 1/H Foreign Lang 1 Elective	English 2/2H World History/H PE Geometry Integ Sci 2/H Foreign Lang 2	Jr/Sr English/AP US History/AP Health/Economics Algebra 2 Integ Sci 3/H Foreign Lang 3	Jr/Sr English/AP Government/AP Trig/Pre-Calc or Stats Adv Science Foreign Lang 4 Elective (College prep)

## VANDEN HIGH SCHOOL GRADUATION REQUIREMENTS

English	4 years	8 semesters	40 credits
Physical Education	2 years	4 semesters	20 credits
Health	1 semester	1 semester	5 credits
Economics	1 semester	1 semester	5 credits
Mathematics (must complete Algebra 1)	2 years	4 semesters	20 credits
Science	2 years	4 semesters	20 credits
World History	1 year	2 semester	10 credits
US History	1 year	2 semesters	10 credits
Government	1 year	2 semesters	10 credits
Foreign Language or Fine Arts	1 year	2 semesters	10 credits
Career Pathway Option A or B	2 years	4 semesters	20 credits
Elective	6 classes	12 semesters	60 credits
CAHSEE (ELA & Math)			PASS
		<b>Total Credits</b>	<b>230 credits</b>

### ADVANCED PLACEMENT (AP) & HONORS (H) HOMEWORK SCALE

When you select your classes for the next year you should take into account the homework load that is expected to be successful very seriously. One reason to do this is because once you have selected your class, it is very difficult to change. Each AP and Honors class description lists the expected homework required for their class. In addition to homework and studying, what other obligations and extra curricular activities do you participate in such as sports, band, ASB, clubs, work and family responsibilities? Use the scale below to determine your expected workload. Some weeks may require more time than others.

List class selected below:                      Hrs. of Homework/Day or Week

- |          |       |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |

**Total**    \_\_\_\_\_/Day \_\_\_\_\_/Week

## UC/CSU - Approved Course List

**University of California / California State University a-g Requirements Approved Course List:** <https://doorways.ucop.edu/list/>

All California-resident freshman applicants will receive a full review of their applications if they:

- Complete 15 UC-required college-preparatory ("a-g") courses, with 11 of those done by the end of 11<sup>th</sup> grade,
- Maintain a GPA of 3.0 or better (weighted by a maximum of eight honors/AP bonus points) in these courses, and
- Take the ACT with Writing or SAT Reasoning Test.

### **a – History / Social Science – 2 years required**

**Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.**

American Government

Government AP

U.S. History

U.S. History AP

World History

World History AP

### **b – English – 4 years required**

**Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.**

Advanced Composition

English 1

English 2

English 2 Honors

English Language & Composition AP

English Literature & Composition AP

Junior English Literature

Rhetoric

Senior English Literature

### **c – Mathematics – 3 years required, 4 years recommended**

**Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.**

Statistics

AP Statistics

Algebra B - Pending

Algebra 1

Algebra 2

Calculus AP

Geometry

Trigonometry/Pre-Calculus

### **d – Laboratory Science – 2 years required, 3 years recommended**

**Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.**

Biology AP

Integrated Science 2

Integrated Science 2 Honors

Integrated Science 3

Integrated Science 3 Honors

Physics

Physics AP

**e – Language Other than English – 2 years required, 3 years recommended**

**Two years of the same language other than English.**

French 1  
French 2  
French 3  
French 4  
French 5  
French Language AP  
German 1  
German 2  
German 3  
German 4  
German 5  
Latin 1  
Latin 2  
Latin 3  
Latin 4  
Spanish 1  
Spanish 2  
Spanish 3  
Spanish 4  
Spanish 5  
Spanish Language AP  
Spanish for Spanish Speakers 1  
Spanish for Spanish Speakers 2

**f – Visual & Performing Arts – 1 year required**

Advanced Art 1  
Graphic Arts Studio  
Art Appreciation  
Ceramics and Sculpture  
Computer Graphics  
Concert Choir  
Design Studio  
Advanced Drama  
Drawing & Painting Fundamentals  
Introduction to Theater  
Jazz Band  
Symphonic Band  
Wind Ensemble  
Studio Art: 2D Design AP  
Intermediate Art 1  
Piano

**g – Elective – 1 year required**

**One year (two semesters), in addition to those required in “a-f” above. All courses must be listed under “a-f” above with the exception of courses marked with a blue diamond (see Doorways website) in Mathematics, Language Other than English, and VPA; plus the following:**

Virtual Enterprise  
Principles of Engineering – Robotics  
Introduction to Teaching (Early Childhood Education)  
Economics  
Economics: Macro AP  
Economics: Micro AP  
Integrated Science 1  
Integrated Science 1 Honors  
Introduction to Psychology

**Submitted & Pending Approval:**

Early Childhood Education – ROP (Careers w/Children) – g

## VANDEN HIGH SCHOOL CAREER PATHWAYS

Students need to complete one of these two graduation requirements:

### **Career Pathway Option A**

20 credits of an approved career pathway.

#### **Career Technical Education Department:**

Careers with Children  
Careers with Children

Careers in Education  
Careers in Education

Communication  
Journalism  
Adv. Journalism

Construction Production  
Construction/Production 1  
Advanced Const./Prod. 2  
Construction

Engineering  
Engineering/Drawing/Drafting 1  
Engineering/Architect./CAD 2  
Architecture/CAD 3  
CAD Special Problems 4

Auto  
Auto Theory  
Auto Mechanics

JROTC  
AF JROTC Aero. Science I  
AF JROTC Aero. Science II  
AF JROTC Aero. Science III  
AF JROTC Aero. Science IV

Business  
Introduction to Business  
Business Law/Recordkeeping

Business Web Design  
Introduction to Business  
Business Law/Recordkeeping  
Information Technology  
Fundamentals of Web Design\*  
(\*required *after* 1 or more listed above)

Business Technology  
Information Technology  
Introduction to Business  
Business Law/Recordkeeping  
(2 out of 3)

Entrepreneurship  
Information Technology  
Introduction to Business  
Business Law/Recordkeeping  
Fundamentals of Web Design  
Virtual Enterprise\*  
(\*required *after* 1 or more listed above)

#### **Visual and Performing Arts Department:**

Drawing/Painting  
Drawing & Painting Fund.  
Intermediate Art  
Advanced Art

Drawing/Painting  
Drawing & Painting Fund.  
Ceramics & Sculpture

Computer Graphics  
Drawing & Painting Fund.  
Computer Graphics

3-D Visual Arts  
Design Studio  
Ceramics & Sculpture

Graphic Design  
Graphic Arts Studio  
Computer Graphics

Graphic Design  
Graphic Arts Studio  
Intermediate Arts

Graphic Design  
Graphics Arts Studio  
Ceramics & Sculpture

Design Publishing  
Design Publishing I  
Design Publishing II

Instrumental Music  
Symphonic Band  
Wind Ensemble  
Jazz Band

Drama  
Introduction to Theater  
Advanced Theater  
Stagecraft

Drama  
Introduction to Theater  
Stagecraft  
Advanced Theater

### **Career Pathway Option B**

10 credits of an advanced third-year college prep math, science, or foreign language. The student must already have 20 high school credits in the specific area of the course to count towards this requirement.

Mathematics  
Algebra 2  
Trigonometry/Pre-Calc  
AP Calculus AB

Science  
Integrated Science 3  
Physics  
Biology Advanced Placement

Foreign Language  
Spanish 3 French 3  
Spanish 4 French 4  
German 3 Latin 3  
German 4 Latin 4

and

10 credits of a Career Technical Education course.

Home Economics  
Careers in Education  
Careers with Children

Industrial Technology  
Auto Theory  
Auto Mechanics  
Construction/Production 1  
Adv. Const/Production 2  
Eng. Drawing/Drafting 1  
Eng./Architectural/CAD 2  
Architecture/CAD 3  
CAD Special Problems 4  
Principles of Engineering-Robotics

Business  
Information Technology  
Intro. To Business  
Business Law/Recordkeeping  
Fund. Of Web Design  
Virtual Enterprise  
Work Experience

JROTC  
AF JROTC I  
AF JROTC II  
AF JROTC III  
AF JROTC IV

Other  
Design Publishing I  
Design Publishing II

## UC EXAMINATION REQUIREMENT:

All freshman applicants must submit test scores, as described below:

1. One aptitude test, either a or b
  - a. SAT Reasoning Test  
Writing, verbal and mathematic scores must be from the same setting.
  - b. American College Test (ACT) with Writing  
The composite score will be reported.

\*\*While SAT Subject Tests will not be required for fall 2012 admission or beyond, some campuses recommend that students vying for slots in competitive majors take the tests to demonstrate subject proficiency.

## CSU EXAMINATION REQUIREMENT

Freshman applicants must submit scores for either:

- a. SAT Reasoning Test (SAT I) -OR-
- b. American College Test (ACT)

### CSU ELIGIBILITY INDEX:

#### California Residents

GPA	2.00	2.20	2.40	2.60	2.80	3.00+
SAT I	1300	1140	980	820	660	any score*
or						
ACT	30	26	22	18	14	any score*

\*With GPA above 3.00 and necessary course requirements, qualifies with any test score.

## For which majors and at which campuses will the SAT subject exams be required?

Beginning with students applying for the fall 2012 term, SAT Subject Tests will no longer be required and students who do not submit SAT Subject Exam scores will not be penalized during the review process.

Some majors at some campuses may recommend particular tests; individual campuses will determine this at a later date and we will post the information at [www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions). It is safe to assume that if certain school/colleges/programs recommend SAT Subject Tests now, for example, Engineering programs, it is likely they will recommend these exams for fall 2012 applicants.

Applicants may submit Subject Test scores for consideration during the comprehensive review process much in the way they do with Advanced Placement and International Baccalaureate scores today, but Subject Exam scores will not be required. And Subject Exams will still be used to satisfy "a-g" subject requirements.

### 2012-2013 SAT TEST DATES

(additional testing information available at [www.collegeboard.com](http://www.collegeboard.com))

National Test Dates	Regular Registration	Late Registration
January 28, 2012	December 30, 2011	January 13, 2012
March 10, 2012	February 10, 2012	February 24, 2012
May 5, 2012	April 6, 2012	April 20, 2012
June 2, 2012	May 8, 2012	May 22, 2012
October 2012	see <a href="http://www.collegeboard.com">www.collegeboard.com</a>	see <a href="http://www.collegeboard.com">www.collegeboard.com</a>
November 2012	see <a href="http://www.collegeboard.com">www.collegeboard.com</a>	see <a href="http://www.collegeboard.com">www.collegeboard.com</a>
December 2012	see <a href="http://www.collegeboard.com">www.collegeboard.com</a>	see <a href="http://www.collegeboard.com">www.collegeboard.com</a>
January 2013	see <a href="http://www.collegeboard.com">www.collegeboard.com</a>	see <a href="http://www.collegeboard.com">www.collegeboard.com</a>

### 2012-2013 ACT TEST DATES

(additional testing information available at [www.actstudent.org](http://www.actstudent.org))

National Test Dates	Regular Registration	Late Registration
February 11, 2012	January 13, 2012	January 14-20, 2012
April 14, 2012	March 9, 2012	March 10-23, 2012
June 9, 2012	May 4, 2012	May 5-18, 2012
September 8, 2012	See <a href="http://www.actstudent.org">www.actstudent.org</a>	See <a href="http://www.actstudent.org">www.actstudent.org</a>
October 27, 2012	See <a href="http://www.actstudent.org">www.actstudent.org</a>	See <a href="http://www.actstudent.org">www.actstudent.org</a>
December 8, 2012	See <a href="http://www.actstudent.org">www.actstudent.org</a>	See <a href="http://www.actstudent.org">www.actstudent.org</a>
February 8, 2013	See <a href="http://www.actstudent.org">www.actstudent.org</a>	See <a href="http://www.actstudent.org">www.actstudent.org</a>

## COMMUNITY COLLEGES

### ENTRANCE REQUIREMENTS:

Admission to California community colleges is open to anyone who is a high school graduate, has the equivalency of a high school diploma, or is at least 18 years old and shows evidence of being able to benefit from instruction.

Community College Programs:

1. Transfer programs for students planning to transfer to one of the state university systems at the beginning of their junior year.
2. Students who do not meet all UC or CSU entrance requirements at the time of high school graduation, may attend a Community College until entrance requirements are met, then apply to the university system.
3. Certificate programs which give specialized training without general education requirements.
4. Vocational training in business, technical, skilled and paraprofessional occupations.
5. Associate Degree (2 years).

Two year colleges in our area include:

- *Solano Community College*: [www.solano.edu](http://www.solano.edu)
- *Napa Valley Community College*: [www.napavalley.edu](http://www.napavalley.edu)
- *Sacramento City College*: [www.scc.losrios.edu](http://www.scc.losrios.edu)

California Community College website:

- [www.ccco.edu](http://www.ccco.edu)

## OTHER SCHOOLS AND COLLEGES

### ENTRANCE REQUIREMENTS:

Specific requirements for admission to private or independent colleges and universities vary con-

siderably. Refer to the catalog or Admission Bulletin of the institution under consideration.

Tests such as SAT Reasoning Test and ACT are required by most colleges, and the SAT Subject Tests are required by some colleges.

It is the responsibility of the student to learn about these requirements and meet application deadlines.

### PROCEDURE:

1. Check the Counseling website for college websites, catalogs, and other information regarding the college/university.
2. Check with your counselor regarding admission requirements to the college/university. This conversation should begin early in your high school career. Don't wait until 12th grade to begin your college research.
3. Check college websites for entrance requirements, courses of study, and degree programs:  
**[www.csumentor.edu](http://www.csumentor.edu)** (CSU website)  
**[www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)** (UC website)  
**[www.aiccu.edu](http://www.aiccu.edu)** (for CA's 71 independent schools)  
**[www.californiacolleges.edu](http://www.californiacolleges.edu)** (showcases all CA schools)
4. Discuss with your family the information you receive about the college. Discuss the academic programs, cost of attending the school, living on or off campus, etc.
5. Evaluate your high school course selections and your transcript each year of high school. Make sure you are completing entrance requirements for your chosen institution.
6. SENIOR YEAR: Be aware of deadlines! Mark your calendar with due dates for college boards, college applications, scholarships, and financial aid. Check your senior newsletter! Check with your counselor!

