PLANNING FOR 2019-2020

DAVIS SENIOR HIGH SCHOOL

Welcome Blue Devils!

We are very excited about the upcoming school year. The 2019-2020 Davis Senior High School Course Catalog will help you plan a rewarding course of study and enjoy a fulfilling experience at our school.

Inside the catalog you will find our graduation requirements, college preparation requirements, NCAA eligibility standards, Career Technical Education (CTE) options, information about a broad range of electives, and much more. Be aware that although we plan to offer the courses included in 2019-2020, budget constraints and enrollment numbers may impact course availability.

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

Go Big Blue!

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

COURSE SELECTION GUIDELINES

SOPHOMORE YEAR

- English – 1 year course: American Voices P
- American Literature Honors P
- Physical Education – 1 year course: Modern World Civilizations P
- Social Science – 1 year course: Modern World Civilizations P
- Other Required Courses – Select to complete your program (college/graduation). Choose among:
  - 1 year Physical Science
  - 1 year Life Science
  - 1 year Math
  - 1 semester Career Technical Education (CTE) or Practical Art (students who sign up for year-long CTE/Practical Art courses must complete the entire year.)
  - 1 year Visual and Performing Arts (VAPA) or 1 year Career Technical Education (CTE) or World Language
- Electives – Select enough electives to satisfy graduation requirements and college admission requirements

JUNIOR YEAR

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

SENIOR YEAR

- English – 1 year course: Select from a variety of English courses.
- Social Science – 1 year: US Government P/Economics
- US Government AP/Economics
- US Government AP/Geography
- Microeconomics AP
- US Government AP/Macroeconomics AP
- Electives – Select electives to satisfy graduation requirements and college admission requirements

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**DEADLINE FOR DROPPING A COURSE**

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

**(DUSD Administrative Regulation 5121)** “For extenuating circumstances, please see your counselor”

Please note: Core classes may not be dropped. Requests for teacher changes will not be honored. At spring semester yearlong courses will only be dropped for extenuating circumstances with administrative approval.

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

**PREREQUISITES**

Many courses require prerequisites. They may include:
- **Audition**
- **Grade requirement**
- **GPA requirement**
- **Completed course requirement**

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

**CREDITS**

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

**GRADING SYSTEM**

**Weighted grades:** Honors and AP courses underlined on the UC/CSU course list are given an additional grade point (pg. 18). This is called a “weighted” grade. For example, in calculating the student’s grade point average from a weighted class, an A would earn 5 points instead of 4; B would earn 4 points instead of 3; C would earn 3 points instead of 2. D grades are not weighted.

**Grades of PASS/FAIL** may be given in the Advanced Robotics Engineering course. All other courses assign letter grades of A, B, C, D, or F. Semester grades of Pass, A, B, C, or D earn 5 credits. Grades of F do not earn credit.

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

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

**Repeating Classes:** If a course where a “D” or “F” grade was earned is taken for a second time to improve the grade, credit will be granted for the repeated course only. The original grade remains on the transcript until the repeated class is completed. The new grade is then posted on the transcript. Both grades remain on the transcript but zero credit is given for the initial “D” or “F” grade earned. If a student repeats a course used to satisfy the “a-g” requirements in which he or she originally earned a grade of C or higher, the repeated grade will not be used in calculating the College GPA.

**GRADE REPORTING**

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

View progress reports and report cards online through the school district’s Parent Connect program; go to https://parentportal.djusd.net

Use your School Loop account to monitor progress and communicate with teachers at: dhs.djusd.net

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**MARCH**

12 Holmes JHS
13 Harper JHS
15 Emerson JHS
19-20 DSHS Seniors
21-22 DSHS Juniors

**SCHEDULE CHANGES**

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

During the first 3 weeks of school, students may request a schedule change according to the following guidelines:
- Level change request (AP or honors to college prep, or vice versa), based on availability.
- Placement recommended based on academic performance.
- Medical/health issues require adjustment in schedule.
- Course needed for graduation requirements or to meet minimum a-g requirements.
- Spring Semester Changes: Yearlong courses will be dropped for extenuating circumstances and need administrative approval.
ACHEIVING ACADEMIC SUCCESS

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

The following services are available at DSHS:
- Teacher Conferences – Students are strongly encouraged to work with their teachers to improve their grades.
- Formal student/parent conferences can be scheduled by contacting the teacher directly by email.
- Blue Friday Reports – A Weekly Progress Report is available in the Counseling Office. Student may pick up a blue form, and submit to each teacher at the beginning of the period. The student retrieves the form from the teacher at the end of the period and takes the completed report home to a parent to review progress.
- Academic Center (Room L-101) – Free tutoring is available every Monday – Thursday from 7:30 am to 4:30 pm and Friday from 7:30 am to 3:30 pm. Academic Center staff, UCD interns, and peer tutors are available.
- E-mail – Teachers and counselors can be reached via email. Use the first initial and last name (ex. jsmith@djusd.net).
- Counselors – Are available for personal, academic, career, and college counseling.
- Student Study Team – Counselors arrange Student Study Team meetings for many reasons. The SST meeting is the first step prior to requesting a 504 Accommodation Plan or assessment for special education services.

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

COUNSELING SERVICES

Counseling appointments are made on-line at: https://dhs-djusd-ca.schoolloop.com/counseling.

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

ACADEMIC
- A. Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals, and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

CHANGES TO REDUCE ACADEMIC STRESS

DSHS has recently made the following changes to its internal practices to reduce undue academic stress on students:
- Before a student is enrolled in a class, staff will ensure that he or she meets all prerequisites approved by the Davis Board of Education and the University of California. This is to provide for successful learning.
- If students do not meet prerequisites but can demonstrate the skills necessary to succeed, they may appeal by completing an application with their transcript and requested course schedule, a written self-reflection, a parent recommendation, input from a teacher, and, if necessary, a student presentation to the committee.
- DSHS no longer ranks students according to GPA. UC and CSU don’t use class rank. Further, there is no disadvantage to students completing the Common Application for private colleges, as it asks for class rank only “if available.”
- For AP/honors courses, DSHS recommends that students take more than two in 10th grade, three in 11th, and three in 12th. Students need to consider maintaining social/emotional balance and minimizing stress. An AP course should be taken only in areas of great interest or talent.
- A little background on these changes:
  - At the Superintendent’s Parent Advisory Committee meeting in the fall of 2012, district staff reported on an unprecedented increase in the level of stress DSHS students were experiencing around their academic work and college applications; many parents in attendance concurred. In response, an ad hoc subcommittee of staff and parents began examining how changes in DSHS practices might alleviate student stress. Committee members researched practices at similar high schools in California and evaluated alternatives. The changes described above reflect the findings of the committee with input from teachers, administrators, and staff.

WORK EXPERIENCE

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

B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between personal qualities, education, training, and the world of work.