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## VANDEN COUNSELING WEBSITE:

[sites.google.com/site/vandenhightschoolcounseling/](https://sites.google.com/site/vandenhightschoolcounseling/)

- SAT Prep Information
- College Information & Websites (state, national, private & public)
- Scholarships
- Career Searches
- Financial Aid Information
- Upcoming Events/Dates
- Apprenticeships

## ALTERNATIVE EDUCATION PROGRAMS

### **OPPORTUNITY PROGRAM**

(2656, 2657, & 2670) (Year) (10<sup>th</sup>)

Grad requirement: English, Math & World History

The Opportunity class at Vanden is designed to provide an alternative school experience in a positive “on campus” environment for students who are struggling to function within the regular school program in the 10th grade.

The Opportunity program is “a school within a school” making it possible for its students to learn academics in a separate environment while being afforded the opportunity to mainstream into other subjects. Classes typically taught are English, Math and World History.

Placement of a student into the Opportunity program will be a “team” decision. The team will be actively involved from the time the student enters the program to the time the student exits the program.

### **TRAVIS EDUCATION CENTER HIGH SCHOOL**

Travis Education Center (TEC) High School is the district’s continuation high school, an alternative program available to all students (age 16+) with open enrollment throughout the school year. Students transfer to alternative programs for a variety of reasons and have options once they are enrolled. TEC offers 25 credits in core subjects each nine-week grading quarter, allowing students to accelerate in their academic progress. The following educational options may be available to TEC students:

### **TRANSFER TO VANDEN HIGH SCHOOL (or another traditional high school)**

Students who have a credit deficit and are not on track for graduation can voluntarily enroll at TEC. Students may transfer to Vanden only at the beginning of each semester (Fall or Spring) and

must have completed all credit requirements. To stay on track for return to Vanden, students must not only make up their deficit credits, but continue to earn credits they need for their current enrollment. This is a very rigorous expectation and requires a great deal of work from the student. Students in credit deficit may be lacking in the skills required to complete more work at a faster pace. To be successful upon return to a traditional school setting, it is imperative that students learn and improve study habits and time management. TEC is dedicated to helping students reach their goals. The road to the traditional program is difficult but, in many cases, possible. It is not the only option.

### **TIMELY OR EARLY GRADUATION FROM TEC**

The number of credits required for graduation from TEC is identical to Vanden’s. A diploma from TEC is a high school diploma. TEC received a six year accreditation from the Western Association of Schools and Colleges. TEC High School has its own graduation ceremony on the last day of the school year. Students who graduate early are welcome to participate.

### **“FOUR +” PLAN**

Students who have completed four years of high school enrollment and wish to continue toward graduation must go before the School Attendance Review Board (SARB) to request further enrollment at TEC. SARB will consider the student’s attendance, consistent academic progress, and behavior in their decision and devise a quarterly contract for the student.

### **INVOLUNTARY TRANSFER**

Students may be administratively placed at TEC High School due to continuing problems with attendance or academic progress in the traditional high school setting. Their pathway options will be directed by the district’s administrative personnel.

## HIGH SCHOOL PROFICIENCY EXAM

The following procedure should be used in assisting students who wish to take the California High School Proficiency Examination and who choose to leave school early.

1. The supply of application forms will be kept in the Counseling Office.
2. STUDENT WILL:
  - a. obtain the application form from their individual Counselor;
  - b. be responsible for completing the application form;
  - c. obtain their Counselor's signature of verification that they are eligible to take the test;
  - d. obtain from the Registrar an imprint of the school seal on the application form;
  - e. mail the application form;
  - f. file written parental request with the Counselor if they wish to terminate high school enrollment early. The

Counseling Office will be provided with a list of students who have earned the Certificate of Proficiency; and

- g. follow the regular check-out procedure beginning in the Attendance Office – if they complete the procedure for early termination of high school enrollment.

### 3. COUNSELOR WILL:

- a. supply students with forms and instructions for making their application;
- b. determine student's eligibility for testing and verify by signing the application;
- c. keep a log of the names of students who receive applications;
- d. Certificate of Proficiency. Before permission to terminate high school enrollment is granted, a parental request must be on file with the school registrar.

# CAREER TECHNICAL EDUCATION DEPARTMENT

The following disciplines are part of the Career Technical Education Department: Business Education, Industrial Technology, and Home Economics.

The Business Education, Industrial Technology, and Home Economics areas have developed a number of Career Paths. A career path is a series of courses that directly relate to a specific area of concentration or career. Students interested in developing skills, which transfer into advanced placement jobs or future educational opportunities are encouraged to follow the sequence of courses described in each Career Path.

The Career Paths offered at Vanden High School are in the areas of: Computers and Information Technology; Child Development and Education; Architecture and Engineering; and Construction and Construction Management. These Career Paths prepare students for entry-level jobs, advanced training and certification, and advanced college degrees.

If interested, see your counselor or Ms. Leone or Mr. Manuel in the Business department, Mr. Poe in the Industrial Technology department, or Ms. Triplett in the Home Economics department.

***Requests and recommendations are granted based on availability.***

## BUSINESS EDUCATION

### INTRODUCTION TO BUSINESS

(0272) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Vocational Skills

College Entrance Requirement: None

An introduction to American and global business practices, this course will prepare you for your economic roles of consumer, worker and citizen. We will use the case study method to review the many different aspects of business, including environmental, legal and ethical issues, as well as the impact of new technology. You will have the opportunity to explore the many different career avenues open in business. Emphasis is placed on the skills and techniques of operating a small business, through the use of a variety of individual and group projects.

### BUSINESS LAW / RECORDKEEPING

(0252/0269) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Vocational Skills

College Entrance Requirement: None

Law related education helps students understand our legal system and see how they can work within and through it to promote justice, equal protection and recognition of the rights of the individual. It also develops students' abilities to analyze complicated problems and come up with solutions that will satisfy more than one perspective or point of view.

The second semester takes up personal finance and record keeping and finishes with introductory manual accounting. Students will keep a checkbook and analyze and pay a variety of bills, as well as completing a variety of bookkeeping projects.

### INFORMATION TECHNOLOGY

(0277) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Vocational Skills

College Entrance Requirement: None

The emphasis is on building keyboarding skills using the touch-typing method of typing and learning Microsoft Office programs (Word, Excel, Access, PowerPoint, Publisher, and Outlook). Students will demonstrate knowledge of software through daily class assignments. In addition, students will learn how to manage the Windows platform, get a comprehensive understanding of computer terminology, and learn the basics of web design using XHTML (Extensible Hyper-text Markup Language).

### FUNDAMENTALS OF WEB DESIGN

(0275) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Any previous Business class or Teacher Approval only.**

Grad requirement: Vocational Skills

College Entrance Requirement: None

This is a project-based course. Students will create and maintain an electronic portfolio and will learn how to create web pages from scratch in XHTML (Extensible Hyper-text Markup Language). Students will create and maintain pages for the Vanden High School web site (<http://www.travisusd.k12.ca.us/vanden>) using Macromedia Studio MX 2004 programs. In addition, advanced photo and graphic editing techniques will be explored.

### VIRTUAL ENTERPRISE

(0280) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Information Technology, Introduction to Business or Business Law/Recordkeeping recommended or Teacher Approval. Get application packet from Counseling.**

Grad requirement: Vocational Skills

College Entrance Requirement: Meets university "g" requirement.

Virtual Enterprise is a simulated business that is set up and run by students to prepare them for working in a real business environment. The students determine the nature of their business, its products and services, its management and structure, and learn the daily operations of a business under the guidance of a consultant with the support of a real business partner. Emphasis will be placed in using current business software packages and the Internet for business transactions. **Outside events required for course completion.** This course is open to all students who have completed Information Technology, Introduction to Business, Business Law/Recordkeeping or Web Design with a C or better, or Teacher Approval.

**ENTREPRENEURSHIP** (Pending Board Approval)  
( ) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Information Technology, Introduction to Business or Business Law/Recordkeeping recommended or Teacher Approval. Get application packet from Counseling.**

Grad requirement: Vocational Skills  
College Entrance Requirement: None

This course helps students gain an understanding of the business/marketing principles necessary to start and operate a business. Students will first learn basic economic principles related to business ownership. They will identify and assess common traits and skills found in entrepreneurs, explore business opportunities, and compare the risks and rewards of owning a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, determining feasibility of an idea utilizing research, developing a plan to organize and promote the business and its products/services, and finally, to understand the capital required, the return on investment desired, and the potential for profit. Entrepreneurship is designed for students enrolled in business and upper-level courses who have an interest in developing the skills, attitudes, and knowledge necessary for successful entrepreneurs. The texts and performance objectives are designed to work in conjunction with FBLA and SkillsUSA, and students are encouraged to participate in these associations and their respective competitions.

#### **WORK EXPERIENCE**

(1651/1652) (Semester) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: must be employed and working a minimum of 10 hours each week at the time of signup; maintain 2.0 GPA with no F**

Grad requirement: Elective/Career Pathway  
College Entrance Requirement: None

This course is designed to develop desirable work attitudes and to promote understanding of the relationship between formal education and job success through supervised, part-time employment. Students must continue to work or perform assigned volunteer work in order to receive credit. There is one academic class hour per week and attendance or makeup is mandatory.

#### **DESIGN PUBLISHING I, II, III, IV**

(0163, 0164, 0165, 0166) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Application and Teacher Approval**

Grad requirement: Vocational Skills, Fine Arts  
College Entrance Requirement: None

A full year course designing, producing and marketing a major book project and related reproduced media. Students work with a professional publisher in a cooperative learning environment to produce the Vanden yearbook, *Saga*. Students design layouts, shoot and manipulate photographs, create graphics, advertise, produce and distribute the book and other products. Production includes computer graphics program such as PageMaker, Photoshop and dedicated publishing applications. Students are expected to attend school events to gather story content and photographs, in both 35mm and digital formats. Students with skills in graphic design, photography, writing, fine arts and computers (PageMaker knowledge is a plus) are encouraged to enroll. Enrollment must be for a full year. No students

will be allowed to enroll after the first three weeks of school.

#### **HOME ECONOMICS**

#### **INDIVIDUAL AND PERSONAL HEALTH**

(6066) (Semester) (11<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Health

College Entrance Requirement: None

This semester course is designed to prepare individuals to understand the basic principles of physical and emotional health for personal and family well-being. The skills, knowledge and attitudes taught will enable students to understand the related aspects of health in family living with special emphasis on nutrition, emotional and physical health, the prevention of illness and the relationship of the health of an individual to the well-being of the family. Key topics include: self-esteem, health and wellness, nutrition, maintaining healthy body systems, chemical dependency, family life education, human growth and development, preventing diseases, safety and emergency care.

#### **CAREERS WITH CHILDREN**

**(Early Childhood Education)**

(1352) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: None**

Graduation requirement: Vocational Skills

College Entrance Requirement: **Pending UC Approval**

This course is designed for anyone who is interested in working with young children. It is a two semester course which meets for **2 periods daily**. Class emphasis is placed on the needs of infants, toddlers and preschoolers. The course provides instruction in planning and conducting activities that promote physical, intellectual and social growth of children. By working in child care centers during class time, students will receive on-the-job training and experience.

#### **CAREERS IN EDUCATION**

**(Introduction to Teaching)**

(0671) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Vocational Skills

College Entrance Requirement: Meets university "g" requirement.

This course is designed for anyone interested in working with children ages 5-12, and especially for those considering a career in Elementary Education. This is a **two period class**. After the first 9 weeks the students will be placed in internships at local elementary schools. Here they will apply the principles learned in class such as: discipline strategies, recognizing and working with all learning styles, tutoring individual students, working with small groups of students, and assisting the master teacher with the overall management of the classroom.

#### **INDUSTRIAL TECHNOLOGY**

#### **AUTO THEORY**

(0751) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: None**

Grad requirements: Vocational Skills

College Entrance Requirement: None

Year one of a two year ASE certified program that teaches the skills required in inspecting, testing and repairing automobiles. Areas covered include: basic

vehicle service, engine performance, electronics systems, heating and air conditioning, looking for information, tools and equipment, safety and more. Career opportunities are explored.

### **AUTO MECHANICS**

(0752) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Auto Theory or Teacher Approval**

Grad requirement: Vocational Skills

College Entrance Requirement: None

Repeat Credit: With Teacher Approval.

A two period per day course designed to assist in developing and preparing students on the pre-apprentice level for entrance into the trade and for those students who have a real interest in automotive vehicle operation and repair. Curriculum utilizes the National Automotive Technician Education Foundation General Services task list for entrance into the automotive service industry. Instructor is ASE certified in brakes, suspension and steering, engine performance, and electrical areas. Coveralls are required.

### **ENGINEERING DRAWING/COMPUTER AIDED DRAFTING (CAD)/DRAFTING 1**

(0778) (Year) (9<sup>th</sup>-11<sup>th</sup>) (12<sup>th</sup> with Teacher Approval)

**Prerequisite: Solid math ability or background**

Grad requirement: Vocational Skills

College Entrance Requirement: None

This basic drawing course provides students the opportunity to experience the basic language of industry and technology. Students gain basic skills in the broad field of drafting, engineering and computer aided drafting. Students will have the opportunity to experience the graphic language of industry for engineers, manufacturers and technicians. This course is recommended for students considering careers in engineering, architecture, building trades, construction or other related production and manufacturing careers.

### **ENGINEERING / ARCHITECTURE / CAD 2**

(0779) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisites: B or better in Engineering Drawing/Drafting 1, or consent of instructor; strong math background /Algebra**

Grad requirement: Vocational Skills

College Entrance Requirement: None

This course is designed to introduce all students to Engineering, Architecture, and Computer Aided Drafting. Students will continue with advanced problems relating to engineering drawing and architecture while learning basic AutoCAD commands and utilities. Students will gain an understanding of the architectural design process while designing and producing floor plans and elevation drawings with AutoCAD and manual drafting techniques. This course is recommended for students considering careers in architecture, building trades, construction, CAD, engineering or other related careers.

### **ARCHITECTURE/CAD 3**

(0786) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: B or better in Engineering / Architecture / CAD 2**

Grad requirement: Vocational Skills

College Entrance Requirement: None

This course is designed to focus students' abilities into more specific and advanced concepts dealing with Architectural Design, and Computer Aided Drafting.

Students will continue with advanced problems relating to engineering drawing and architecture while learning advanced AutoCAD commands and utilities. Students will gain an understanding of the architectural design process while designing and producing floor plans and elevation drawings with AutoCAD. This course is recommended for students considering careers in architecture, building trades, construction CAD, engineering and other related careers.

### **CAD SPECIAL PROBLEMS 4**

(0787) (Year) (12<sup>th</sup>)

**Prerequisite: All drafting classes offered at Vanden (1-3) or equivalent; Senior standing; B in Architecture/CAD 3**

Grad requirement: Vocational Skills

College Entrance Requirement: None

This course is designed to meet the needs of the serious Architecture or Engineering student. Students will define and create their own course of study relating to engineering or architecture. Students will choose from a list of specific topics and projects that they wish to explore. Students will apply all concepts and skills learned from previous classes offered in drafting at Vanden High School. Students will also compile and create work to be placed in a portfolio for job applications and college entrance requirements. Students will also be expected to do one major research paper relating to Industry and Technology utilizing all major avenues of information available. Students will then present their research to the class by using a PowerPoint presentation format.

### **CONSTRUCTION / PRODUCTION 1 (WOOD)**

(0780) (Year) (9<sup>th</sup>-11<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Vocational Skills

College Entrance Requirement: None

Students study industrial-technical materials and processes as they fabricate usable wood products. Students will also study materials used in other fabrication processes. Construction materials and processes will also be emphasized. Equipment safety, work safety and consumer skills will also be stressed. Students will design and fabricate wood products that meet or exceed industrial standards.

### **ADVANCED CONSTRUCTION / PRODUCTION 2**

(0781) (Year) (10<sup>th</sup>-11<sup>th</sup>) (12<sup>th</sup> with Teacher Approval)

**Prerequisites: Sophomore status and completion of Construction Production I**

Grad requirement: Vocational Skills

College Entrance Requirement: None

Lab Fees: Fees are based on the cost of project material taken home by student.

Students will study concepts in the areas of manufacturing, construction and production, with the major emphasis placed in the area of residential construction and cabinet making. Students will become familiar with the materials and processes involved in constructing a home. Students will also design and build furniture or cabinets for themselves or for others. Residential Plan reading, construction mathematics, and Algebra in construction will be emphasized. Computer applications and programs related to the construction industry will be utilized where possible.

### **CONSTRUCTION/PRODUCTION 3-4**

( ) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** B in Construction/Production 1 or Drafting 1 or 2

Grad requirement: Vocational Skills

College Entrance Requirement: None

Lab Fees: Material costs for projects taken home by students for student use or consumer use.

Students will study a broad scope of construction techniques and skills. Emphasis will be placed on construction processes: framing, form work, concrete, electrical, plumbing, roofing, and carpentry finish work. Technical skills such as blueprint reading, construction math, safety codes and regulations used in the construction industry will be covered in depth. This course is recommended for students wishing to be carpenters, general contractors, architects, electricians, plumbers and engineers.

### **AEROSPACE SCIENCE (AIR FORCE JUNIOR ROTC)**

#### **AEROSPACE SCIENCE I (Air Force JROTC)**

(0793) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** None

Grad requirement: Vocational Skills

College Entrance Requirement: None

Aerospace Science 100: "A Journey Into Aviation History" is designed to acquaint first year cadets with aviation history including the development of flight, civilian and military contributions to aviation and the Air Force's development and transformation. The course is interspersed with concise overview of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Leadership Education 100: "Citizenship, Character, and Air Force Tradition" - an essential part of this course - will focus on discipline, respect, and student attitude. Students will learn individual self-control, time management skills, and develop study habits. Additionally, they will learn the appropriate wear of the Air Force uniform by wearing the uniform weekly, military customs and courtesies, and basic drill movements. Leadership 500: "Drill and Ceremonies" covers the aspects of drill that allow students to learn basic drill movements. The Cadet Health and Wellness Program is designed to help students develop an individualized wellness-training program. The goal is to give cadets the opportunity to put into practice the wellness concepts learned in Leadership Education. This consists of various exercises and other activities such as team sports.

#### **AEROSPACE SCIENCE II (Air Force JROTC)**

(0794) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** C in Aerospace Science I

Grad requirement: Elective or Vocational Skills

College Entrance Requirement: None

The second year, Aerospace Science 210: "Science of Flight" is designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. Discussions include the forces of lift, drag,

thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind. The portion on the Human Requirements of Flight is a survey course on human physiology. An additional course option for the second year is Aerospace Science 220: "Cultural Studies: An Introduction to Global Awareness." This course introduces students to the world's cultures through the study of world affairs, regional studies and cultural awareness. This course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns and human rights. Leadership Education 200: "Communication, Awareness, and Leadership" stresses communications skills, increased awareness of self and other, and improved leadership. Written reports and speeches compliment academic materials. Leadership 500: "Drill and Ceremonies" continues the aspects of drill that allows students to enhance their movement skills by focusing on more advanced drill movements. The Cadet Health and Wellness Program is designed to help students develop an individualized wellness-training program. The goal is to give cadets the opportunity to put into practice the wellness concepts learned in Leadership Education 100. This consists of various exercises and other activities such as team sports.

#### **AEROSPACE SCIENCE III (Air Force JROTC)**

(0795) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** C in Aerospace Science II

Grad requirement: Vocational Skills

College Entrance Requirement: None

The third year, Aerospace Science 300: "Exploring Space: The High Frontier." is designed to acquaint the student with the space environment including astronomy, the solar system, upper atmospheric travel and manned and unmanned space flight. The course focuses on space vehicles, launch systems, space stations, Moon landings, and the human experience in space. Leadership Education 300: "Life Skills and Career Opportunities" will be helpful to students deciding which path to take after high school as the course focuses on educational and career paths. Information on how to begin the job search is available to students who decide not to go to college or Career and Technical Education. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. For those students who may be moving into an apartment of their own, information is presented on apartment shopping and grocery shopping skills. To supplement LE 300, the National Endowment for Financial Education (NEFE) Planning Program is used focusing on financial planning and budgeting. Leadership 500: "Drill and Ceremonies" continues to enhance student's leadership abilities through highly advanced drill. The Cadet Health and Wellness Program is designed to help students develop an individualized wellness-training program. The goal is to give cadets the opportunity to put into practice the wellness concepts learned in Leadership Education 100. This consists of various exercises and other activities such as team sports.

## **AEROSPACE SCIENCE IV (Air Force JROTC)**

(0796) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C in Aerospace Science III**

Grad requirement: Vocational Skills

College Entrance Requirement: None

This course allows cadets to manage the entire corps during the fourth year. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. The students are also introduced to the Financial Planning using the National Endowment for Financial Education (NEFE) program. Leadership 400: "Principles of Management" covers the fundamentals of management, managing yourself, and others. Emphasis is placed on allowing the student to see themselves as a leader and manager. Every organization, regardless of size, faces the challenge of managing operations effectively. The four areas are Management Techniques, Management Decisions, Management Functions, and Managing Self and Others. Leadership 500: "Drill and Ceremonies" continues as the student's leadership abilities are tasked to lead large formations during annual inspections. The Cadet Health and Wellness Program is designed to help students develop an individualized wellness-training program. The goal is to simply give cadets the opportunity to put into practice the wellness concepts learned in Leadership Education 100. This consists of various exercises and other activities such as team sports.

# ENGLISH DEPARTMENT

## ENGLISH 1

(0451) (Year) (9<sup>th</sup>)

**Prerequisite: None**

Grad requirement: English

College Entrance Requirement: Meets university "b" requirement.

A required course for all freshmen. The course presents literature of various cultures and genres in a thematic format. Students will improve writing skills through the process technique. They will also continue to improve skills in vocabulary, reading, grammar, punctuation, as well as study skills. It will assist students as they prepare for tests ranging in difficulty from the California High School Exit Exam to the SAT.

## ENGLISH 2

(0454) (Year) (10<sup>th</sup>)

**Prerequisite: None**

Grad requirement: English

College Entrance Requirement: Meets university "b" requirement.

English 2 will enhance students' communication and thinking skills. Students will address four major topics: speaking and listening; literary analysis and comprehension; writing and how the English language works; and critical thinking. The goal of the class is to increase the students' self-confidence and to prepare them for success in junior/senior-level classes, as well as their present academic and social challenges. It will assist students as they prepare for tests ranging in difficulty from the California High School Exit Exam to the SAT.

## ENGLISH 2 HONORS

(0455) (Year) (10<sup>th</sup>)

**Prerequisite: Admission is limited, and competitive, and some students who qualify may not be granted admission. The following criteria are used in determining qualification:**

- 1) Teacher Recommendation;**
- 2) Semester Grade of A or B in previous English class;**
- 3) Overall Weighted GPA.**

Grad requirement: English

College Entrance Requirement: Meets university "b" requirement.

This course is designed to enable students who have shown exceptional ability in language to continue their training in an accelerated program of reading, writing and speech. Some of the works include *To Kill A Mockingbird*, *Julius Caesar*, and advanced poetry. A term paper will also be required. This course will impact a student's daily schedule. *This course requires a minimum of 5-10 hours of homework per week. Special projects and students individual aptitude may impact the time commitment required to be successful.*

## JUNIOR/SENIOR COURSES

**Juniors and seniors are required to pass four semesters of English, two semesters each year during their junior and senior years. Juniors will take either Junior Literature and Advanced Composition or Junior Advanced Placement (AP). Seniors will take either Senior Literature and Rhetoric or Senior Advanced Placement (AP).**

## JUNIOR ENGLISH LITERATURE

(0468) (Semester) (11<sup>th</sup>)

**Prerequisite: Junior**

Grad requirement: English

College Entrance Requirement: Meets university "b" requirement.

Junior English Literature is a one semester course offered to the third year student. It stresses literary values and forms in addition to historical and cultural developments in the United States. Instruction continues in vocabulary and interpretive composition. It will assist students as they prepare for tests ranging in difficulty from the California Standards Test to the SAT. Students will be required to successfully complete daily, weekly, quarterly, and semester assignments in the form of individual and group oral presentations with use of technology, quizzes, unit tests, daily and weekly spelling/vocabulary drill, interpretive composition, project based assignments that address multiple learning styles, and a final examination.

## ADVANCED COMPOSITION

(0485) (Semester) (11<sup>th</sup>)

**Prerequisite: Junior**

Grad requirement: English

College Entrance Requirement: Meets university "b" requirement.

Advanced Composition is a one semester course offered to the third year student. This required course will introduce students to types of writing required in college and business. The process of writing, a step-by-step approach, from pre-writing to publishing, will be stressed, and students will participate in peer response and editing groups to improve their writing skills. Students will read a variety of published essays to encourage critical thinking and to provide models for their own writing.

## English 3 (Pending Board Approval)

(0458) (Year) (11<sup>th</sup>)

**Prerequisite: Junior**

Grad requirement: English

College Entrance Requirement: Pending Approval

English 3 is a year long course offered to third year students. The course stresses literary values and forms, historical and cultural developments in the United States as well as introduces students to types of writing required in college and business. Instruction continues in vocabulary, grammar, test taking skills, reading comprehension with a focus on historical American documents as well as Workplace and Technical documents, literary and rhetorical analysis of key

historical nonfiction documents as well as a wide variety of American novels. Students will write a wide variety of essays. The essay writing process will include hand written drafts, peer editing and response group work, and several typed drafts. Students will read a wide variety of published drafts as models for each type of essay. In addition, the EAP essay test will be taught and worked on throughout the year.

### **JUNIOR (AP) ENGLISH LANGUAGE & COMPOSITION**

(0442) (Year) (11<sup>th</sup>)

**Prerequisite:** Admission is limited, and competitive, and some students who qualify may not be granted admission. The following criteria are used in determining qualification:

- 1) **Teacher Recommendation;**
- 2) **Semester Grade of A or B in previous English class;**
- 3) **Overall Weighted GPA.**

Grad requirement: English

College Entrance Requirement: Meets university “b” requirement.

Advanced Placement English Language and Composition is a yearlong advanced course in English for the academically motivated junior. Advanced Placement may bring college English credit by passing the nationally administered competitive examination in May. Taking the Advanced Placement Exam is required. Students are expected to pursue a rigorous program of reading and writing that leads to college-level compositions and critical essays. *This course requires a minimum of 5-10 hours of homework per week. Special projects and students individual aptitude may impact the time commitment required to be successful.*

### **RHETORIC**

(0495) (Semester) (12<sup>th</sup>)

**Prerequisite:** Senior

Grad requirement: English

College Entrance Requirement: Meets university “b” requirement.

Rhetoric is a one semester course offered to the fourth year student. Students in this required course will learn to confidently present themselves and their ideas in front of groups of people. They will continue to develop analysis and critical thinking skills. Everything from interview presentation to argumentation and debate to video presentation will be explored. Students will be prepared for college and the workplace through the enhancement of their verbal, thinking and presentation skills.

### **SENIOR ENGLISH LITERATURE**

(0467) (Semester) (12<sup>th</sup>)

**Prerequisite:** Senior

Grad requirement: English

College Entrance Requirement: Meets university “b” requirement.

Senior English Literature is a one semester course offered to the fourth year student. It stresses literary values and forms in addition to historical and cultural developments in Great Britain and around the world. Instruction continues in vocabulary and interpretive composition. Students will be required to successfully complete daily, weekly, quarterly, and semester assignments in the form of individual and group oral

presentations with use of technology, quizzes, unit tests, vocabulary, interpretive composition, project-based assignments that address multiple learning styles, and a final examination.

### **SENIOR (AP) ENGLISH LITERATURE & COMPOSITION**

(0479) (Year) (12<sup>th</sup>)

**Prerequisite:** Admission is limited, and competitive, and some students who qualify may not be granted admission. The following criteria are used in determining qualification:

- 1) **Teacher Recommendation;**
- 2) **Semester Grade of A or B in previous English class;**
- 3) **Overall Weighted GPA.**

Grad requirement: English

College Entrance Requirement: Meets university “b” requirement.