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

DSHS GRADUATION REQUIREMENTS

```
<table>
<thead>
<tr>
<th>COURSE</th>
<th>DSHS GRADUATION REQUIREMENTS</th>
<th>UC/CSU ADMISSION REQUIREMENTS (MINIMUM)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CREDITS</td>
<td>YEARS</td>
</tr>
<tr>
<td>English</td>
<td>40</td>
<td>4 yrs</td>
</tr>
<tr>
<td>Math</td>
<td>20</td>
<td>2 yrs</td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
<td>1 yr</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10</td>
<td>1 yr</td>
</tr>
<tr>
<td>World Civilization</td>
<td>10</td>
<td>1 yr</td>
</tr>
<tr>
<td>U.S. History</td>
<td>10</td>
<td>1 yr</td>
</tr>
<tr>
<td>Government</td>
<td>5</td>
<td>1½ yr</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>½ yr</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td>2 yrs</td>
</tr>
<tr>
<td>CTE / Practical Art</td>
<td>5</td>
<td>½ yr</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>10</td>
<td>1 yr</td>
</tr>
<tr>
<td>or Career Technical Ed</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>or World Language</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
<td>½ yr</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td>½ yr</td>
</tr>
<tr>
<td>Electives</td>
<td>75</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>230</td>
<td></td>
</tr>
</tbody>
</table>
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*Must include Integrated Math 1 or equivalent
*Check approved college course list in this catalog

GRADUATION REQUIREMENTS

Students who have completed 230 credits and met all high school graduation requirements may participate in the graduation ceremony. Note: Diplomas will be held if students have outstanding school obligations for books, services, etc.

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

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

**Grades 9-12**

Agricultural Sciences
- Integrated Agricultural Biology P
- Animal Science P
- or Biotechnology
- Chemistry and Agriscience P
- Zoology & Botany P

Animal Sciences
- Animal Science P
- Veterinary Science
- or Advanced Interdisciplinary Science for Sustainable Agriculture Honors P
- Physiology & Anatomy P

Physics P

Chemistry P
- or Chemistry in the Community P
- Chemistry Honors P
- Chemistry AP

Physics Honors P

Physics AP

**Science Pathways**

**Agricultural Sciences**
- Integrated Agricultural Biology P
- Animal Science P
- or Biotechnology
- Chemistry and Agriscience P
- Zoology & Botany P

**Animal Sciences**
- Animal Science P
- Veterinary Science
- or Advanced Interdisciplinary Science for Sustainable Agriculture Honors P

**Ag Engineering & Technology**
- Drafting, Exploring Woods or Industrial Technology
- Agricultural Engineering 1
- Agricultural Engineering 2
- Advanced Agricultural Engineering: Design and Fabrication

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### Math Offerings 2019-2020

- **Common Core Math 3**
- **Integrated Mathematics 1 P**
- **Integrated Mathematics 2 P**
- **Integrated Mathematics 3 P or Accelerated Integrated Mathematics 3 P**
- **Precalculus P**
- **AP Calculus AB**
- **AP Calculus BC**

**Common Core Course Implementation Through 2018-2019**

<table>
<thead>
<tr>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Math 2</td>
<td>Common Core Math 3</td>
<td>Common Core Math 3 (Repeat course or advance to Common Core Integrated Math 1 – see below.)</td>
<td>Integrated Math 1</td>
<td>Integrated Math 2</td>
<td>Integrated Math 3</td>
</tr>
<tr>
<td>Common Core Math 2/3</td>
<td>Integrated Math 1</td>
<td>Integrated Math 2</td>
<td>Integrated Math 2</td>
<td>Integrated Math 3</td>
<td>Precalculus</td>
</tr>
<tr>
<td>Integrated Math 1</td>
<td>Integrated Math 2</td>
<td>Integrated Math 2</td>
<td>Integrated Math 3</td>
<td><strong>Precalculus</strong></td>
<td><strong>Calculus AB</strong></td>
</tr>
</tbody>
</table>


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

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*Students must take one year of physical science (P) and one year of life science (L) to graduate. Please note that other sequences are possible.*

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

For detailed information: www.eligibilitycenter.org.

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

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

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

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

### Test Scores
Division I has a sliding scale for test score and grade-point average. View the scale at www.eligibilitycenter.org.

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

### Grade-Point Average
Division I GPA required to be eligible for competition is 2.30.

- The Division II core GPA requirement is a minimum of 2.00.
- *Starting August 1, 2018, the minimum GPA will be 2.2.*
- Remember, the NCAA GPA is calculated using NCAA core courses only.

### Club Participation

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

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

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

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**GUIDELINES FOR POTENTIAL NCAA STUDENT-ATHLETES**

1. **English**
   - American Voices
   - American Literature Honors
   - British Literature
   - Eng 8/Humanities
   - Eng 9/Classics
   - English 9
   - English 9 AIM
   - English 10
   - English 10 AIM
   - English 10 Honors
   - English 12 P
   - Journalism I
   - English Literature & Composition AP
   - Science Fiction
   - Speech and Debate
   - Senior Literature

2. **Math**
   - Calculus AB/AP
   - Calculus BC/AP
   - Integrated Mathematics 1
   - Integrated Mathematics 2
   - Integrated Mathematics 3
   - Accelerated Mathematics 3
   - Precalculus
   - Statistics AP

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

**Additional Core Courses**

- Chinese I, 2, 3 and 4 Honors
- French I, 2, 3 and 4 Honors
- French 5 Language AP
- French 6 Language Honors
- German I, 2 and 3 Honors
- Japanese I, 2, 3 and 4 Honors
- Japanese 5 AP
- Spanish I, 2, 3 and 4 Honors
- Spanish 5 Language AP
- Spanish 6 Language AP
- Spanish Intermediate 2 Honors

**ELIGIBILITY CENTER GUIDELINES**

- Achieve a minimum overall high school grade point average of 2.30 on a 4.0 scale.
- Achieve a minimum of 18 on the ACT or 860 on the SAT (Critical Reading and Math).
- Achieve a minimum overall high school grade point average of 2.5 on a 4.0 scale.
- Graduate in the top half of the high school graduating class.

For more information: www.naia.org.
CHOOSING A COLLEGE

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

In the fall, counselors arrange for UC and CSU presentations. Learn more in DSHS’s College Handbook available at NAVIANCE.

Transcript Requests
Official transcripts may be requested for college and scholarships. Please visit the Counseling office to request your transcript.

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

COMMUNITY COLLEGES

Community Colleges have two major purposes: (1) to offer transfer courses, and (2) to provide vocational training. Studies in these areas may lead to an Associate of Arts or Associate of Science degree or to a certificate of achievement.

Transfer Courses are equivalent to the lower division (freshman and sophomore) offerings of the four (4) year colleges and universities. These courses enable community college students to transfer to a four (4) year college for their junior year without loss of credit, provided they have a 2.75 – 3.2 GPA (varies by college).

The Los Rios Community College District has Transfer Guarantee Admission (TAG) agreements with many CSUs and UCs. The Transfer Center at the Community College provides information about these opportunities. Learn more by exploring www.assist.org.

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

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

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

Admission Requirements
All high school graduates are eligible for admission to public community colleges in California. Non-high school graduates, 18 years of age or older, may be admitted to community college.

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

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

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

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

COLLEGE PREPARATORY COURSES

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

Calculating Your College GPA for UC/CSU Eligibility

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

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

Points are assigned as follows:
- A=4 points
- B=3 points
- C-2 points
- D=1 point
- F=0 points

Courses taken in the ninth grade can be used to meet the Subject Requirement if the student earns a grade of C or better, but they will not be used to calculate the college GPA.

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

Calculating Your CSU Eligibility Index

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

California high school graduates must have a minimum eligibility index of 2590 using SAT scores or 700 using ACT scores. The SAT score component for CSU is the sum of the critical reading and math scores. The ACT score is the composite score. Neither ACT nor SAT writing scores are included in the calculation of the CSU Eligibility Index.

To calculate your College GPA for UC/CSU

To calculate your index using your SAT score:

To calculate your index using your ACT score:

Then divide the Total Grade Points by the Total Units.

Note: Eligibility indexes of 2950 and above qualify for admission.
There are 23 campuses in the CSU system. Some CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and community college that are historically served by a CSU campus in that region.

You are eligible for admission if you:

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

Grades (Scholarship Requirement)

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

SAT Subject Tests are not required and students who do not submit test scores will not be penalized during the application review process. Some majors at some campuses, however, recommend particular tests, and applicants may submit subject test scores for consideration during the comprehensive review process. Additionally, subject exams still may be used to satisfy “a-g” subject requirements. For details, go to www.universityofcalifornia.edu.

The application of every student who has completed 11 of the 15 “a-g” courses with a 3.0 GPA by the end of junior year and has taken the SAT Reasoning Test or ACT with Writing will receive a comprehensive review.