Advanced Placement English Literature and Composition is a yearlong advanced course in English for the academically talented senior. Advanced Placement may bring college freshman English credit as per the nationally administered competitive examination in May. Taking the Advanced Placement Exam is required. Students are expected to pursue a rigorous program of reading and writing that leads to college-level compositions and critical essays. *This course requires a minimum of 5-10 hours of homework per week. Special projects and students individual aptitude may impact the time commitment required to be successful.*

### **JOURNALISM**

(0462) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** Teacher Approval

Grad requirement: Elective

College Entrance Requirement: None

This comprehensive, year long course instructs students in sound journalistic practice, standards, AP style and the writing process. Students learn to write in a variety of forms used by the journalism industry: news, features, sports, opinions. In addition, students will learn the rights and responsibilities demanded by quality journalism.

Vanden’s school newspaper, *The Valhalla*, will be produced on a regular basis, publishing the best student samples of sound journalism. The advisor works closely with student editors and staff to determine content and assignments and to guarantee that standards are upheld.

### **ADVANCED JOURNALISM**

(0464) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** Journalism and Teacher Recommendation

Grad requirement: Elective

College Entrance Requirement: None

This advanced course prepares students for employment in journalism. Emphasis is on strong writing, as well as layout expertise, interview techniques, leadership, interpersonal and independent working skills. Students will design, advertise, revise, edit, participate in a leadership hierarchy, and be required to research, document and participate in the writing process while covering many contemporary issues.

## **ENGLISH IMMERSION**

(0499) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Recommendation and enrollment in the EL Program.**

Graduation requirement: Elective

College Entrance Requirement: None

The goal of the English Immersion class at Vanden High School is to provide **English Learner students** with the support needed to develop and master the English language. English Learners (EL) are students who are not currently proficient in English and whose primary or first language is not English. The EL designation is determined by a state-approved assessment called the California English Language Development Test (CELDT). The CELDT assesses student listening, speaking, reading and writing skills in English. Students can receive a score from a range of 1 (Basic) to 5 (Advanced).

## **ACCELERATED ENGLISH**

(17944) (Year) (9<sup>th</sup>)

**Prerequisite: IEP Team Decision or Teacher Approval**

Grad requirement: Elective

College Entrance Requirement: None

An elective course that is available for all freshmen based on an IEP team decision or teacher referral. This class requires a co-enrollment in English I. This class is available for elective credit only and is designed specifically for those students who need additional instruction in English in order to successfully complete the requirement of English-Language Arts for graduation. The class will provide intensive interventions that focus on the fundamentals of language arts. Students are given support to the core curriculum and literature with modifications and accommodations as appropriate. Any student that falls in the category of far below basic, below basic, and basic on their CST scores would be considered for the accelerated program. The accelerated program will provide the necessary services to your child at increasing levels of intensity. The progress of the student is closely monitored. The class uses a curriculum based instruction that has proven to be effective.

## **ACCELERATED ENGLISH**

(17945) (Year) (10<sup>th</sup>)

**Prerequisite: IEP Team Decision or Teacher Approval**

Grad requirement: Elective

College Entrance Requirement: None

This class requires a co-enrollment in English 2. Accelerated English 2 is an elective course that is available for sophomores based on an IEP team decision or teacher referral. A student with CST English Language Arts score that falls in the category of far below basic (FBB), below basic (BB), and basic (B) is a primary consideration for referral to this accelerated program. Students are provided intensive interventions and given support to the core curriculum and literature with modifications and accommodations as appropriate. This class is available for elective credit only and is designed specifically for those students who would benefit from additional instruction and support in English-Language Arts. The goal of this accelerated program is to provide support services to a student, increase the levels of intensity for support as needed, and closely monitor each student to meet English 2 course requirements and/or individual IEP goals.

# MATHEMATICS DEPARTMENT

## FUNDAMENTAL PRE-ALGEBRA

(00894) (Year) (9<sup>th</sup>)

**Prerequisite:** Teacher Approval

Grad requirement: Math

UC/CSU requirement: No

College Entrance Requirement: None

This is the first year of a two-year course scheduled in a 2 block class with accelerated math. A course designed for students who need to improve their basic arithmetic and Pre-Algebra skills.

## FUNDAMENTAL ALGEBRA

(00895) (Year) (10<sup>th</sup>)

**Prerequisite:** Fundamental Pre-Algebra, Teacher Approval

Grad requirement: Math

College Entrance Requirement: None

This is the second year of a two-year course scheduled in a 2 block class with accelerated math. This course is designed for students to improve their Pre-algebra and Algebra skills to prepare for the district competency tests and will cover the state's Algebra standards. Students will review order of operations, integers, and solving equations. Other topics studied will be polynomial operations, inequalities, and factoring, graphing, systems of equations, quadratic equations, and application of the Pythagorean Theorem. A strong emphasis will be placed on problem solving. Homework will be assigned daily.

**\*This class does not meet the prerequisite for Geometry. Students must enroll in another math class if they have not passed the California High School Exit Exam (CAHSEE).**

## HIGH SCHOOL MATH

(00896) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** Only for students who have not passed the CAHSEE or Teacher Approval.

Grad requirement: Math

College Entrance Requirement: None

A one year course designed to provide additional support to successfully pass the CAHSEE. The students will work on the CAHSEE standards using workbooks and released test questions. Frequent Pre-Tests and Post-Tests will be given to develop mastery. A strong emphasis will be placed on problem solving. Calculators will not be used in the class.

## ACCELERATED MATH

(17946) (Year) (9<sup>th</sup>)

**Prerequisite:** IEP Team Decision or Teacher Approval

Grad requirement: Elective

College requirement: None

An elective course that is available for all freshmen based on an IEP team decision or teacher referral. This class requires a co-enrollment in Fundamental Pre Algebra. This class is available for elective credit only and is designed specifically for those students who need additional instruction in mathematics in order to successfully complete the requirement of Algebra for graduation. The class will provide intensive interventions that focus on the fundamentals of mathematics. Topics to

be covered include fractions, decimals, percents, and basic geometry in the first semester. In the second semester students will begin preparing for more algebraic concepts by studying integers, graphing, simple equations and rate problems. Students are given support to the core curriculum with modifications and accommodations as appropriate. Any student that falls in the category of far below basic, below basic, and basic on their CST scores would be considered for the accelerated program.

## ACCELERATED MATH

(17947) (Year) (10<sup>th</sup>)

**Prerequisite:** IEP Team Decision or Teacher Approval

Grad requirement: Elective

College requirement: None

This class requires a co-enrollment in Fundamental Algebra. Accelerated Math is an elective course that is available for sophomores based on an IEP team decision or teacher referral. A student with CST Math score that falls in the category of far below basic (FBB), below basic (BB), and basic (B) is a primary consideration for referral to this accelerated program. Students are provided intensive interventions and given support to the core curriculum and concepts covered in Fundamental Algebra with modifications and accommodations as appropriate. This class is available for elective credit only and is designed specifically for those students who would benefit from additional instruction and support in Mathematics. The goal of this accelerated program is to provide support services to a student, increase the levels of intensity for support as needed, and closely monitor each student to meet the Algebra graduation requirement and/or individual IEP goals.

## ALGEBRA A

(00849) (Year) (9<sup>th</sup>-11<sup>th</sup>)

**Prerequisite:** Teacher recommendation

Grad requirement: Math

College Entrance Requirement: None

*A year long course that covers the first half of an Algebra 1 course.* Students will review the order of operations, operations on real numbers, and the solving and graphing of linear equations and inequalities. Problem solving will be stressed and calculators will **NOT** be used. Homework will be assigned daily.

## ALGEBRA B

(00850) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** C in Algebra A or teacher recommendation

Grad requirement: Math

College Entrance Requirement: Pending

*A year long course that covers the second half of an Algebra 1 course.* This course is designed to prepare students for higher mathematical concepts. Students will review multi-step equations, inequalities, functions, and their graphs. Other topics studied will be systems of equations, exponents, polynomials and factoring. Quadratic, radical, and rational expressions will be simplified and equations will be solved. Problem solving

will be stressed and calculators will **NOT** be used. Homework will be assigned daily.

### **ALGEBRA 1**

(00852) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C both semesters in Pre-Algebra or teacher recommendation**

Grad requirement: Math

College Entrance Requirement: Meets university “c” requirement.

A one year course designed for college-bound students and for students who desire to study higher mathematical concepts. Students will review the order of operations, integers and the solving of equations. Other topics studied will be: polynomial operations, inequalities, and factoring, graphing, systems of equations, properties of and operations of the real numbers, quadratic equations, and applications of the Pythagorean Theorem. A strong emphasis will be placed on problem solving. Homework will be assigned daily.

### **GEOMETRY**

(00854) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C both semesters in Algebra 1, C in both years Algebra A and Algebra B, or teacher recommendation**

Grad requirement: Math

College Entrance Requirement: Meets university “c” requirement.

A one year course designed for college bound students and for students who desire to study higher mathematical concepts. Students will study plane geometry. Topics covered will be properties of points, lines and planes, angles, triangles and polygons. Congruency and similarity of polygons, properties of circles, areas, surface area and volume and coordinate geometry will be stressed. Students will problem solve using introductory trigonometric functions and the Pythagorean Theorem. Students will be introduced to constructions of various geometric figures using a straight edge and compass or the computer. Strong emphasis will be placed on formal geometric proofs. Homework will be assigned daily. *A scientific calculator is recommended.*

### **ALGEBRA 2**

(00853) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C both semesters in Algebra 1 and Geometry or teacher recommendation**

Grad requirement: Math

College Entrance Requirement: Meets university “c” requirement.

A one year course designed for college-bound students who desire to study higher mathematical concepts. Students will review and expand on the concepts from Algebra 1. Other topics include negative exponents, complex numbers, conics, exponential and logarithmic functions, sequencing and series and probability. Problem solving will be stressed. Homework will be assigned daily. *A graphing calculator is recommended.*

### **PRE-CALCULUS/TRIGONOMETRY**

(00855) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C both semesters in Geometry & Algebra 2, B in Geometry & Algebra 2 for 10<sup>th</sup> and 11<sup>th</sup>, or teacher recommendation**

Grad requirement: Math

College Entrance Requirement: Meets university “c” requirement

A one year course designed to prepare the college bound student for calculus. In the first semester, emphasis will be placed on the theory of equations and functions and problem solving. The second semester is designed to provide the college bound student with the theory and application practice needed to build a strong foundation for calculus. This course includes the study of geometric figures, circular functions and their graphs, trigonometric identities and equations, vectors. Homework will be assigned daily. A graphing calculator is highly recommended.

### **STATISTICS**

(00856) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C both semesters in Algebra 2**

Grad requirement: Math

College Entrance Requirement: Meets university “c” requirement.

A one year course designed for college bound students after completion of Algebra 2, Trigonometry/Pre-calculus or Calculus. Introduction to the vocabulary and techniques involved in collection and analyzing data in the fields of business, social sciences and natural sciences. Topics from probability are included. Students will use calculators and computers. Activities, projects and homework will give the students experience using their skills. *A graphing calculator is highly recommended.*

### **STATISTICS ADVANCED PLACEMENT (AP)**

(00859) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: B in Algebra 2, C in Pre-Calculus/Trigonometry, or teacher recommendation**

**College Entrance Requirement: Meets university “c” or “g” requirement.**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. **This class is to prepare you for taking AP Examination. Taking the Advanced Placement Test is required.** Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. *A graphing calculator is highly recommended.*

### **CALCULUS ADVANCED PLACEMENT (AP)**

(00857) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: B in Trigonometry and Pre-Calculus**

Grad requirement: Math

College Entrance Requirement:

A one year course designed for students planning to take the AP Calculus AB exam. The course emphasizes a multi-representational approach to calculus with concepts, results and problems being expressed geometrically, analytically and verbally. After reviewing concepts from pre-calculus, students will study limits, derivatives, and integrals of various functions. They will also learn applications of these concepts. Students will use graphing calculators regularly. *Homework will be assigned daily. Students should expect to spend at least one hour on homework nightly. A graphing calculator is highly recommended.*

## NON-DEPARTMENTAL ELECTIVES

### LEADERSHIP

(2451) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Teacher Approval**

Grad requirement: Elective

College Entrance Requirement: None

Leadership class is comprised of elected Associated Student Body and Class officers. Other students who are interested in developing leadership skills and becoming involved in school-wide decision-making may enroll with the permission of the instructor. All class members must belong to a minimum of one school club/activity. Students are in charge of making things happen. Students must bring a leadership folder, pen and pencil to class every day. Students are responsible for the care and daily return of all activity files. Leadership students must comply with the standards set forth in the ASB constitution and philosophy list.

### ACADEMIC DECATHLON

(2457) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Teacher Approval**

Grad requirement: Elective

College Entrance Requirement: None

This is a one year course which will introduce the student to the competitive world of Academic Decathlon, a ten-course academic marathon. The students will study a variety of subject matter presented in a Thematic approach including social science, science, mathematics, language and literature, music, economics, art, essay, speech (both impromptu and prepared), and interview. The course also incorporates competition in knowledge-quizz bowl competitions. Absolutely, a thoroughly enriching course dedicated to "learning for life." Enrollment in this course is rigorous and may/will impact a student's daily schedule due to a substantial commitment to be successful.

### JOURNALISM

(0462) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Teacher Approval**

Grad requirement: Elective

College Entrance Requirement: None

This comprehensive, year long course instructs students in sound journalistic practice, standards, AP style and the writing process. Students learn to write in a variety of forms used by the journalism industry: news, features, sports, opinions. In addition, students will learn the rights and responsibilities demanded by quality journalism.

Vanden's school newspaper, *The Valhalla*, will be produced on a regular basis, publishing the best student samples of sound journalism. The advisor works closely with student editors and staff to determine content and assignments and to guarantee that standards are upheld.

### ADVANCED JOURNALISM

(0464) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Journalism and Teacher Recommendation**

Grad requirement: Elective

College Entrance Requirement: None

This advanced course prepares students for employment in journalism. Emphasis is on strong writing, as well as layout expertise, interview techniques, leadership, interpersonal and independent working skills. Students will design, advertise, revise, edit, participate in a leadership hierarchy, and be required to research, document and participate in the writing process while covering many contemporary issues.

### DESIGN PUBLISHING I, II, III, IV

(0163, 0164, 0165, 0166) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Application and Teacher Approval.**

Grad requirement: Vocational Skills, Fine Arts

College Entrance Requirement: None

A full year course designing, producing and marketing a major book project and related reproduced media. Students work with a professional publisher in a cooperative learning environment to produce the Vanden yearbook, *Saga*. Students design layouts, shoot and manipulate photographs, create graphics, advertise, produce and distribute the book and other products. Production includes computer graphics program such as PageMaker, Photoshop and dedicated publishing applications. Students are expected to attend school events to gather story content and photographs, in both 35mm and digital formats. Students with skills in graphic design, photography, writing, fine arts and computers (PageMaker knowledge is a plus) are encouraged to enroll. Enrollment must be for a full year. No students will be allowed to enroll after the first three weeks of school.

### AVID

(4000, 4001) (Year) (9<sup>th</sup>-10<sup>th</sup>)

**Prerequisite: Application & Interview**

Grad requirement: Elective

College Entrance Requirement: None

The Advancement Via Individual Determination (AVID) program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID places academically average students in advanced classes and provides them with an elective class that prepares them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The AVID program levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families. Developed in 1980 by Mary Catherine Swanson, AVID has seen steady growth throughout California, nationally, and internationally in the last 30 years.

## **ENGLISH IMMERSION**

(0499) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Recommendation and enrollment in the EL Program.**

Graduation requirement: Elective

College Entrance Requirement: None

The goal of the English Immersion class at Vanden High School is to provide **English Learner students** with the support needed to develop and master the English language. English Learners (EL) are students who are not currently proficient in English and whose primary or first language is not English. The EL designation is determined by a state-approved assessment called the California English Language Development Test (CELDT). The CELDT assesses student listening, speaking, reading and writing skills in English. Students can receive a score from a range of 1 (Basic) to 5 (Advanced).

## **ACCELERATED ENGLISH**

(17944) (Year) (9<sup>th</sup>)

**Prerequisite: IEP Team Decision or Teacher Approval**

Grad requirement: Elective

College Entrance Requirement: None

An elective course that is available for all freshmen based on an IEP team decision or teacher referral. This class requires a co-enrollment in English I. This class is available for elective credit only and is designed specifically for those students who need additional instruction in English in order to successfully complete the requirement of English-Language Arts for graduation. The class will provide intensive interventions that focus on the fundamentals of language arts. Students are given support to the core curriculum and literature with modifications and accommodations as appropriate. Any student that falls in the category of far below basic, below basic, and basic on their CST scores would be considered for the accelerated program. The accelerated program will provide the necessary services to your child at increasing levels of intensity. The progress of the student is closely monitored. The class uses a curriculum based instruction that has proven to be effective.

## **ACCELERATED ENGLISH**

(17945) (Year) (10<sup>th</sup>)

**Prerequisite: IEP Team Decision or Teacher Approval**

Grad requirement: Elective

College Entrance Requirement: None

This class requires a co-enrollment in English 2. Accelerated English 2 is an elective course that is available for sophomores based on an IEP team decision or teacher referral. A student with CST English Language Arts score that falls in the category of far below basic (FBB), below basic (BB), and basic (B) is a primary consideration for referral to this accelerated program. Students are provided intensive interventions and given support to the core curriculum and literature with modifications and accommodations as appropriate. This class is available for elective credit only and is designed specifically for those students who would benefit from additional instruction and support in English-Language Arts. The goal of this accelerated program is to provide support services to a student, increase the levels of intensity for support as needed, and closely monitor each student to meet English 2 course requirements and/or individual IEP goals.

## **ACCELERATED MATH**

(03063) (Year) (9<sup>th</sup>)

**Prerequisite: IEP Team Decision or Teacher Approval**

Grad requirement: Elective

College Entrance Requirement: None

An elective course that is available for all freshmen based on an IEP team decision or teacher referral. This class requires a co-enrollment in Fundamental Pre Algebra. This class is available for elective credit only and is designed specifically for those students who need additional instruction in mathematics in order to successfully complete the requirement of Algebra for graduation. The class will provide intensive interventions that focus on the fundamentals of mathematics. Topics to be covered include fractions, decimals, percents, and basic geometry in the first semester. In the second semester students will begin preparing for more algebraic concepts by studying integers, graphing, simple equations and rate problems. Students are given support to the core curriculum with modifications and accommodations as appropriate. Any student that falls in the category of far below basic, below basic, and basic on their CST scores would be considered for the accelerated program.

## **ACCELERATED ENGLISH**

(06067) (Year) (10<sup>th</sup>)

**Prerequisite: IEP Team Decision or Teacher Approval**

Grad requirement: Elective

College Entrance Requirement: None

This class requires a co-enrollment in Fundamental Algebra. Accelerated Math is an elective course that is available for sophomores based on an IEP team decision or teacher referral. A student with CST Math score that falls in the category of far below basic (FBB), below basic (BB), and basic (B) is a primary consideration for referral to this accelerated program. Students are provided intensive interventions and given support to the core curriculum and concepts covered in Fundamental Algebra with modifications and accommodations as appropriate. This class is available for elective credit only and is designed specifically for those students who would benefit from additional instruction and support in Mathematics. The goal of this accelerated program is to provide support services to a student, increase the levels of intensity for support as needed, and closely monitor each student to meet the Algebra graduation requirement and/or individual IEP goals.

## **ASSISTANTS**

(Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Teacher Approval**

Grad requirement: Elective

College Entrance Requirement: None

### **LIBRARY ASSISTANT (1457)**

Library Assistants are introduced to various basic library operations. You will learn the Dewey classification system, how to shelve and shelf-read your assigned section of the library. You will learn to use and maintain equipment such as the Xerox and Risograph machines. You will learn about CDROMS and the computer system's catalog and circulation modules. An excellent attendance record is essential.

**CLERICAL ASSISTANT (1451/1452/1453/1458)**

In this area you will do clerical work for teachers or in a school office, such as the attendance office, counseling office, library and main office. Instructions will be given in regard to attitudes and procedures necessary to perform the duties of the job. A good attendance record must be maintained.

**TEACHER ASSISTANT (1456)**

A limited number of opportunities are available in the classroom and laboratories for students to work with and assist high school faculty members in specialized teaching areas. These opportunities are filled upon request of individual staff members.

# PHYSICAL EDUCATION DEPARTMENT

## **HEALTH**

(1090) (Semester) (11<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Health

UC/CSU requirement: No

A semester of Health is taken during the student's junior year. Subjects currently taught include injury prevention and safety; personal health; drugs (including steroid, alcohol and tobacco); nutrition, physical fitness and lifelong activity; communicable diseases (including STDs, HIV and AIDS); family living; and environmental health.

## **PHYSICAL EDUCATION 9<sup>th</sup>/10<sup>th</sup>/11<sup>th</sup>/12<sup>th</sup>**

(1079, 1071, 1073, 1075) (Semester) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: None**

Grad requirement: PE

UC/CSU requirement: No

Fees: Purchase of PE uniform.

There is a 2-1/2 year requirement for Physical Education/Health at Vanden High School. The freshman and sophomore years of instruction/participation in physical education are required. Junior and senior year physical education can be taken for elective credit.

The School Board has approved that all students are required to wear a PE uniform. This uniform includes a gray or forest green T-shirt, gray or forest green shorts, socks and "tennis" shoes. Sweatshirts and sweatpants (gray or forest green in color) are optional, but strongly encouraged for the cold weather.

Physical Education instructional/participation units include individual and dual sports, dance, racquet sports, fitness and team sports.

### Individual Sports

Activities include: recreational games, track and field and weight training. These different activities emphasize strength, timing, flexibility, precision movement, muscular tone, endurance and coordination. Students are to

demonstrate acceptable social behavior, learn the proper vocabulary and basic safety rules of the activity. The carryover aspects of the unit are strongly stressed so that students may discover a life long sport to enjoy.

### Dance

This course is designed to teach basic dance steps with an emphasis on proper social development and music appreciation. The course introduces different music styles, customs and dances that may include folk, square, western line dance, Latin and ballroom.

### Racquet Sports

Activities include: badminton, paddle tennis, pickleball, ping pong and tennis. This course covers basic rules, strategy, terminology, strategies, safety factors and scoring. Emphasis is on demonstrating acceptable social behavior while participating. The carryover aspects of the activities are strongly stressed so that students may discover a life long sport to enjoy.

### Fitness

The National Fitness Program is administered each spring to the physical education students. This tests each student's strength, cardiovascular endurance and flexibility. This test is required by the California Department of Education Framework and Content Standards, available to see at <http://www.cde.ca.gov/ci/pe/>.

### Team Sports

Activities include: basketball, indoor hockey, non-tackle football, soccer, softball and volleyball. This course provides development of strength, agility, coordination and endurance. Emphasis is applied to knowledge of rules, skills, strategies and good sportsmanship. Demonstrating proper social behavior is very important in the class.

# SCIENCE

## **INTEGRATED SCIENCE 1**

(1173) (Year) (9<sup>th</sup>-12<sup>th</sup>)

### **Prerequisites: None**

Grad requirement: Lab Science

College Entrance Requirement: Meets university "g" requirement.

This is a year long course that covers topics in earth science, physics, chemistry and biology. Topics include: scientific method, structure and properties of matter, mapping, the universe, weather, geological processes, Newton's laws, light and waves. The curriculum is aligned with the California state science standards. This course provides the content background and laboratory skills needed to take Integrated Laboratory Science 2.

## **INTEGRATED SCIENCE 1 HONORS**

(1174) (Year) (9<sup>th</sup>-12<sup>th</sup>)

### **Prerequisites:**

**A) Concurrent enrollment in Geometry or a higher level math course;**

**B) Minimum 3.25 GPA;**

**C) Passing score on pretest (given at the beginning of the school year).**

Grad requirement: Lab Science

College Entrance Requirement: Meets university "g" requirement.

This course covers the same topics as Integrated Laboratory Science 1, but in more depth. Student grades are determined by a weighted scale with more emphasis given to tests, quizzes and laboratory experimentation. Students will be required to occasionally complete experiments before or after school. Honors students must have a B- or better in this course to remain in Honors second semester.

## **INTEGRATED SCIENCE 2**

(1175) (Year) (9<sup>th</sup>-12<sup>th</sup>)

### **Prerequisite: Passing grade in IS1 or equivalent course**

Grad requirement: Lab Science

College Entrance Requirement: Meets university "d" requirement.

This is a year long course that covers topics in biology, chemistry and physics. Topics include: scientific method, energy, ecology, evolution, cell structure and function, genetics, properties of matter, nervous system and immune system. The curriculum is aligned with the California state science standards. Student grades are determined by a weighted scale with more emphasis given to tests, quizzes and projects. This course provides the content background and laboratory skills needed to take Integrated Laboratory Science 3.

## **INTEGRATED SCIENCE 2 HONORS**

(1176) (Year) (9<sup>th</sup>-12<sup>th</sup>)

### **Prerequisites:**

**A) Concurrent enrollment in Algebra 2 or higher math;**

**B) Grade of A in IS1 or B in IS1H (both semesters);**

**C) Grade of B in Geometry and Algebra 1 (both semesters)\*;**

**D) Passing score on pretest.**

Grad requirement: Lab Science

College Entrance Requirement: Meets university "d" requirement.

This course covers the same topics as Integrated Laboratory Science 2 but in more depth and at a faster pace. Student grades are determined by a weighted scale with more emphasis given to tests, quizzes and projects. Students are required to complete a science fair project. Honors students must have a B- or better in this course to remain in Honors second semester.

## **INTEGRATED SCIENCE 3**

(1177) (Year) (10<sup>th</sup>-12<sup>th</sup>)

### **Prerequisites:**

**A) Grade of C in IS2 and Algebra 1 (both semesters);**

**B) Passing score on qualification exam;**

**C) Concurrent enrollment in Geometry or higher level math.**

Grad requirement: Lab Science

College Entrance Requirement: Meets university "d" requirement.

This is a year long course that focuses primarily on inorganic chemistry. Biology and physics applications are integrated when appropriate. The curriculum is aligned with the California state science standards. Topics include: atomic structure, bonding and compound nomenclature, stoichiometry, gas laws, acids and bases and hydrocarbons. Students will need strong math computational skills for success in this course. Daily homework averages 30 minutes.

## **INTEGRATED SCIENCE 3 HONORS**

(1178) (Year) (10<sup>th</sup>-12<sup>th</sup>)

### **Prerequisites:**

**A) Concurrent enrollment in Precalculus or higher math;**

**B) Grade of A in IS2 or B in IS2H (both semesters);**

**C) Grade of B in Geometry and Algebra 2 (both semesters);**

**D) Passing score on pretest.**

Grad requirement: Lab Science

College Entrance Requirement: Meets university "d" requirement.

This course covers the same topics as Integrated Laboratory Science 3 but in more depth and at a faster pace. Student grades are determined by a weighted scale with more emphasis given to tests, quizzes. Daily homework averages 30-45 minutes. Students will need strong math computational skills for success in this course. Students must maintain a C in this course to continue at the Honors level.

## **PHYSICS**

(1156) (Year) (12<sup>th</sup>)

### **Prerequisites:**

**A) Integrated Science 3 with a "C" or better AND Algebra 2 with a "C" or better;**

**B) Concurrent enrollment in a higher level math course such as PreCalculus, Trig/PreCal or Statistics;**

**C) Score of "C" or higher on qualifying exam.**

Grad requirement: Lab Science

College Entrance Requirement: Meets university "d" requirement.

Physics is a college preparatory science course which studies the physical laws that govern nature. This course will rely heavily on individual projects and laboratory work. This course will cover the following topic areas: Newtonian mechanics, gravitation and relativity, thermodynamics, waves and sound, electricity and magnetism, optics, and modern physics. Some projects and labs rely heavily on the use of computers and spreadsheet applications.

1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Newton's Laws and Motion	Waves and Sound
Energy Conservation	Electricity
Momentum Conservation	Electromagnetism
Rotational Mechanics	Light
Projectile and Satellite Motion	Optics
Gravity and Relativity	Modern Physics Topics
Thermodynamics	

### PHYSICS HONORS (1172) (Year) (10<sup>th</sup>-12<sup>th</sup>)

#### Prerequisites:

- A) **Integrated Science 3H with a "B" or better AND PreCalculus/Trigonometry with a "B" or better;**
- B) **Concurrent enrollment in or previous completion of Calculus;**
- C) **Score of "C" or higher on qualifying exam.**
- D) **Must maintain a "C" or better to remain in Honors Physics.**

Grad Requirement: Lab Science

College Entrance Requirement: Meets university "d" requirement.