Language other than English and mathematics coursework completed in 7th and 8th grades count toward the 11 course minimum requirement provided the student earned a C or higher in these courses.

Important Note: Completing the minimum number of courses to be entitled to an application review (11 courses by the end of junior year) should not be confused with being competitive for admission on most campuses. The average number of yearlong UC-approved academic courses completed by students admitted is 23. The rigor of the senior year is an extremely important criterion in the application evaluation process.

Below 2.0 does not qualify for regular admission.
### SUBJECT REQUIREMENTS

<table>
<thead>
<tr>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>**“a”</td>
<td>History/Social Science**</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>**“b”</td>
<td>English**</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>**“c”</td>
<td>Mathematics**</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Laboratory Science</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>**“f”</td>
<td>Language Other Than English**</td>
</tr>
</tbody>
</table>
| | | (Courses must be the same language, American Sign Language allowed.)
| **“g” | Visual and Performing Arts**       | | 1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts |
| | | (Courses may be repeated. There is no limitation on the number of times a course can be repeated.) |
| | **College Preparatory Elective**   | | 1 year of an elective chosen from any area on approved "a-g" course list |

#### REPEATED COURSES

<table>
<thead>
<tr>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required &quot;a-g&quot; courses must be completed with a grade of C or better. Any course may be repeated. There is no limitation on the number of times a course can be repeated.</td>
<td></td>
</tr>
<tr>
<td>Required &quot;a-g&quot; courses must be completed with a letter grade of C or better. Courses in which grades of D/F are earned may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similar named course titles (e.g. English I or English II). The first instance of a letter grade C or better will be used in the GPA calculation.</td>
<td></td>
</tr>
</tbody>
</table>

* High school coursework completed in 7th and/or 8th grade can be used to meet the area "c" and/or "e" requirements.
* It is best to prepare for both UC and the CSU by completing two laboratory courses from the "d" subject area.

### VALIDATION OF SUBJECT OMISSION BY OTHER COURSES

<table>
<thead>
<tr>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A letter grade of C or better in the first semester of Algebra I validates both semesters of Algebra I. Integrated style Math 2 will be accepted in lieu of a geometry course. (See exception for UC below.)</td>
</tr>
<tr>
<td>A letter grade of C or better in Statistics will validate Algebra I and Algebra II, but will not validate Geometry.</td>
</tr>
<tr>
<td>A letter grade of C or better in Math I, II, Trigonometry, Precalculus or Calculus validates the entire high school college preparatory requirement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Other than English (LOTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school coursework. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to the college’s &quot;a-g&quot; course list on the &quot;a-g&quot; website and review the &quot;Title/Discipline&quot; column for restrictions. e.g. LOTE I = Level 1; LOTE II = Level 2, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>A grade of C or better in the second semester of Chemistry will validate the first semester.</td>
</tr>
</tbody>
</table>

### VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES

Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework. CSU also allows the validation of the D/F grade in Chemistry. For UC, refer to the Validation Matrix in Quick Reference for Counselors.

### HIGH SCHOOL GPA

Calculate GPA using all "a-g" approved courses completed during the summer after the 9th grade through summer after the 12th grade—including deficient grades which have been repeated. CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- will be used in the GPA calculation. Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.

### HONORS POINTS

Honors points are awarded based on the student’s performance in high school. Only four years of high school coursework may be used to calculate honors points. Honors points are awarded based on the student’s performance in high school. Only four years of high school coursework may be used to calculate honors points.

Maximum of 13 extra grade points (honors points) from four year-long courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two year-long courses (4 semesters) completed in 10th grade can be used in the honors points calculation.

### TEST SCORES – ACT/SAT

#### ACT or SAT Reasoning

Test required for CSU applicants to evaluate college readiness. Test required for CSU applicants to evaluate college readiness. All CSU campuses have a recommended "a-g" GPA index of 3.0. The ACT has the highest SAT score from the last test taken before March 2016 OR after March 2016. UC may consider test subscores from multiple ACT tests to calculate a student’s composite. It is highly recommended that students take the ACT/SAT assessment test in their junior year.

The ACT with Writing or the SAT with Writing/Essay is required for all UC applicants. UC uses the highest composite score from the ACT/Writing or highest total score from the SAT with Writing/Writing always from the same test date. Some campuses may recommend SAT Subject Tests for specific majors.

### VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES

Required "a-g" courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and score information is available on the CSU website; for UC, refer to Quick Reference for Counselors. For UC, the omission of a course in Geometry cannot be validated by any examination score.
# PLAN YOUR FOUR-YEAR GRADUATION PROGRAM

**Course or Subject** | **8th Grade** | **9th Grade** | **10th Grade** | **11th Grade** | **12th Grade** | **Credit Hours** | **Grade**
--- | --- | --- | --- | --- | --- | --- | ---
16 17 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230
--- | --- | --- | --- | --- | --- | --- | ---
**数学** | 3年 | 3年 | 3年 | 3年 | 3年 | 4年 | 1年
**语言** | 2年 | 2年 | 2年 | 2年 | 2年 | 3年 | 1年
**物理科学** | 3年 | 3年 | 3年 | 3年 | 3年 | 4年 | 1年
**生物科学** | 3年 | 3年 | 3年 | 3年 | 3年 | 4年 | 1年
**化学** | 3年 | 3年 | 3年 | 3年 | 3年 | 4年 | 1年
**计算机科学** | 3年 | 3年 | 3年 | 3年 | 3年 | 4年 | 1年
**社会科学** | 3年 | 3年 | 3年 | 3年 | 3年 | 4年 | 1年
**语言** | 2年 | 2年 | 2年 | 2年 | 2年 | 3年 | 1年
**地理** | 2年 | 2年 | 2年 | 2年 | 2年 | 3年 | 1年
**艺术** | 1年 | 1年 | 1年 | 1年 | 1年 | 2年 | 1年
**音乐** | 1年 | 1年 | 1年 | 1年 | 1年 | 2年 | 1年
**体育** | 1年 | 1年 | 1年 | 1年 | 1年 | 2年 | 1年
**计算机科学** | 1年 | 1年 | 1年 | 1年 | 1年 | 2年 | 1年
**工程** | 1年 | 1年 | 1年 | 1年 | 1年 | 2年 | 1年

## PLAN YOUR 9-12 COLLEGE PREP REQUIREMENTS

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

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

<table>
<thead>
<tr>
<th>Course or Subject</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a History/Social Science</strong></td>
<td>- 2 years</td>
<td>- 1 year</td>
<td>- 1 year</td>
<td>- 1 year</td>
<td>3年</td>
</tr>
<tr>
<td><strong>b English</strong></td>
<td>- 4 years</td>
<td>- 4 years</td>
<td>- 4 years</td>
<td>- 4 years</td>
<td>- 4 years</td>
</tr>
<tr>
<td><strong>c Mathematics</strong></td>
<td>- 3 years</td>
<td>- 4 years</td>
<td>- 4 years</td>
<td>- 4 years</td>
<td>- 4 years</td>
</tr>
<tr>
<td><strong>d Laboratory Science</strong></td>
<td>- 2 years</td>
<td>- 2 years</td>
<td>- 2 years</td>
<td>- 2 years</td>
<td>- 2 years</td>
</tr>
<tr>
<td><strong>e Language Other Than English</strong></td>
<td>- 2 years</td>
<td>- 2 years</td>
<td>- 2 years</td>
<td>- 2 years</td>
<td>- 2 years</td>
</tr>
<tr>
<td><strong>f Visual/Performing Arts</strong></td>
<td>- 1 year</td>
<td>- 1 year</td>
<td>- 1 year</td>
<td>- 1 year</td>
<td>- 1 year</td>
</tr>
</tbody>
</table>

Note: Courses taken in 7th & 8th grade may be used to meet this requirement.

Subject to waiver for applicants demonstrating equivalent competence.

### UC/CSU Graduation Requirements (20 credits)

- 3年 Social Science (3年 History, 1年 U.S. History, and 1年 Government/Politics)
- 1 year English (UC/CSU approved)
- 3年 Mathematics (UC/CSU approved)
- 1 year Science (UC/CSU approved)
- 1 year Laboratory Science (UC/CSU approved)
- 1 year Visual/Performing Arts (UC/CSU approved)
- 1 year College Prep Elective (UC/CSU approved)

### UC/CSU Graduation Requirements (16 credits)

- 1年 History/Social Science
- 1年 English
- 3年 Mathematics
- 1年 Science
- 1 year Visual/Performing Arts
- 1 year College Prep Elective

Subject to waiver for applicants demonstrating equivalent competence.

---

Notice: The information provided is subject to change. Please consult your school counselor for the most up-to-date requirements.
**a HISTORY/SOCIAL SCIENCE: 2 YEARS**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Geography AP</td>
</tr>
<tr>
<td>Modern History P</td>
</tr>
<tr>
<td>Modern World Civilization P</td>
</tr>
<tr>
<td>Race &amp; Social Justice in US History P</td>
</tr>
<tr>
<td>US History AP</td>
</tr>
<tr>
<td>US Government &amp; Politics AP</td>
</tr>
<tr>
<td>US Government Policies</td>
</tr>
</tbody>
</table>

**b ENGLISH: 4 YEARS**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Literature Honors P</td>
</tr>
<tr>
<td>English 9 AIM</td>
</tr>
<tr>
<td>English 9 Humanities P</td>
</tr>
<tr>
<td>English 9 P</td>
</tr>
<tr>
<td>English 10 P</td>
</tr>
<tr>
<td>English 10 Honors P</td>
</tr>
<tr>
<td>English Language &amp; Composition AP</td>
</tr>
<tr>
<td>Science Fiction P</td>
</tr>
<tr>
<td>Senior Literature P</td>
</tr>
</tbody>
</table>

**c MATHEMATICS: 3 YEARS**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Mathematics 1 P</td>
</tr>
<tr>
<td>Integrated Mathematics 2 P</td>
</tr>
<tr>
<td>Integrated Mathematics 3 P</td>
</tr>
<tr>
<td>Accelerated Integrated Mathematics 3 P</td>
</tr>
<tr>
<td>EAP Senior Year Mathematics (ESM) P</td>
</tr>
<tr>
<td>Precalculus P</td>
</tr>
<tr>
<td>Calculus AB P</td>
</tr>
<tr>
<td>Calculus BC P</td>
</tr>
<tr>
<td>Statistics AP</td>
</tr>
</tbody>
</table>

**d LABORATORY SCIENCE: 2 YEARS**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Interdisciplinary Science P</td>
</tr>
<tr>
<td>Health Education in Sustainable Agriculture P</td>
</tr>
<tr>
<td>Biology P</td>
</tr>
<tr>
<td>Biology AP</td>
</tr>
<tr>
<td>Biotechnology P</td>
</tr>
<tr>
<td>Chemistry P</td>
</tr>
<tr>
<td>Chemistry and Agriscience P</td>