This course will cover the same topics as Physics, but will investigate each topic in more depth and will integrate elements of trigonometry and calculus. The honors physics student will be expected to draw relationships between physical concepts and mathematical expressions on a regular basis. Students that achieve an A in this course are recommended to take the AP Physics exam in May.

1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Newton's Laws and Motion	Waves and Sound
Energy Conservation	Electricity
Momentum Conservation	Electromagnetism
Rotational Mechanics	Light
Projectile and Satellite Motion	Optics
Gravity and Relativity	Modern Physics Topics
Thermodynamics	

### ADVANCED PLACEMENT (AP) PHYSICS B (1171) (Year) (11<sup>th</sup>-12<sup>th</sup>)

#### Prerequisites:

- A) **Integrated Science 3H with a "B" or better and PreCalculus/Trigonometry with a "B" or better.**
- B) **Concurrent enrollment in or previous completion of Calculus.**
- C) **California Science Test Score of Proficient or Advanced in Chemistry.**
- D) **Score of "C" or higher on qualifying exam.**
- E) **Must maintain a C or better to remain in AP Physics**

Grad requirement: Lab Science

UC/CSU requirement: Pending Board Approval

AP Physics B is a college physics course which studies the physical laws that govern nature. This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability

using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal course including a laboratory component and provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences. It is a good preparation for students who wish to pursue a major in the physical sciences or engineering, but is not a calculus based physics class which those majors require.

1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Newton's Laws and Motion	Waves and Sound
Energy Conservation	Electricity
Momentum Conservation	Electromagnetism
Rotational Mechanics	Light
Projectile and Satellite Motion	Optics
Gravity and Relativity	Modern Physics Topics
Thermodynamics	

### BIOLOGY ADVANCED PLACEMENT (AP) (1180) (Year) (11<sup>th</sup>-12<sup>th</sup>)

#### Prerequisites:

- A) **Grade of B in IS3 Honors or A in IS3 or IS2 Honors (both semesters);**
- B) **Concurrent enrollment in Physics or IS3 Honors;**
- C) **Completion of Algebra II with a B or better (both semesters).**

Grad requirement: Lab Science

College Entrance Requirement: Meets university "d" requirement.

Advanced Placement Biology is an intensive, in-depth course for students who seek additional challenge. This college-level course will focus on the content of the AP Biology curriculum and will prepare students to take the AP Biology test. Those who choose to take the AP exam in May must pay a fee; those who receive a passing score on that test may receive college credit. *Enrollment in this course is rigorous and will impact a student's daily schedule. Students should expect one hour of homework daily.*

### PRINCIPLES OF ENGINEERING - ROBOTICS

(1183) (Year) (9<sup>th</sup>-12<sup>th</sup>)

#### Prerequisites:

- A) **Completion of Algebra with a B, or higher;**
- B) **Concurrent enrollment in Geometry or higher level math course;**
- C) **Recommendation of current Math & Science Teacher;**
- D) **Teacher Approval**

Grad requirement: Elective

College Entrance Requirement: Meets university "g" requirement.

Principles of Engineering - Robotics will consist of instruction and hands on learning in six main areas: mechanical systems (static and dynamic), fluid power systems (pneumatics), electronics (DC), Computer Aided Design, Programming (C), and Systems Integration. Coursework in these areas will be focused around the FIRST Robotics Competition. Students will be required to participate fully in all aspects of this competition which may include fundraising, community presentations, mentoring of other teams, graphic and animation production, and website maintenance. Students will be expected to be available after school and on weekends January - March.

# SOCIAL SCIENCE

*Placement in Social Science Honors and Advanced Placement (AP) classes is determined by Teacher Recommendation and a writing sample. An examination may be required. Students should expect 30 minutes of homework each night in regular history classes. Honors World History should expect 3+ hours/week and AP US History and AP Government should expect 5+ hours/week.*

## **ECONOMICS**

(2153) (Semester) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Economics

College Entrance Requirement: Meets university “a” or “g” requirement.

This economics course helps the students to become informed and effective consumers and teaches them the principles of economics. This course meets the graduation requirement for economics.

## **WORLD HISTORY**

(1251) (Year) (10<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Social Science

College Entrance Requirement: Meets university “a” or “g” requirement.

Grades are based on quizzes, tests, lecture notes, class participation, maps and special projects. Reviews the origins and development of civilization and government. Traces the continued development of world civilization from 1789 – present. Identifies trends, events, movements and technologies affecting this period of history. Stresses reading and writing skills and critical thinking. Homework and research projects are required. *Students should plan on about 30+ minutes of homework each night.*

## **WORLD HISTORY AP**

(1270) (Year) (10<sup>th</sup>)

**Prerequisite: Admission is limited, and competitive, and some students who qualify may not be granted admission. The following criteria are used in determining qualification:**

- 1) English 1 grade B or higher, and**
- 2) Teacher Approval.**

College Entrance Requirement: Meets university “a” or “g” requirement.

See description for World History above, plus: students who pursue the honors level course will receive advanced skills in writing. Each unit of study will incorporate one or more of the following: Comparison/Contract essays, timed essays, thesis proofs, research projects/papers. In addition to the writing component, outside reading will be assigned throughout the course. Students will find the course rigorous and challenging. They will leave with a strong knowledge base in world politics, religion and geography. *Students should plan on 3+ hours of homework each week.*

## **US HISTORY**

(1253) (Year) (11<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Social Science

College Entrance Requirement: Meets university “a” or “g” requirement.

Reviews the nation’s beginnings to the turn of the century. The remainder of the course is an in-depth study of the United States from the Progressive Era to the current controversies in American society. This course requires research projects, essays, note taking, critical thinking, reading and writing skills. *Students should plan on 30 minutes of homework each night.*

## **US HISTORY ADVANCED PLACEMENT (AP)**

(1272) (Year) (11<sup>th</sup>)

**Prerequisite: Admission is limited, and competitive, and some students who qualify may not be granted admission. The following criteria are used in determining qualification:**

- 1) Previous World History and English 2 Honors with a B- or English 2 with an A, and**
- 2) Teacher Recommendation.**

Grad requirement: Social Science

College Entrance Requirement: Meets university “a” or “g” requirement.

Intended to be taught at the freshman college level, this is an advanced course in US History for the academically talented junior. This course may bring college freshmen History credit as per the nationally-administered competitive examination in May. There will be a charge to take the AP Exam. Students are expected to pursue a rigorous program in US History with emphasis on test-taking and writing essays in preparation for the AP Examination. *Enrollment in this course is rigorous and may/will impact a student's daily schedule due to a substantial time commitment to be successful. Students should plan on 5+ hours of homework each week.*

## **GOVERNMENT**

(1255) (Year) (12<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Social Science

College Entrance Requirement: Meets university “a” or “g” requirement.

In this course Seniors will receive instruction in voting, political parties and elections. Other topics include the United States Constitution, civil rights, liberties and responsibilities, the Presidency and Congress, the judicial, bureaucracy, political philosophy, comparative government and international relations.

Activities include lectures, discussions, reading, writing, oral reports and simulations. Instruction in geography will be included. In some sections there will be a review of World and US History and a heavy emphasis on current events. The objective of the course is to create an informed body of citizens, and it is required for graduation. *Students should plan on 30 minutes of homework each night.*

### **GOVERNMENT ADVANCED PLACEMENT (AP)**

(1264) (Year) (12<sup>th</sup>)

**Prerequisite:** Admission is limited, and competitive, and some students who qualify may not be granted admission. The following criteria are used in determining qualification:

- 1) Recommendation from last Social Studies Teacher;
- 2) GPA; and
- 3) AP entrance examination grade are combined to form a priority list for the class.

Grad requirement: Social Science

College Entrance Requirement: Meets university "a" or "g" requirement.

Intended to be taught at the freshman college level, this course is for ambitious, academically talented students. Those who choose to take the AP exam in May must pay a fee; those who do well on that test may receive college credit. Standards for reading, writing and reasoning ability are significantly higher than in other courses, but those who succeed in the course will be rewarded with enriched minds and extra grade points. *Enrollment in this course is rigorous and may/will impact a student's daily schedule due to a substantial time commitment to be successful. Students should plan on 5+ hours of homework a week.*

### **INTRODUCTION TO PSYCHOLOGY**

(1257) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** None

Grad requirement: Elective

College Entrance Requirement: Meets university "g" requirement.

This is a year long course designed to acquaint the student with human behavioral patterns in the following developmental stages: infancy, preschool, adolescence and adulthood. The course examines and explains the developmental progress coinciding and comparing environment and inheritance and their impact on a person's personality, intelligence and mental health.

### **ACADEMIC DECATHLON**

(2457) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** Teacher Approval

Grad requirement: Elective

College Entrance Requirement: Meets university "g" requirement.

This is a one year course which will introduce the student to the competitive world of Academic Decathlon, a ten course academic marathon. The students will study a variety of subject matter presented in a Thematic approach including social science, science, mathematics, language and literature, music, economics, art, essay, speech (both impromptu and prepared), and interview. The course also incorporates competition in knowledge-quizz bowl competitions. Absolutely, a thoroughly enriching course dedicated to "learning for life." Enrollment in this course is rigorous and may/will impact a student's daily schedule due to a substantial commitment to be successful.

# SPECIAL EDUCATION

Public Law 94-142, known as the Education for All Handicapped Children Act, mandates that schools provide a free, appropriate public education for persons with exceptional needs. Students are eligible for special education services if their physical, learning, communication or developmental needs are adversely affecting their educational progress.

The Special Educational Department at Vanden High School consists of a Resource Specialist Program and a Special Day Class. Speech therapy, adaptive physical education, occupational and physical therapy services are also available.

## RESOURCE SPECIALIST PROGRAM (RSP)

The Resource Specialist program is restricted to students with Individual Education Plans (IEPs). In the Resource Specialist Program, students receive instruction or assistance from a specialist in a resource center. When possible, assistance from a specialist or an aide is provided in their "regular" education classes. The needs of both individuals and/or small groups are accommodated as necessary. The primary goal of the Resource Specialist Program is to prepare and assist students in becoming mainstreamed and to offer support in their efforts to meet with continual success in the "regular" classroom environment.

## SPECIAL DAY CLASS (SDC)

Students whose needs cannot adequately be met in regular classes or the Resource Specialist Program receive the majority of their instruction in the Special Day Class. Students will participate in the regular program for subjects such as Integrated Science 1 & 2, Physical Education and electives. This program provides each student with instruction tailored to his/her academic, social and/or prevocational needs. The primary goal of the Special Day Class is to provide a setting in which each student is assisted in developing his/her skills and abilities to the fullest.

## SPEECH THERAPY

Speech and language therapy services are provided by a state licensed Speech-Language Pathologist for those students whose language and learning needs adversely affect their educational progress. The primary goal of the speech pathologist is the identification and remediation of speech and language disorders in students with learning or communication disabilities, including speech and hearing impairments, fluency, and language learning deficits. Impairments must be of sufficient degree to interfere with typical academic expectations. Referrals to the speech therapist can be made by faculty and staff, medical professionals, parents or students themselves.

## CURRICULUM SUPPORT

(017881)(Year) (9<sup>th</sup>-12<sup>th</sup>)

### Prerequisite: IEP Team Decision

Grad requirement: Elective

College Entrance Requirement: None

Enrollment in this class is determined by IEP Team decision only. Primary purpose of the course is to support core curriculum, individual learning needs, and learning strategies instruction. The intent of this class is to provide additional tutoring of concepts, assistance with projects and teach effective study habits to support learning in core classes and electives.

## ACCELERATED MATH

(03063) (Year) (9<sup>th</sup>)

### Prerequisite: IEP Team Decision or Teacher Approval

Grad requirement: Elective

College requirement: None

An elective course that is available for all freshmen based on an IEP team decision or teacher referral. This class requires a co-enrollment in Fundamental Pre Algebra. This class is available for elective credit only and is designed specifically for those students who need additional instruction in mathematics in order to successfully complete the requirement of Algebra for graduation. The class will provide intensive interventions that focus on the fundamentals of mathematics. Topics to be covered include fractions, decimals, percents, and basic geometry in the first semester. In the second semester students will begin preparing for more algebraic concepts by studying integers, graphing, simple equations and rate problems. Students are given support to the core curriculum with modifications and accommodations as appropriate. Any student that falls in the category of far below basic, below basic, and basic on their CST scores would be considered for the accelerated program.

## ACCELERATED MATH

(06067) (Year) (10<sup>th</sup>)

### Prerequisite: IEP Team Decision or Teacher Approval

Grad requirement: Elective

College requirement: None

This class requires a co-enrollment in Fundamental Algebra. Accelerated Math is an elective course that is available for sophomores based on an IEP team decision or teacher referral. A student with CST Math score that falls in the category of far below basic (FBB), below basic (BB), and basic (B) is a primary consideration for referral to this accelerated program. Students are provided intensive interventions and given support to the core curriculum and concepts covered in Fundamental Algebra with modifications and accommodations as appropriate. This class is available for elective credit only and is designed specifically for those students who would benefit from additional instruction and support in Mathematics. The goal of this accelerated program is to provide support services to a student, increase the levels of intensity for support as needed, and closely monitor each student to meet the Algebra graduation requirement and/or individual IEP goals.

**APPLIED MATHEMATICS**

() (Year) (9<sup>th</sup>)

**Prerequisite: IEP Team Decision**

Grad requirement: Elective

College requirement: None

This class is only offered to ninth grade students, and requires co-enrollment in Fundamental Mathematics. This class is available for elective credit only and is designed specifically for those students who need additional instruction in mathematics in order to successfully complete the required mathematics sequence of classes for graduation. The class will provide intensive focus on the fundamentals of mathematics, preparing students for pre-algebra. Units of review include basic operations of whole numbers, decimals, fractions, percents and measurement.

**BASIC MATH**

(0867) (Year) ()

**Prerequisite: IEP Team Decision**

Grad requirement: Math

College requirement: None

Enrollment in this class is based on IEP Team decision. This class is designed specifically for those students who need additional instruction in basic math concepts and improving or increasing basic math skills.

**CONCEPTUAL ALGEBRA**

() (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: IEP Team Decision**

Grad requirement: Math

College requirement: None

Enrollment in this class is based on IEP Team decision and meets the Algebra 1 requirement for district graduation requirements. Students will review and learn the order of operations, integers, solving equations and graphing. The class is tailored to meet the individual learning strengths and transition needs of the students enrolled.