</tr>
<tr>
<td>Chemistry in the Community P</td>
</tr>
<tr>
<td>Chemistry Honors P</td>
</tr>
<tr>
<td>Chemistry AP</td>
</tr>
<tr>
<td>Environmental Science P</td>
</tr>
<tr>
<td>Independent Science Project P</td>
</tr>
<tr>
<td>Integrated Agricultural Biology P</td>
</tr>
<tr>
<td>Physics P</td>
</tr>
<tr>
<td>Physics Honors P</td>
</tr>
<tr>
<td>Physics AP</td>
</tr>
<tr>
<td>Physiology and Anatomy P</td>
</tr>
<tr>
<td>Zoology and Botany P</td>
</tr>
</tbody>
</table>

**e LANGUAGE OTHER THAN ENGLISH (LOTE): 2 YEARS**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese 1*, 2*, 3*, 4*, 6, Honors P</td>
</tr>
<tr>
<td>French 1*, 2*, 3*, 4*, 6, Honors P</td>
</tr>
<tr>
<td>French 5 Language AP</td>
</tr>
<tr>
<td>French 6 literature Honors P</td>
</tr>
<tr>
<td>Japanese 1*, 2*, 3*, 4*, Honors P</td>
</tr>
<tr>
<td>Japanese 5 AP</td>
</tr>
<tr>
<td>Japanese Intermediate 2 Honors P</td>
</tr>
<tr>
<td>Spanish 1*, 2*, 3*, 4*, Honors P</td>
</tr>
<tr>
<td>Spanish 5 Language AP</td>
</tr>
<tr>
<td>Spanish 6 &amp; Literature AP</td>
</tr>
</tbody>
</table>

*May only be used for “f” requirement.

**f VISUAL AND PERFORMING ARTS: 1 YEAR**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Drama P</td>
</tr>
<tr>
<td>Advanced Treble Choir P</td>
</tr>
<tr>
<td>Art 1 F grade 9</td>
</tr>
<tr>
<td>Art History AP</td>
</tr>
<tr>
<td>Art Studio Art 2-D Design</td>
</tr>
<tr>
<td>Art Studio Art 3-D Design</td>
</tr>
<tr>
<td>Art Studio Art Drawing</td>
</tr>
<tr>
<td>Band F grades 9-12 (all courses)</td>
</tr>
<tr>
<td>Baroque Ensemble P</td>
</tr>
<tr>
<td>Ceramics &amp; Sculpture P</td>
</tr>
<tr>
<td>Concert Choir P</td>
</tr>
<tr>
<td>Drama 1 P</td>
</tr>
<tr>
<td>Drawing &amp; Painting P</td>
</tr>
<tr>
<td>Essentials of Music P</td>
</tr>
<tr>
<td>Essentials of Music Honors P</td>
</tr>
<tr>
<td>The Art and History of Floral Design P</td>
</tr>
<tr>
<td>Graphic Art &amp; Design P</td>
</tr>
<tr>
<td>Intermediate/Advanced Dance P</td>
</tr>
<tr>
<td>Jazz Band P</td>
</tr>
<tr>
<td>Jazz Choir P</td>
</tr>
<tr>
<td>Madrigals P</td>
</tr>
<tr>
<td>Music Theory AP</td>
</tr>
<tr>
<td>Orchestra P</td>
</tr>
<tr>
<td>Orchestra F grades 9-12 (all courses)</td>
</tr>
<tr>
<td>Photography P</td>
</tr>
<tr>
<td>Symphonic Band P</td>
</tr>
<tr>
<td>Video/Filmmaking P</td>
</tr>
</tbody>
</table>

**g ELECTIVE COURSES: 1 YEAR**

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

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Science P</td>
</tr>
<tr>
<td>AVID P grades 9-12 (all courses)</td>
</tr>
<tr>
<td>Computer Programming for Solving Applied Problems P</td>
</tr>
<tr>
<td>Cyber Security: ICT Essential 1 P</td>
</tr>
<tr>
<td>Earth and Physical Science P</td>
</tr>
<tr>
<td>Economics P</td>
</tr>
<tr>
<td>International Relations P</td>
</tr>
<tr>
<td>Internet Engineering 1 P</td>
</tr>
<tr>
<td>Internet Engineering 2 P</td>
</tr>
<tr>
<td>Introduction to Robotics Engineering P</td>
</tr>
<tr>
<td>Life Science P</td>
</tr>
<tr>
<td>Microeconomics AP</td>
</tr>
<tr>
<td>Macroeconomics AP</td>
</tr>
<tr>
<td>Multimedia Journalism 1 P</td>
</tr>
<tr>
<td>Multimedia Journalism 2 P</td>
</tr>
<tr>
<td>Psychology P</td>
</tr>
<tr>
<td>Speech and Debate P</td>
</tr>
<tr>
<td>STEEL P</td>
</tr>
</tbody>
</table>

**h COLLEGE LEVEL COURSES**

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

**Advanced Placement Courses**

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

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

The following AP courses are available at DSHS:
- Art History AP
- Biology AP
- Calculus AB AP
- Calculus BC AP
- Chemistry AP
- English Literature & Composition AP
- French 5 AP
- Human Geography AP
- Japanese 5 AP
- Macroeconomics AP
- Microeconomics AP
- Music Theory AP
- Physics AP
- Spanish 5 & 6 AP
- Statistics AP
- Studio Art AP (Drawing, 2D and 3D)
- US Government & Politics AP
- US History AP

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

**Concurrent Community College Courses Outreach Program**

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

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

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

**Accelerated College Entrance (ACE)**

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

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

**Concurrent Enrollment – UC Davis**

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

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

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

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

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

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

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

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

**Social Studies**
- World Geography P (semester)

**Health 9 (semester)**

**Physical Education 9 (year)**

**Science (year)**
- Recommended
- Earth/Physical Science P
- Biology P

**CAREER TECH ED (CTE)* / PRACTICAL ART**

*Advanced Agricultural Engineering / Design & Fabrication
*Advanced Automotive Technology
*Advanced Interdisciplinary Science for Sustainable Agriculture
*Honors P
*Advanced Robotics Engineering
*Industrial Engineering I
*Agricultural Engineering II
*Animal Science P
*Basic Auto
*Biology P
*Biotechnology P
*Electronics P
*Chemistry and Agriscience
*Computer Programming for Solving Applied Problems P

**CONSUMER MATH
**Cybersecurity: ICT Essential 1 P
*Environmental Science P
*Independent Study Agriculture
*Internet Engineering 1
*Internet Engineering 2
*Intro to Robotics Engineering
*Intermediate Robotics

**Visual and Performing Arts (VAPA)**

The Art and History of Floral Design P
All Courses in the Art Department
Drama
Advanced Drama

All Courses in the Music Department
Intermediate/Advanced Dance

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

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**VISUAL AND PERFORMING ARTS (VAPA)**

Integrated Agricultural Biology P
World Language (year):
- Chinese (Mandarin) P
- French P
- German P
- Japanese P
- Spanish P
- Spanish Intermediate 2 HP
Visual and Performing Arts (year):
- Art 1 P
- Ceramics & Sculpture P
- Concert Band P
- Concert Choir P
- Drama 1 P
- Jazz Band P
- Orchestra P
Career Tech Ed / Practical Art:
(sector unless otherwise indicated)
- Computer Programming with Robotics
- Drafting (year)
- Agricultural Engineering I
- Exploring Woods
- Fashion/Textiles and Apparel
- Food Science and Nutrition 1A
- Industrial Technology
- Introduction to Computers
- Library Assistant
- Multimedia
- SAVE
- Yearbook (semester or year)

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**NOT EXEMPT**

Regular California State University Placement Exam (CSU PEP) Required

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**YEARBOOK (semester)**

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

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**The Art and History of Floral Design P**

**All Courses in the Art Department**

**Drama**

**Advanced Drama**

**All Courses in the Music Department**

**Intermediate/Advanced Dance**

**Additional Electives**

**AVID 9 P (year)**

**Art Survey (semester)**

**Cross Age Teaching (semester)**

**Leadership (semester or year)**

**Office Assistant (semester or year)**

**STEEL P**

**Teaching Assistant (semester or year)**

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**Career Tech Ed / Practical Art**

**Integrated Agricultural Biology P**

**World Language (year):**

- Chinese (Mandarin) P
- French P
- German P
- Japanese P
- Spanish P
- Spanish Intermediate 2 HP

**Visual and Performing Arts (year):**

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

**Career Tech Ed / Practical Art:**

(sector unless otherwise indicated)

- Computer Programming with Robotics
- Drafting (year)
- Agricultural Engineering I
- Exploring Woods
- Fashion/Textiles and Apparel
- Food Science and Nutrition 1A
- Industrial Technology
- Introduction to Computers
- Library Assistant
- Multimedia
- SAVE
- Yearbook (semester or year)
A Note about Ag Classes

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

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

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

THE ART AND HISTORY OF FLORAL DESIGN P

139000 1 year: 10 credits
Prerequisite: None
UC/CSU Approved: f VAPA Transferrable college credit (1 credit) for students who earn a B or better in class.

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

ORNAMENTAL HORTICULTURE

117000 1 year: 10 credits
Prerequisite: Completion of any science course.

This hands-on course is designed for the student who enjoys getting out of the classroom to learn about growing plants. Instruction will include the growth, production, and care of plants for ornamental purposes. Topics include plant growth needs, botanical classification, plant physiology and plant reproduction. As part of homework, FFA and SAE are assigned; see note.

VETERINARY SCIENCE

565200 1 year: 10 credits
Prerequisite: Integrated Agricultural Biology or Biology UC/CSU Approved: G CTE

Animal health, behavior, handling, training, and veterinary procedures are explored. Gain hands-on experience with companion, food, lab, and exotic animal species (when they are available). Students will learn medical terminology common to the animal health care field. Students will also be required to assigned class and after-school time in the care and health monitoring of animals. Enrollment in this course is limited to students participating in the Agriscience pathway sequence of courses. The study of dogs, cats, horses, swine, and ruminants body systems (anatomy and physiology) is foundational. Whenever possible, topics will be related to pertinent veterinary care applications and situations. Training and career opportunities pertaining to Registered Veterinary Technicians will be thoroughly explored. FFA participation and SAE are required graded components of this course.
ART HISTORY AP  
Advanced Placement  
146700  
1 year: 10 credits  
Prerequisite: None  
UC/CSU Approved: f  
VAPA  

This course introduces the world of art history from prehistoric art through the Renaissance and into modern times, through lecture, films, slides, and independent student research. This course prepares students for the Advanced Placement exam. This class includes two (2) trips to San Francisco museums as well as local galleries.

CERAMICS & SCULPTURE P  
141300  
1 year: 10 credits  
Prerequisite: None  
UC/CSU Approved: f  
VAPA  

This year-long course is for the student interested in the fine art of sculpture and pottery. Various hand-building methods and wheel-thrown forms are explored. Students will be expected to examine the art of others as well as the world around them to seek out personal solutions to various design problems using clay. In addition to using clay, other sculptural forms may be explored.

DRAWING & PAINTING P  
145000  
1 year: 10 credits  
Prerequisite: None  
UC/CSU Approved: f  
VAPA  

Drawing and Painting introduces students to looking at, critiquing and producing drawings and paintings in a variety of styles, subject matter and media. This one year course is geared toward use of the elements and principles of design as a means of communication and organization. Students will develop their skills, while examining the works of master artists and the world around them. By the end of this course, students should be able to use the elements and principles in the creation of personal artwork, to use the appropriate vocabulary and be familiar with local and world artists.

GRAPHIC ART & DESIGN P  
151000  
1 year: 10 credits  
Prerequisite: None  
UC/CSU Approved: f  
VAPA  

Students learn fundamentals of graphic design through creative graphic and commercial art projects. Students begin the class with assignments that introduce the elements and principles of design while learning Adobe Illustrator and Photoshop basic skills. Students later work on more complex design problems. Projects include logos, typography, illustration, posters, photography, animation and advertising. Students can also develop a portfolio for Studio Art AP. Digital cameras are used in some projects and are supplied by the school.

PHOTOGRAPHY P  
152300  
1 year: 10 credits  
Prerequisite: none  
UC/CSU Approved: f  
VAPA  

This photography class is designed for students to learn how to use and operate a camera to produce artistic images. Students will be given a variety of assignments in digital and film format. The standards will be emphasized, such as incorporating the elements and principles of art design. Students will be required to take pictures outside of class time for homework. A limited number of cameras are available to check out. Written reports may include the history of photography, a profile of a famous photographer, and a museum review. Students will learn digital editing techniques and how to create prints.

STUDIO ART AP (Drawing, 2D & 3D)  
Advanced Placement  
145300 (2D), 145310 (3D), 145320 (Drawing)  
1 year: 10 credits  
Prerequisites: Preparatory art courses in subject area need to be passed with a grade of C or better. Teacher recommendation required. If introductory course not taken, portfolio submission required.  
UC/CSU Approved: f  
VAPA  

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

VIDEO & FILMMAKING P  
151900  
1 year: 10 credits  
Prerequisite: none  
UC/CSU Approved: f  
VAPA  

Learn how to make movies like Hollywood pro! Video Film introduces students to basic videography, editing, animation, special effects, and classic film review. Students work in small groups to produce short videos for class and public presentation. Essentials include story writing, story boards, camercorder operation, lighting, digital editing, videography technique, 2D & 3D animation, and digital special effects. All students produce a short film for possible entry in the Tower of Youth Showcase teen film competition.

AUTOMOTIVE  

Basic Auto  
365000  
1 year: 10 credits  
Prerequisite: None  
UC/CSU Approved: f  
VAPA  

Combined with Advanced Automotive Technology: 4 college credits (American River College)  

CTE  

Basic Auto is an introductory course for students pursuing basic technical skills who are curious about cars. Prior experience and a driver’s license are required. Topics include shop safety, vehicle identification, engine theory, electrical systems, ignition systems, fuel systems, cooling systems, brake systems, transmissions, drive trains, emission controls, steering, suspension, tires, alternative fuels and emerging technologies. Students will explore theoretical concepts in the classroom and gain practical experience in the shop. Students will develop a variety of hands-on shop skills, including use of basic tools, vehicle lifts, checking fluids, changing tires, oil changes and engine diagnostics. Students must adhere to strict safety requirements and display professional behavior at all times. Mastery of course content is the emphasis of the course. Approximately, half of course activities will take place in the classroom and half in the shop. The DSHS automotive technology program and its students affiliate with and participate in SkillsUSA California, a career technical student leadership organization. Students will have opportunities to participate in regional SkillsUSA conferences, with opportunities to attend state and national conferences.  

Basic Auto is a prerequisite for Advanced Auto.

ADVANCED AUTOMOTIVE TECHNOLOGY  
390000 / 392000  
1 year: 10-20 high school credits,  
(Available as a single period course or a double period block)  

Combined with Basic Auto: 4 college credits (American River College)  

Prerequisite: Basic Auto  

CTE  

Advanced Automotive Technology is an accelerated, career technical course for students who are serious and passionate about automotive technology. Instruction is split approximately 30% class work and 70% shop work. Students will complete assignments designed to improve their automotive technical ability, professional skills and citizenship. Students may work on their own vehicles or shop project vehicles.  

Advanced Auto is a business-training course that simulates a professional automotive repair shop. In exchange for low cost vehicle service and repair, community members provide vehicles on which students improve their skills. Students will complete assignments to the highest level of owner satisfaction, just as a professional shop would. Maturity and the ability to adhere to strict professional norms are mandatory. Students must have exemplary attendance, punctuality, professionalism, work ethics and a commitment to excellence. Students will perform all service and repair procedures under the instructor’s direct supervision.

Students will dive deeply into long-term projects that include major engine repair, transmission replacement, steering and suspension work, brake service, electrical system work and computer diagnostics. Other assignments include fuel systems, wheel alignment, tire service, advanced emission controls, audio systems and alternative fuel systems.  

Upon completion of the course, students will have marketable job skills. Students will also learn how to create and maintain a resume, write a cover letter and be well on their way towards industry certification (AISE).  

The DSHS automotive technology program and its students affiliate with and participate in SkillsUSA California, a career technical student leadership organization. Students will have opportunities to participate in regional SkillsUSA conferences, with opportunities to attend state and national conferences.

Advanced Auto and Basic Auto articulate with Intro to Automotive Technology (AT100) at American River College.

Upon successful completion of Advanced Auto, students may receive four college automotive elective credits via American River College and the Los Rios Community College district. Students may repeat Advanced Auto for high school graduation credit.

AVID  

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

AVID 10  
203000  
UC/CSU Approved: g  
Prerequisites:  
AVID 9 (Recommended)  
Teacher Recommendation (Recommended)  
Application  
Co-requisites: Integrated Math 2 (Recommended)  
One AP/Honors course (Recommended)
In the 10th grade year, students will continue to refine their academic learning plans and goals, increasing awareness of their academic strengths and weaknesses, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

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

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

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

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

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

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

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

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

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

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

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

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

INTERMEDIATE/ADVANCED DANCE P
514000
1 year: 10 credits
Prerequisites: Completion of 2 semesters of introduction to Dance and/or teacher recommendation or audition.

Interested students should contact the teacher prior to enrollment.

UC/CSU Approved: f
VAPA

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

DRAFTING
DRAFTING
370000
1 year: 10 credits
Prerequisite: None

An introduction to computer-aided design (CAD). Emphasis is placed on drawing set-up, creating and modifying geometry; storing and retrieving predefined shapes; placing, rotating and scaling objects, adding text and dimensions, using layers, coordinate systems, and plot to scale. Students gain valuable insights about the importance of graphing communications to industry. Career opportunities may be available in design, drafting and technology.

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

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

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

Advanced Drama is a comprehensive course which offers the student sophisticated techniques to polish individual and group acting technique and increase self-awareness. Students will explore dramatic form in-depth and perform exemplary historic and contemporary dramatic literature, and perform publicly. Students will also complete a technical project, involving a specific aspect of theatrical production.
STAGECRAFT PRODUCTION 332000
1 year: 10 credits
Prerequisite: none
CTE
Students will learn the principals of technical theater and theatrical design. The topics covered include; scenic construction and painting, lighting and sound technology, production and stage management, and scenic and lighting design. Students will also take an active role in the production of a variety of performances in the theater. This is a "hands on" course that will require students to learn specialized vocabulary and techniques specific to theatrical production. In the process, students will learn to use hand and power tools, operate lighting and sound equipment, and learn safety in the theater.

ENGLISH