**BASIC ENGLISH 9/10**

(1794) (Year) (9<sup>th</sup>-10<sup>th</sup>)

**Prerequisite: IEP Team Decision**

Grad requirement: English

College requirement: None

Enrollment in this class is based on IEP Team decision and for students who are working toward a certificate of credit completion. The curriculum focuses on improving basic reading, decoding, comprehension and writing skills. It may also include basic word processing, developing internet skills and integrate modified 9<sup>th</sup> and 10<sup>th</sup> grade literature readings and concepts.

**BASIC ENGLISH 11/12**

() (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: IEP Team Decision**

Grad requirement: English

College requirement: None

Enrollment in this class is based on IEP Team decision. This course provides instruction and practice in the mechanics of the English language and improving written and oral communication. Writing assignments emphasize fluency, revision, and proofreading skills. Reading proficiency and development of critical thinking skills are taught with literature aligned to the general education curriculum, modified as necessary. Assignments are also

modified to accommodate students' diverse needs with the goal of increasing writing, reading and oral language skills.

**ACCELERATED ENGLISH**

(17944) (Year) (9<sup>th</sup>)

**Prerequisite: IEP Team Decision or Teacher Approval**

Grad requirement: Elective

College requirement: None

An elective course that is available for all freshmen based on an IEP team decision or teacher referral. This class requires a co-enrollment in English I. This class is available for elective credit only and is designed specifically for those students who need additional instruction in English in order to successfully complete the requirement of English-Language Arts for graduation. The class will provide intensive interventions that focus on the fundamentals of language arts. Students are given support to the core curriculum and literature with modifications and accommodations as appropriate. Any student that falls in the category of far below basic, below basic, and basic on their CST scores would be considered for the accelerated program. The accelerated program will provide the necessary services to your child at increasing levels of intensity. The progress of the student is closely monitored. The class uses a curriculum based instruction that has proven to be effective.

**ACCELERATED ENGLISH**

(17945) (Year) (10<sup>th</sup>)

**Prerequisite: IEP Team Decision or Teacher Approval**

Grad requirement: Elective

College requirement: None

This class requires a co-enrollment in English 2. Accelerated English 2 is an elective course that is available for sophomores based on an IEP team decision or teacher referral. A student with CST English Language Arts score that falls in the category of far below basic (FBB), below basic (BB), and basic (B) is a primary consideration for referral to this accelerated program. Students are provided intensive interventions and given support to the core curriculum and literature with modifications and accommodations as appropriate. This class is available for elective credit only and is designed specifically for those students who would benefit from additional instruction and support in English-Language Arts. The goal of this accelerated program is to provide support services to a student, increase the levels of intensity for support as needed, and closely monitor each student to meet English 2 course requirements and/or individual IEP goals.

**APPLIED GOVERNMENT**

(12561) (Year) (12<sup>th</sup>)

Enrollment in this class is based on IEP team decision. The course has a primary focus on the Constitution, the 3 branches of government, civil rights-liberties, political parties, elections, and public opinion.

**APPLIED ECONOMICS**

(17931) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: IEP Team Decision**

Grad requirement: Economics

College requirement: None

Enrollment in this class is based on IEP Team decision. Students learn about consumer problems in terms of

economic conditions, the elements of America's market economy, and the influence of the Federal government on the market economy. Students will also learn about personal money management, credit information, banking, taxes, advertising, buying and consumer rights.

### **BASIC WORLD HISTORY**

(17612) (Year) (10<sup>th</sup>-12<sup>th</sup>)

#### **Prerequisite: IEP Team Decision**

Grad requirement: Social Science

College requirement: None

Enrollment in this class is based on IEP Team decision. This course reviews the origins and development of civilizations. This class is taught in alternating years with Basic US History.

### **BASIC US HISTORY**

(17752) (Year) (10<sup>th</sup>-12<sup>th</sup>)

#### **Prerequisite: IEP Team Decision**

Grad requirement: Social Science

College requirement: None

Enrollment in this class is based on IEP Team decision. Students examine turning points in American History and learn about the continuity and changes from the nation's beginnings. This class is taught in alternating years with Basic World History.

### **VOCATIONAL PREPARATION AND TRANSITIONS**

(017871) (Year) (12<sup>th</sup>)

#### **Prerequisite: IEP Team Decision**

Vocational Preparation and Transitions is a year long class open to seniors who fit the Department of Rehabilitation criteria of having barriers to employment. Enrollment in this class is determined by the IEP team. Topics of study include decision-making, career exploration, job readiness and life skills. Additionally, the Transitions Partnership Project (TPP) provides support for the class and student's individual transition plans. Students are also required to complete a vocational portfolio for the class.

### **ADDITIONAL SPECIAL EDUCATION COURSES**

Vanden High School offers a self-contained class for students with IEPs who are working toward a certificate of completion and have cognitive deficits or adaptive behavior needs. The six domains of a functional curriculum are addressed in the course of studies based on individual needs: Personal Management, Community Living, functional Academics, Career/Vocational, Recreational/Leisure, Communication, Decision-Making and Interpersonal skills. Enrollment is based on IEP team decision.

# VISUAL & PERFORMING ARTS

## VISUAL ARTS

### **DESIGN STUDIO**

(0160) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisites: None**

Grad requirement: Fine Arts

College Entrance Requirement: Meets university “f” requirement.

This year long course promotes the development and use of methods and materials of the visual arts. Both two-dimensional and three-dimensional projects are produced, using the acquired skills of drawing, painting, and construction. Class projects include multi-cultural styles in a historical context. The course of study includes: Drawing-using graphite, colored pencils, ink and pastels; Painting-using watercolors and tempera; and construction-using paper folding, collage, and model-making. Careers in the arts will be explored, as means of connecting the student to future career potentials.

### **DRAWING & PAINTING FUNDAMENTALS**

(0155) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisites: None**

Grad requirement: Fine Arts

College Entrance Requirement: Meets university “f” requirement.

This course is designed to develop drawing skills beginning with the basic study of line and shape and progressing to the more complex study of shading, perspective and composition. During the second half of the school year, the focus will shift beyond the basics of drawing and concentrate on other aspects of the drawn form such as color theory studies and painting. It will incorporate a wide variety of lessons using different art materials, with an emphasis on self-expression and experimentation. Art history studies are required in order to further enhance the student’s knowledge in the visual communication of art. This is a pathway course in the Visual Arts Program, specifically the Fine Arts pathway.

### **GRAPHIC ARTS STUDIO**

(0156) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Fine Arts

College Entrance Requirement: Meets university “f” requirement.

This full year survey course develops the fundamental methods, techniques and strategies used in the graphic arts with a special attention to graphic design. Students considering enrollment in Graphic Arts Studio should have a strong interest in design, drawing and creativity. This is a Pathway course in the Visual Arts program, specifically, the Graphic Design Pathway.

Two-dimensional projects will be produced using traditional drawing and painting methods. Various three-dimensional applications and computer uses are also explored. Projects are placed within a context of art history and cultural societies. An emphasis on

professional graphic arts careers will establish a connection to practical applications. Students will gain an appreciation of the visual arts through creating,

designing, drawing, illustrating, painting and other techniques through a foundation of theory, research and practice.

Successful students may proceed to Computer Graphics or Intermediate Art upon teacher recommendation.

### **INTERMEDIATE ART**

(0184) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Drawing & Painting Fundamentals or Design Studio with a minimum grade of B and Teacher Approval.**

Grad requirement: Fine Arts

College Entrance Requirement: Meets university “g” requirement.

This is an intermediate course designed to enhance skills of the serious art student. Students should have a familiarity with art concepts and terms, be able to work in a more independent manner and be able to find creative solutions to art problems introduced. Students must keep a “discovery journal” of sketches and they are responsible for submitting these frequently throughout the semester. All students will be required to develop a portfolio for assessment and possible future college admission. It requires some commitment in terms of continued art practice outside of the classroom environment. **THE ABILITY TO DRAW IS HELPFUL FOR STUDENT SUCCESS IN THIS COURSE.**

Students will be introduced to printmaking techniques, acrylics painting and sculpture technique. Art history studies are required in order to enhance student knowledge of art masters and stylistic periods. Culminating projects will include the campus exhibition of each student’s work. It is recommended that the student enrolling in this course continue their art study into the following year which is Advanced Art.

### **COMPUTER GRAPHICS**

(0276) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: At least one year of Drawing & Painting Fundamentals or Graphic Arts Studio; Teacher Recommendation.**

Grad requirement: Fine Arts

College Entrance Requirement: Meets university “f” requirement.

This is a comprehensive art skills course that introduces the student to computer graphic art and provides a technological means of expression based on the elements and principles fundamental to design. It will allow the student to gain the necessary skills to utilize a variety of software programs and its tools, as well as hardware such as the digital camera, scanner, and storage media.

Through basic theory and a comprehensive hands-on training, the student will learn computer graphic art fundamentals, traditional art fundamentals such as color theory/painting, basic rendering, basic foundations of graphic design, graphics art history and computer graphics digital imaging. Students coming into this course **need to have a proficiency in drawing skills** and understand concepts such as linear and aerial perspective drawing.

Assignments will emphasize design layout, aesthetic appeal of visuals, and the strength of symbolic images. Students will compile a portfolio of work that demonstrates their abilities, for college entrance.

### **GRAPHIC DESIGN III** (0161) (Year) (11<sup>th</sup>-12<sup>th</sup>)

#### **Prerequisite:**

**1) Graphic Arts Studio and Computer Graphics with Teacher Recommendation; or,**  
**2) Drawing & Painting Fundamentals or Design Studio and Fundamentals of Web Design with Teacher Recommendation.**

Grad requirement: Fine Arts

College Entrance Requirement: None

This full year intensive course develops the previous knowledge and skills gained in Graphic Arts Studio and Computer Graphics. Students considering enrollment in Graphic Design III should have a strong interest in design, marketing or entertainment as a career choice. This is a Pathway course in the Visual Arts program, specifically, the Graphic Design Pathway.

Projects simulate real graphic design jobs within corporate and free-lance settings reflecting current industry standards and trends. Students will compile a portfolio that demonstrates abilities for the workplace or college entrance.

Successful students may proceed to Graphic Design IV upon Teacher Recommendation.

### **CERAMICS AND SCULPTURE**

(0190) (Year) (10<sup>th</sup>-12<sup>th</sup>)

#### **Prerequisite: Design Studio or Drawing and Painting Fundamentals**

Grad requirement: Fine Arts

College Entrance Requirement: Meets university "f" requirement.

May be repeated as a secondary advanced class, with Teacher Approval.

This year long course is designed to introduce the methods and materials of visual arts through clay, wood, and paper. Students create clay projects using hand-building and wheel-throwing techniques. Other sculpture is made using wood, paper and found objects. Cultural and historical perspectives in art are examined, giving the student an appreciation of past and present sculptors and their work. The study of career connections includes jobs in architecture, interior design, and model-making in movie-making.

### **ADVANCED ART**

(0177) (Year) (11<sup>th</sup>-12<sup>th</sup>)

#### **Prerequisite: Intermediate Art (or 4 semesters of Drawing/Painting courses) with a B and Teacher Recommendation.**

Grad requirement: Fine Arts

College Entrance Requirement: Meets university "g" requirement.

This course is designed for students who have successfully completed one year of entry level Drawing courses (B or better) and one year of Intermediate Art (B or better). It will include more complex exercises in contour drawing, perspective, shading, value studies, color theory, painting techniques and figure study from models. The emphasis will be placed on imaginative creativity, self-expression and improving drawing and painting skills. Art history studies are required in order to further enhance the student's knowledge of mastery in art. All students are required to develop a portfolio. Culminating projects will include the campus exhibition of each student's work.

### **ADVANCED PLACEMENT (AP)**

#### **STUDIO ART:2D**

(0178) (Year) (12<sup>th</sup>)

**Prerequisites: 3 years of Art classes. Students need to have completed Drawing & Painting Fundamentals, Intermediate Art, and Advanced Art (with outstanding grades) as prerequisite courses in previous years. The recommendation of Visual Arts teacher is required. In addition, there is a required summer project list to be completed before the first nine weeks of the new school year.**

Grad requirement: Fine Arts

College Entrance Requirement: Meets university "g" requirement.

This rigorous course of study focuses on developing a highly skilled portfolio, both broad and focused, an Advanced Placement Studio Art in 2-D design class. It is offered for AP review and credit and will prepare the student for entrance into art school or specialized schools of design. Submission of the portfolio at the end of the school year is essential for course credit.

The class has three parts, as follows:

- a. Study of contemporary artists and trends, in addition to class work, students are expected to visit galleries and the local art museums on their own.
- b. A sketchbook to be composed of visual ideas, notes, photos, doodles, plans, short assignments, quick drawings, and practice of various techniques.
- c. The student's submitted portfolio for AP Studio Art has three parts: Breadth, Concentration, and Quality. The portfolio is intended to address two-dimensional (2-D) drawing & design issues.

Students are asked to demonstrate mastery through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, drawing and printmaking.

Enrollment in this course is rigorous and will impact a student's daily schedule due to a substantial time commitment to be successful. Expectations for work done outside of class is approximately a minimum of 2 hours a day for 5 days each week in order to stay within the timeline framework for portfolio submission in the spring.

## GRAPHIC DESIGN IV

( ) (Year) (12<sup>th</sup>)

**Prerequisite:** Graphic Arts Studio, Computer Graphics and Graphic Design III with teacher recommendation.

**Optional prerequisites:** 1) Drawing and Painting Fundamentals or Design Studio; 2) Fundamentals of Web Design, and 3) Graphic Design III with teacher recommendation.

Grad requirement: Fine Arts

College Entrance Requirement: None

This full year intensive course develops the previous knowledge and skills gained in Graphic Arts Studio, Computer Graphics and Graphic Design III. Students considering enrollment in Graphic Design IV will have demonstrated excellence in Graphic Design III with a strong desire to develop style and creativity. This is the culminating Graphic Design Pathway course in the Visual Arts program.

Individual projects will be determined by contract and may include real graphic design jobs for the school district or other nonprofit organizations. Projects may also include advanced experimental studies in digital media. Presentation skills will be developed along with business practices. Students will compile a portfolio that demonstrates abilities for the workplace or college entrance.

## DESIGN PUBLISHING I, II, III, IV

(0163, 0164, 0165, 0166) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** Application and Teacher Approval.