10TH GRADE ENGLISH

English 10 is a required course; choose one. Sophomores may elect to take Speech & Debate, Drama or Multimedia Journalism 1 / Multimedia Journalism 2 in addition to English 10. These courses are listed under English: General Electives.

ENGLISH 10 P 211000
1 year: 10 credits
Prerequisite: Sophomore standing
UC/CSU Approved: b
NCAA Approved
English 10, a yearlong college preparation course, combines the study of American, multicultural, and international literature including both fiction and non-fiction. In order to meet Common Core standards, students write regularly in a variety of modes, including analysis, reflection, and narration. The course emphasizes extensive reading with an emphasis on college preparatory writing – critical, argumentative, and expository essays. In addition, this course also focuses on vocabulary development and grammar skills.

ENGLISH 10 HONORS P 211400
1 year: 10 credits
Prerequisite: A or B in English 9
UC/CSU Approved: b
NCAA Approved
English 10 Honors, a year-long college preparation course, combines the study of American, multicultural, and international literature, including both fiction and non-fiction literature. In order to meet Common Core standards, students write regularly in a variety of modes, including analysis, reflection, and narration. The course emphasizes extensive reading with an emphasis on college-level writing – critical, argumentative, and expository essays. The course also focuses on vocabulary development and grammar skills. A comprehensive, written final exam is required. This course provides a more rigorous curriculum for which a student will receive a weighted grade point. Note: Students who enroll in English 10 Honors should possess outstanding reading and writing skills and should expect more reading and writing than that required in English 10.

11TH GRADE ENGLISH

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

AMERICAN VOICES P 214000
1 year: 10 credits
Prerequisite: Junior standing
UC/CSU Approved: b
NCAA Approved
American Voices is a college preparation survey course that helps students understand and interpret the American experience in all its diversity. Students read and analyze classic and contemporary American works in all genres: fiction, non-fiction, poetry, and drama. Students respond to works by writing in a wide variety of ways, including literary analysis, research, argumentative, and narrative essays. Students also work to develop and improve their vocabulary, grammar mastery, and oral communication skills.

AMERICAN LITERATURE HONORS P 215300
1 year: 10 credits
Prerequisites: A or B in an English 10 class
UC/CSU Approved: b
NCAA Approved
American Literature Honors is an advanced college level survey course for which students receive a weighted grade point. It gives students a solid foundation in the literature of our country in both fiction and non-fiction. Students respond to literature through a variety of writing genres, including informative/explanatory, argumentative, and narrative essays. Students also work to develop and improve their vocabulary, grammar mastery, and oral communication skills. Note: Students who enroll in American Lit Honors should possess outstanding reading and writing skills and should expect more reading and writing than that required in American Voices. A comprehensive, written final exam is required.

12TH GRADE ENGLISH

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

BRITISH LITERATURE P 217400
1 year: 10 credits
Prerequisite: Senior standing
UC/CSU Approved: b
NCAA Approved
In this yearlong course, students read representative selections from major literary periods of British history and familiarize themselves with the social and political atmosphere of those periods. The emphasis in the course, however, will be the study of individual works. All types of literature will be included: poetry, drama, the novel, short stories, and the essay, with an emphasis on Shakespearean texts. Students participate in literary discussions and write formal analysis of the works studied. The course also integrates the complete senior writing seminar curriculum and will provide practical reading and writing skills that will prepare students for college course work in all disciplines.

AMERICAN LITERATURE P 218400
1 year: 10 credits
Prerequisite: Senior standing
UC/CSU Approved: b
NCAA Approved
This yearlong fiction and nonfiction course emphasizes reading of significant works of classic and contemporary science fiction. Through a study of the genre, students gain insight into past and current social values, even as they contemplate future social change. This course reinforces the development of critical reading, writing, and thinking skills. In addition, this course will help students develop their unique voices. The course also integrates the complete senior writing seminar curriculum and will provide practical reading and writing skills that will prepare students for college course work in all disciplines.

ENGLISH LITERATURE & COMPOSITION AP 213500
1 year: 10 credits
Prerequisites: Senior standing
UC/CSU pending approval: b
In this yearlong college preparatory course, students will read substantial works by American authors, novels, plays, poems, short stories, articles, and essays, as well as background for historical and cultural viewpoint. Students will also select, with teacher’s guidance, additional texts for study. The course places an emphasis on nonfiction and informational text writing and analysis, culminating in the writing of a comprehensive research essay. The course also integrates the complete senior writing seminar curriculum and will provide practical reading and writing skills that will prepare students for college course work in all disciplines.

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

DRIVER EDUCATION

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

DRIVER EDUCATION 190100
1 quarter: 2.5 credits
Prerequisite: None
Driver Instruction at Davis Senior High School consists of 45 class hours of Driver Education. It is a one-quarter course also focuses on vocabulary development and grammar skills. In addition, this course also focuses on vocabulary development and grammar skills. A comprehensive, written final exam is required.

SENIOR LITERATURE P 216400
1 year: 10 credits
Prerequisite: Senior standing
UC/CSU Approved: b
NCAA Approved
In this yearlong college preparatory course, students will read substantial works by American authors, novels, plays, poems, short stories, articles, and essays, as well as background for historical and cultural viewpoint. Students will also select, with teacher’s guidance, additional texts for study. The course places an emphasis on nonfiction and informational text writing and analysis, culminating in the writing of a comprehensive research essay. The course also integrates the complete senior writing seminar curriculum and will provide practical reading and writing skills that will prepare students for college course work in all disciplines.

ENGLISH LITERATURE & COMPOSITION AP Advanced Placement 213300
1 year: 10 credits
Prerequisites: Senior standing, completion of American Literature with an A or B, and teacher recommendation. Students who lack these prerequisites may petition for special consideration.

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

ENGLISH: GENERAL ELECTIVES

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

SPEECH AND DEBATE P

242110 1 year: 10 credits
Prerequisite: None
UC/CSU Approved: g  NCAA Approved

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

MULTIMEDIA JOURNALISM 1 P

234500 1 year: 10 credits
Prerequisite: A minimum of a B grade in previous English classes, UC/CSU Approved: g  NCAA Approved

This is a rigorous writing course that teaches the journalistic style of writing, which emphasizes editing, creating reader interest, accuracy, and objectivity. Students write daily in class and as homework, creating a portfolio that meets the standards of the journalism profession. Students learn how to write for publication in newspapers and online media, as well as learn the basics of writing for broadcast. Mastery of journalistic law and ethics are also required for successful completion of this course.

The second semester combines advanced study of journalistic and literary non-fiction with the production of multimedia content for The HUB student web site and the KDRT community radio station. Students learn how to combine text, images, and sound, drawing information from many sources. Students research, report, write, edit, and proofread multimedia presentations on a broad range of subjects. Students use knowledge of legal and ethical standards to determine and review content. Work is published online, meeting the standards of the journalism profession. This class simulates a newsroom environment. Students must have exemplary school attendance, citizenship, journalism skills, work ethics, and a commitment to excellence for course admission. Maturity and the ability to work independently with minimal guidance are mandatory.

MULTIMEDIA JOURNALISM 2 P

234600 1 year: 10 credits
Prerequisite: Multimedia Journalism 1 with a grade of B or better and/or advisor approval. UC/CSU Approved: g  CTE

Note: Multimedia Journalism 1 and Multimedia Journalism 2 may be taken concurrently with the approval of the advisor.

This course combines advanced study of journalistic and literary non-fiction with the production of The HUB, the DSHS student newspaper; BlueDevilHUB.com, the student-run online news website; and “The Dirt on Davis,” a student-produced radio show on KDRT. Students research, report, write, edit, and proofread articles, and broadcast pieces on a broad range of subjects. Students use knowledge of legal and ethical standards to determine and review content. Work is published, meeting professional standards of design. This class simulates a newsroom environment. Students must have exemplary school attendance, citizenship, journalism skills, work ethics, and a commitment to excellence for admission to this course. Maturity and the ability to work independently with minimal guidance are mandatory.

ENGLISH: RELATED COURSES

ACES 10/ACES 11/12

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

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

ENGLISH LANGUAGE DEVELOPMENT

ELD 1A/2A: Reading & Writing

2121A0 / 2122A0 1 year: 10 credits

ELD 1B/2B: Speaking & Listening

2121B0 / 2122B0 1 year: 10 credits

Prerequisites: These courses are for English learners who test at ELPAc emerging level and have not yet mastered the ELD standards for the expanding or bridging level.