Grad requirement: Vocational Skills, Fine Arts

College Entrance Requirement: None

A full year course designing, producing and marketing a major book project and related reproduced media. Students work with a professional publisher in a cooperative learning environment to produce the Vanden yearbook, *Saga*. Students design layouts, shoot and manipulate photographs, create graphics, advertise, produce and distribute the book and other products. Production includes computer graphics program such as PageMaker, Photoshop and dedicated publishing applications. Students are expected to attend school events to gather story content and photographs, in both 35mm and digital formats. Students with skills in graphic design, photography, writing, fine arts and computers (PageMaker knowledge is a plus) are encouraged to enroll. Enrollment must be for a full year. No students will be allowed to enroll after the first three weeks of school.

## PERFORMING ARTS

### PIANO CLASS

(0955) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** None

Grad requirement: Fine Arts

College Entrance Requirement: Meets university “f” requirement.

This class will teach students how to play the piano. This class is important in teaching music theory. Students of any level may sign up for the class. The student will learn

about different periods of music, learn how to play music of many composers, and learn how to compose and arrange melodies. Students will learn about related careers.

### JAZZ BAND

(0956) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite:** Audition and Consent from the Director

Grad requirement: Fine Arts

College Entrance Requirement: Meets university “f” requirement.

This is an advanced performing group that meets during post period. Placement in band is by audition through the instructor. Desired instrumentation includes trombone, trumpet, saxophone, drum set, bass guitar, double bass and piano. The course of study involves literature of the big band, combo techniques and improvisation. Community performances, evening concerts and festival participation outside regular class time will be required.

### MARCHING BAND (Applications of Linear Momentum)

(0962) (Quarter, semester or year) (9<sup>th</sup>-12<sup>th</sup>)

9 weeks (2.5 credits)

**Prerequisite and co-requisite:** Band members (any woodwind, brass or percussion instrument) must have at least one year of playing experience and also enrolled in a regular music course while in this class. Guard members are by audition only and are not required to be in a music class.

College Entrance Requirement: None

The Marching Band course consists of the Marching Block, Color Guard, and Percussion Line, with the addition of two auxiliary performing groups (Winter Guard and Winter Percussion). They perform at home football games, community events, and travel to band reviews for competitions. Summer band and technique courses are held before the start of school during the first weeks of August and are a required part of the class. The fall season runs to the end of football season. Winter season starts in December and continues to March. Spring Marching is in April and May. Rehearsals are held after school two to three times a week. Saturday attendance is required for Reviews. Each member is expected to help cover the costs of the activities of marching through fundraising and donations. These costs vary, but generally they fall in the range of \$200 to \$400 per member. Examples of these costs are bus transportation, entry fees, equipment, uniform maintenance, and instructors.

### WIND ENSEMBLE (Advanced Band)

(0180) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisites:** Audition and Consent from the Director

Grad requirement: Fine Arts

College Entrance Requirement: Meets university “f” requirement.

The Wind Ensemble is the advanced concert band. Placement is by audition only. The course involves refinement of individual musicianship and advanced ensemble techniques, preparation of major works and other literature for band, and to further enhance the attainment of aesthetic values and standards through performance. Community performances, evening concerts and festival participation outside regular class time will be required.

### **SYMPHONIC BAND (Entry Level Band)**

(0181) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisites: At least one year experience on concert band instrument.**

Grad requirement: Fine Arts

College Entrance Requirement: Meets university “I” requirement.

The Symphonic Band is the entry level ensemble. Fundamentals of musicianship are stressed. Individual technique and practice habits are refined. Ensemble procedures and rehearsal techniques are strengthened. Literature studied is from the intermediate level. Evening concerts, festival participation and home football games (as a pep band) outside regular class time will be required.

### **INTRODUCTION TO THEATER**

(0191) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: None**

Grad requirement: Fine Arts

College Entrance Requirement: Meets university “I” requirement.

This is a year-long survey course designed to develop theatre knowledge and skills using a historical perspective for understanding Theatre Arts. Assignments will integrate various design elements with special skills needed to demonstrate the basics of Theatre and Drama. Students will explore Western and Non-Western forms of acting, plays, and cultural perspectives in conjunction with class reading assignments, improvisation, self-scripted scene work, and famous scenes for performance projects. Students can expect to use their bodies and minds in an artistically and intellectually safe classroom and **must be willing to work well with others.**

### **ADVANCED DRAMA**

(0192) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Introduction to Theater with a C or better, and Teacher Recommendation.**

Grad requirement: Fine Arts

College Entrance Requirement: Meets university “I” requirement.

This is a year-long project-based course intended for the serious Theatre student. Students will explore more in-depth acting skills through performance theory exercises and presentations, analyze and demonstrate production values through lighting, costume, and set design projects, and the entire class will work as an ensemble to fully produce a children's theatre play. Students are expected to use their bodies and minds in an artistically and intellectually safe classroom as they work well with others.

### **STAGECRAFT**

(0195) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C- or better in Introduction to Theatre or Teacher Recommendation.**

Grad requirement: Fine Arts

College Entrance Requirement: None

This course explores the technical aspects of theatre. Throughout the course, students will learn about designing and constructing sets, while meeting with a director and design team. Students will also look at costuming and the different time periods that affect the style of characters and fashion. Lastly, students will also be working with lighting and sound and how various light

effects change the costume and set designs, as well as, how sound augments the production.

# WORLD LANGUAGES

## **FRENCH 1**

(0551) (Year) (9<sup>TH</sup>-12<sup>TH</sup>)

**Prerequisite: C or better in previous year's English Language Arts class**

Grad requirements: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

The objective of this course is to develop the basics of communication in French. The course begins the development of the four language skills: listening, speaking, reading and writing. Building a spoken and written vocabulary is stressed in addition to basic French grammar. French customs and culture are presented and discussed. Daily homework includes either a written assignment or studying for a quiz.

## **FRENCH 2**

(0552) (Year) (10<sup>TH</sup>-12<sup>TH</sup>)

**Prerequisite: C in French 1**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

This course continues to develop the basics of communication in French. The skills of listening, speaking, reading and writing are further developed with emphasis being given to speaking and listening comprehension. French customs and culture are further discussed.

## **FRENCH 3**

(0553) (Year) (10<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C in French 2 or Teacher Recommendation**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

A review of the basic grammar and vocabulary of French 1 or 2 will be made in this course. Also, there will be a survey of French literature and more extensive practice in written and spoken French. French customs and culture will be discussed.

## **FRENCH 4**

(0554) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C in French 3 and Teacher Recommendation**

Grad requirement: Foreign Language

UC/CSU requirement: Yes

College Entrance Requirement: Meets university "e" requirement.

Rigorous study of literature, grammar, speaking, listening, writing, and study of French culture will take place. Students will have the opportunity to take the AP exam in French in May.

## **GERMAN 1**

(0555) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C or better in previous year's English Language Arts class**

Grad requirements: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

This is a two semester course in German grammar and vocabulary. The course introduces practical language skills through the reading, writing, listening and speaking of elementary German. The course also introduces the culture, geography, and history of German-speaking countries. Students will use textbooks, workbooks, and audio/visual material.

## **GERMAN 2**

(0556) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisites: Completion of German 1 with a C or better**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

This is a two semester continuation of the first year course. The course presents practical language skills through the reading, writing, listening and speaking of intermediate German. The course also explores German current events, literature, geography and history.

## **GERMAN 3**

(0557) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Completion of German 2 with a C+ or better**

Grad requirements: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

This is a two semester course introducing new material and reviewing the material covered in the first two years, but emphasizing fluency in speaking and reading. There is extensive use of CDs, videos, computer programs, and the internet. Students will create larger projects emphasizing the speaking, listening, reading, and writing of German.

## **GERMAN 4**

(0558) (Year) (9<sup>th</sup> -12<sup>th</sup>)

**Prerequisite: Completion of German 3 with a C+ or better**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

This is a course of two semesters expanding the student's ability to communicate in written and spoken German through selections from German literature and history. Students will explore German authors, artists, composers, and their works. The course emphasizes speaking, listening, reading, and writing of advanced German.

## **GERMAN 5**

(0568) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Completion of German 4 with a C+ or better**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

This is a two semester course of individual study or work within the German 4 class at a more advanced level. A complete grammar review and the readings of several complete works of literature will be undertaken.

### **LATIN 1**

(0559) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C or better in previous year's English Language Arts class**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

Latin I introduces basic Latin Grammar and covers the mythology and some of the history of the Roman world. Students will learn the present, imperfect, perfect, and future tenses of Latin verbs; will learn all five declensions of Latin nouns; will review and understand English sentence structure; and will learn word roots that will help them build their English vocabulary.

### **LATIN 2**

(0560) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C in Latin 1**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

Latin 2 concludes the study of Latin grammar started in Latin 1. By the end of the course, students will have learned all tenses, voices, and moods of the Latin verb; will have a thorough understanding of Latin sentence structure, and will begin reading ancient Roman poetry and prose. Students will continue their study of Roman mythology, culture, and history.

### **LATIN 3**

(0561) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C in Latin 2 or Teacher Recommendation**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

In Latin 3 students will translate and study ancient Roman authors including Horace, Catullus, Ovid, and Virgil, and seek to find parallels between their works and more modern literature and art.

### **LATIN 4**

(0562) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C in Latin 3 and Teacher Recommendation**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

In Latin 4 students will translate and study ancient Roman authors including Horace, Catullus, Ovid, and Virgil, and seek to find parallels between their works and more modern literature and art. Students may choose to take the Latin AP at the end of this course.

### **SPANISH 1**

(0564) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C or better in previous year's English Language Arts class**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

The objective of the course is to develop the basics of communication in Spanish language. The course begins the development of the four language skills: listening, speaking, reading and writing - the skills of listening,

comprehension and speaking being stressed most. Selected aspects of Spanish and Spanish-American civilization and culture are presented.

### **SPANISH 2**

(0565) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: C in Spanish 1**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

This course continues to develop the basics of communication in Spanish. The skills of listening, speaking, reading and writing are further developed - emphasis still being given to listening and speaking. An introduction to short stories. Selected aspects of Spanish and Spanish-American civilization and culture are presented.

### **SPANISH 3-5**

(0566, 0567, 0569) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: B in Spanish 2 or Teacher Recommendation**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

The objective of the course is to perfect the skills of communication in Spanish. The major grammatical patterns are reviewed, and the study of fine grammatical points is undertaken. The class is conducted in Spanish. Short novels, plays and stories are read and discussed in Spanish. Major emphasis is placed upon vocabulary building.

### **SPANISH 4/5 ADVANCED PLACEMENT (AP)**

(0575) (Year) (11<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: B or better in Spanish 3-5 and Teacher Recommendation**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

This advanced course in Spanish prepares students for the AP Spanish language exam in May. There will be a charge to take the AP exam. College credit may be awarded to those who pass the test. Rigorous study of literature, grammar, speaking, listening, writing, and study of Latin American and Spanish culture will take place.

### **SPANISH FOR SPANISH SPEAKERS**

#### **LEVEL 1**

(0576) (Year) (9<sup>th</sup>-12<sup>th</sup>)

**Prerequisite: Teacher Recommendation**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

This course is designed for the student whose first language is Spanish or who is semi-proficient in the Spanish language. The deficiencies that these students demonstrate can range from reading, writing, and/or speaking skills. The language typically used by these students is an informal or colloquial spoken one. In this class, students will acquire or further enhance a more formal/academic Spanish language through readings, writing, grammar, and speaking exercises or activities. A greater emphasis will be placed on vocabulary and grammar based on the different levels of proficiency. Students will

develop an appreciation for their cultural, historical, and linguistic background through the exploration of readings of Hispanic authors from the U.S, Spain, and Latin America. The goal of the cultural component will be to cover the U.S., Spain, Mexico and the Caribbean through the different literary genres and other resources: short story, essay, poetry, video, and novel, and special projects (family tree presentations, culinary assignments, etc).

## **SPANISH FOR SPANISH SPEAKERS LEVEL 2**

(4061) (Year) (9<sup>th</sup>-12<sup>th</sup>)

### **Pre-requisite: Teacher Recommendation**

Grad requirement: Foreign Language

College Entrance Requirement: Meets university "e" requirement.

This course is designed for second year Spanish Speakers who have acquired a mastery in literacy skills and, also, in oral proficiency. Students will work on further developing or improving their reading, writing, speaking abilities of the target language while, at the same time, improve their formal or academic Spanish communication skills. Students will develop an appreciation for their cultural, historical, and linguistic background through the exploration of readings of Hispanic authors from the U.S, Spain, and Latin America. The goal of the cultural component will be to cover the U.S., Spain, Mexico and the Caribbean through the different literary genres and other resources: short story, essay, poetry, video, and novel. Students will learn about the culture(s) that they come from, their experiences in this society, and the importance of being bilingual both in terms of the job market and/or a college career. A guest speaker component will also be a part of the class, in order to motivate students and provide them with role models from their communities. Students will also work diligently to prepare for the AP Exam.

## MISCELLANEOUS PROGRAMS

### **DRIVER'S EDUCATION**

(2452) 9 weeks

**Prerequisite:** Student must be age 15 1/2

Grad requirement: Elective

College Entrance Requirement: None

This course is designed to develop a knowledge of the provisions of the Vehicle Code and other California laws relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic, a true appreciation of the causes, seriousness and consequences of traffic accidents, and to develop the knowledge and attitudes necessary for the safe operation of motor vehicles. A course in automobile driver education shall include education in the safe operation of motorcycles. This is a nine-week course and upon completion the student will earn 2.5 credits.

### **OPPORTUNITY PROGRAM**

(2656, 2657, & 2670) (Year) (10<sup>th</sup>)

Grad requirement: English, Math & World History

The Opportunity class at Vanden is designed to provide an alternative school experience in a positive "on campus" environment for students who are struggling to function within the regular school program in the 10th grade.

The Opportunity program is "a school within a school" making it possible for its students to learn academics in a separate environment while being afforded the opportunity to mainstream into other subjects. Classes typically taught are English, Math and World History.

### **TUTORING**

The tutoring program is open to 11th and 12th grade students who have an interest in helping others by tutoring. Tutoring is designed for those who may want to teach or to serve others. Tutors must sign a contract prior to acceptance into the program. Students may work with school administration as an aide. No credit issued.