These two-period year-long courses provide students with skills instruction in reading, writing, speaking, and listening. Course content focuses on the development of survival language, interpersonal communication skills, and exposure to simple literary and non-fiction text selections.

Note: Meets graduation requirements for English.

ELD 2/ELD 4

212300 / 212400 1 year: 10 credits

Prerequisites: These courses are for English learners who have not yet fully mastered the ELD standards at the bridging level.

These one-year courses are taken concurrently with a year long college preparatory English class, providing more time and practice to meet targeted ELA standards. They provide students with additional skill instruction in listening, speaking, reading, and writing. Course content provides students with multiple opportunities to practice and master intermediate and early advanced ELD standards.

Students read and respond to a range of literary works and non-fiction text selections.

Note: Meets graduation requirements for English.

S.T.E.E.L. (Structured English Enrichment Lab) P

213100 1 year: 10 credits
Prerequisite: Completed 4-5 years of EL support classes without reclassification.

UC/CSU Approved: g

The Structure English Enrichment Lab is a rigorous, high-engagement elective that will ensure all students are ready for college and careers. Students will do all of the following: use common academic language, including vocabulary, syntax and grammar, improve speaking and listening skills through daily discussions, peer collaboration and speeches; develop academic writing skills in summarizing, justification, and argument; and make regular connections between coursework and college and workplace situations. The text, English 3D Course 2, is newly published and supported by the latest research on engaging students with interesting nonfiction, fiction and informational texts that present real-world issues.
Current scientific information is presented in an active format throughout all units of study, including nutrition, fitness, prevention and treatment of disease, injury prevention and safety, substance abuse, mental health, and healthy relationships. The course includes Red Cross CPR and First Aid instruction and certification.

MATH CLINIC IM1
408100
1 year - 10 credits
Prerequisite: Pass CC3. Must be taken concurrently with IM 1
Students have the opportunity to focus on building the skills needed to be successful in Integrated Mathematics I. This course provides a path for students to gain support in an effort of strengthening understanding of mathematical content of the core course.

INTEGRATED MATHEMATICS 1 P
407900
1 year - 10 credits
Prerequisite: Pass CC3.
UC/CSU Approved: c
NCAA Approved
This course will include studying the concepts found in the California Common Core Standards for Integrated Mathematics 1. Graphing calculators will be used extensively in this class; these can be provided for students use if needed. Topics include: linear relationships, interpret and analyze linear functions, one-variable equations and inequalities, systems of equations, congruent figures, geometric transformations and constructions. Math I will focus on seven critical areas:

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

INTEGRATED MATHEMATICS 2 P
407950
1 year - 10 credits
Prerequisite: Pass IM 1.
UC/CSU Approved: c
NCAA Approved
This course will include studying the concepts found in the California Common Core Standards for Integrated Mathematics 2. Graphing calculators will be used extensively in this class; these can be provided for students use if needed. Topics include: quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships. Mathematics 2 will focus on seven critical areas:

- develop an understanding of complex number systems;
- develop and understand quadratic functions and their models;
- create and solve equations, inequalities, and systems of equations involving exponential and quadratic expressions;
- compute and interpret theoretical and experimental probabilities;
- understand similarity of triangles, use similarity to solve problems and explore a variety of formats for writing geometric proofs;
- apply properties and prove basic theorems about circles and angles; and
- introduce trigonometry with applications.

ACCELERATED INTEGRATED MATHEMATICS 3 P
407980
1 year - 10 credits
Prerequisite: Pass IM 2.
UC/CSU Approved: c
NCAA Approved
This is an intensive, accelerated course intended for strong math students who want to take Calculus in high school. This course will include studying the concepts found in the California Common Core Standards for Accelerated Integrated Mathematics 3 and most of the concepts found in the Precalculus course. The subsequent course is AP Calculus AB. Graphing calculators will be used extensively in this class; these can be provided for students use if needed. Topics include: exponential, radical, polynomial, rational, and trigonometric expressions, equations and functions: similarity, right triangles, and trigonometry; modeling with geometry; probability and inferential statistics.

PRECALCULUS P
417100
1 year - 10 credits
Prerequisites: Pass TFA, IIM, or Accelerated IM 3.
UC/CSU Approved: c
NCAA Approved
This course is the prerequisite course of Calculus. The department strongly advises that any student expecting to study university calculus take this course. The subsequent course is Calculus AB. AT-IIM or TI-84 graphing calculator is recommended. Calculators are available for check-out in the library.

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

CALCULUS AB AP
Advanced Placement 418000
1 year - 10 credits
Prerequisites: Pass Precalculus or Accelerated IM 3.
UC/CSU Approved: c
NCAA Approved
Advanced Placement Calculus AB is an advanced placement course in differential and integral Calculus equivalent to approximately the first two quarters or the first semester of introductory Calculus courses taught at many colleges and universities. Students who complete Calculus AB may subsequently take Calculus BC or Statistics. Course content is aligned with the College Board Calculus AB course description. AT-IIM or TI-84 graphing calculator is required. Calculators are available for check-out in the library.

CALCULUS BC AP
Advanced Placement 419000
1 year - 10 credits
Prerequisites: Pass Calculus AB.
UC/CSU Approved: c
NCAA Approved
Calculus BC is an intensive, full-year course in Calculus, considerably more extensive than Calculus AB. All of the Calculus topics in Calculus AB are included as well as infinite series and multivariable Calculus. This course parallels the full-year course of Calculus now given at many colleges and universities. AT-IIM or TI-84 graphing calculator is required. Calculators are available for check-out in the library.
### Algebra Course
This is a fourth year senior math class. UC/CSU Approved: c
Prerequisite: Seniors only who have passed IM 3.

Calculators are available for check-out in the library. Acceptable. TI-85 and TI-89 models are not appropriate.

### Integrated Math 1, Integrated Math 2, Integrated Math 3 or Accelerated Integrated Math 3, Precalculus, Calculus
Students who have interrupted the sequence for a year to take AP Statistics have generally had difficulty when they rejoined the sequence. We recommend that AP Statistics be taken after students have completed the last class they plan to take in this course sequence. A solid understanding of statistical concepts will be gained by observing patterns (and departures from patterns), determining the reasonableness of conclusions from statistical studies, planning to collect data in ways that make valid conjectures possible, as well as modeling and predicting from data. Students in this course may elect to take The College Board AP Statistics exam given in May, or they may just want a better understanding of discrete mathematics. A graphing calculator is required. A TI-83 or TI-84 graphing calculator is recommended, and a TI-86 is acceptable. TI-85 and TI-89 models are not appropriate. Calculators are available for check-out in the library.

### EAP Senior Year Mathematics (ESM) P
1 year: 10 credits
Prerequisite: Seniors only who have passed IM 3.
UC/CSU Approved: c
EAP/ESM Math reviews the major topics in algebra needed by college students to be successful in a college algebra course. This is a fourth year senior math class.

### Music
#### Essentials of Music P
491000
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: f
VAPA
- This course provides students with a broad overview of music. Students will be introduced to and explore music from the Medieval period through rock-n-roll. If you would like to know more about music, this is the course for you. Students will develop a clear understanding of all forms of music. No musical experience is necessary.

#### Essentials of Music Honors P
491200
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: f
VAPA
- Essentials of Music (Honors) is a course offered to juniors and seniors who have completed foundation work in music. This is also open to 10th grade students who have the necessary preparation to complete UC designated honors courses. Essentials of Music (Honors) is an advanced level of Essentials of Music. This course provides a college level introduction to all aspects of music. Students will analyze and identify the period, genre, stylistic traits, and form for pieces through listening and examination of works from the Medieval through the Modern periods.

#### Music Theory AP
490000
1 year: 10 credits
No Prerequisite
UC/CSU Approved: f
VAPA
- The Advanced Placement Music Theory class covers all material in a first year college level music theory class. Students receive an in-depth approach to all of the elements in music, including harmony, rhythm, timbre, texture, and form. Students will analyze the harmonic structure of musical scores. In addition, they will explore the musical forms in various musical periods. They will learn to use music industry notation software. A strong emphasis will be placed in developing aural skills, including dictating melodies and harmonies. Students will be given a brief overview of music history. Composing for vocal and instrumental groups is a strong component of this class. Students will be given a summer assignment in basic music theory which will be due the first day of class.

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

#### Concert Band P
460500
1 year: 10 credits
Prerequisites: Open to students in grades 10-12 with experience in elementary and junior high school band who have shown they are capable of performance at the high school level (as recommended by junior high instructors), or who can otherwise show evidence of equivalent skill and experience (to be demonstrated by live audition).
UC/CSU Approved: f
VAPA
- The Davis Senior High School Concert Band will provide an opportunity for brass, woodwind, and percussion students to learn and perform concert band music, some contemporary and popular music, and marches. This music, the difficulty of which will be determined by the ability of the band, will be challenging and of high quality. Some class time will also be devoted to skill development although not at the beginning level. Players will be expected to attend all performances as well as some rehearsals outside of class. Concert music will be emphasized; however, some marching may be included in the curriculum for specific band events.

#### Symphonic Band P
461500
1 year: 10 credits
Prerequisites: Audition each year for all students. Experience in elementary and junior high school band. Advanced ability required of the instrumentalist. Consent of the instructor and by audition only.
UC/CSU Approved: f
VAPA
- The Davis Senior High School Symphonic Band will provide an opportunity for advanced brass, woodwind, and percussion students to learn and perform symphonic band music. The instrumentation and numbers of like instruments will be solely at the discretion of the instructor. The choice of music to be performed will be challenging and of high quality. Very little class time will be devoted to skill development, since it is assumed that members will already have developed their abilities to this advanced level, or be acquainted with methods to learn these skills. Players will be expected to attend all performances as well as some rehearsals outside of class. Concert music will be emphasized; however, some marching (with the Concert Band) may be included in the curriculum for specific band events. Note: all woodwind, brass, and percussion students must be enrolled in the Symphonic Band and will be selected to participate in the Symphony Orchestra by the band director after seating auditions in the fall.

#### Jazz Band P
465000
1 year: 10 credits
Prerequisites: Auditions each year for all members. Experience in elementary and junior high school band. Advanced ability required of the instrumentalist. Open only to performers on trumpet, trombone, flute, saxophone, alto, tenor or baritone, guitar, piano, bass and drum set.
UC/CSU Approved: f
VAPA
- The Davis Senior High School Jazz Band is a performing group specializing in playing works for the standard big band. Each student in the Jazz Band is responsible for playing his or her own instrument. It is extremely important that each student possess technical facility on his/her own instrument, for the music will be of professional caliber—challenging to the advanced student. The music played in this group will be primarily Big Band Jazz, as well as some popular, and rock styles. In addition, music from other cultures (Latin, African) may be introduced. The student will learn the techniques of jazz improvisation as well as jazz rhythms and scales. In addition to playing for pleasure and preparing for performances, jazz education will take place through listening to recordings, memorizing scales, and extensive sight reading. The Jazz Band annually participates in several festivals requiring preparation by the player outside of class time. Students will be strongly encouraged to enroll in either the Concert Band or Symphonic Band and to participate in Pep Band activities.

#### Chamber Orchestra P
472200
1 year: 10 credits
Prerequisites: Participation in the junior high orchestra or equivalent experience on a string instrument. Open to all string students, no audition required for enrollment.
UC/CSU Approved: f
VAPA
- The Chamber Orchestra is designed to provide string players the experience of learning a broad range of Orches- tral music composed specifically for strings only. Students will advance their technical skills, performance and ensemble skills, and the understanding of music theory as it applies to their instrument and to the music studied in class. Students in the Chamber Orchestra will be required to perform in a number of concerts throughout the year in and outside of Davis.

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

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

BAROQUE ENSEMBLE P
472500
1 year: 10 credits  
Prerequisites: Participation in the Junior High School Orchestra or equivalent experience.

Key board students must have advanced level technique in music reading.  
Acceptance to this course is by audition only and consent of the instructor. Audition announcements are in the fall and auditions will take place in March.  
UC/CSU Approved: f  
VAPA

The Davis Senior High School Baroque Ensemble is an auditioned orchestral ensemble which focuses on Baroque and Early Classical Music. This performance ensemble is open to the following instruments: violin, viola, cello, bass, Key Board Harpsichord. The orchestra will perform on Baroque style instruments, which includes modern string instruments converted to Baroque style with gut strings and Baroque style bows. Harpsichord students will perform on a one of a kind John Phillips Harpsichord as well as a Baroque Chamber Organ. Students will be required to perform in a number of concerts throughout the year in and outside of Davis.

CONCERT CHOIR P
481200
1 year: 10 credits  
Prerequisites: None  
UC/CSU Approved: f

Students will learn how to sing using musical literature from “Classical” through the present, as selected by the director to promote success in achieving course goals.  
Students who have not passed 5 of the 6 physical fitness components (within these content areas) that relate to its own area emphasis.

Music Auditions

Jazz Band: March 14-15  
Symphonic Band/CDs due March 4  
Symphony Orchestra/Baroque Ensemble: February 25 - March 1  
Advanced Treble Choir/Madrigals/Jazz Choir: March 4 - 8

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

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

Jazz Choir is an auditioned performance ensemble requiring advanced singing, musicianship, and dancing abilities. Students are expected to learn music and choreography quickly and precisely. Jazz Choir has a twin emphasis on “show choir” music and dance style as well as “vocal jazz” performance and contemporary a cappella music. Students will sight-read music, perform as soloists, in small groups and large ensembles. Solo opportunities are available to qualified students as determined by the director. 
Performance highlights include community events, the annual “Cabaret Dinner”, festivals, concerts, and competitions throughout the United States. Leadership positions are available for returning students in the choir. 
Students are required to attend a one-hour sectional rehearsal outside of class each week. Members of Jazz Choir are also expected to perform as part of the massed choirs of the DHS vocal music department in festivals and concerts. Students must re-audition each year. 
Participation in 15 performances, including 2 signature Madrigal Dinner and an annual field trip either in or abroad highlight the year. Leadership positions are available for returning students in the choir.

MADRIGALS P
481000
1 year: 10 credits  
Prerequisite: By audition only in spring for the following year.  
Auditions March 4-8

UC/CSU Approved: f  
VAPA

The Madrigals is an auditioned chamber choir of fully comprised singers in Renaissance attire specializing in cappella music from all musical eras. Auditions are held in March. This class is open to students with advanced vocal training. Students will sight-read music, perform as soloists, in small groups and large ensembles. Through a broad repertoire, spanning from the Renaissance era through the present, students will explore performance practices and expand their training in diction. The broad repertoire prepares students who wish to continue singing in college. Participation in 15 performances, including 2 signature Madrigal Dinner and an annual field trip either in the United States or abroad highlight the year. Leadership positions are available for returning students in the choir.

Students are required to attend a one-hour sectional rehearsal outside of class each week. Students are required to attend numerous performances throughout the school year. Students must re-audition each year. Re-auditioning prepares them for college auditions and allows them to demonstrate their interest in continuing with the choir.

Extensive effort by both students and parents has created the legacy of this world-renowned choir.

PHYSICAL EDUCATION

Course content in Physical Education classes will be delivered through project-based learning experiences. In a notebook-students will document achievement of state standards by recording personal improvement in three content areas:  
- movement skills and movement knowledge;  
- physical fitness and personal development;  
- personal and social responsibility.

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

PHYSICAL EDUCATION REQUIREMENTS

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

PHYSICAL EDUCATION CLASSES

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

PHYSICAL EDUCATION

500000
1 year: 10 credits  
Prerequisite: None

The curriculum consists of a variety of team and individual games, sports and activities designed to help students learn, earn, and enjoy in varying skills. During this yearlong course, students will participate in several of the following: Badminton, Volleyball, Basketball, Soccer, Ultimate Frisbee, Tennis, Bocce Ball, Capture the Flag, Whiffle Ball, Flag football, and other various non-traditional games. Students will have access to the weight room two days per week, where they will learn basic weight lifting exercises and use of weight machines. And finally, this course includes two days a week of cardiovascular endurance training, utilizing the outdoor track and stadium. This course provides a variety of options for student’s enjoyment and students will have a well-rounded physical education experience, with the weekly combinatorial level improvement, weight lifting and running.
INTRODUCTION TO DANCE
(See course description in DANCE)
INTERMEDIATE ADVANCED DANCE
(See course description in DANCE)

INDEPENDENT LIFETIME SPORTS (ILS) FALL
511310
INDEPENDENT LIFETIME SPORTS (ILS) WINTER
511330
INDEPENDENT LIFETIME SPORTS (ILS) SPRING
513200

Year: 10 credits

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

This is a fundamental course designed to introduce weight lifting and fitness concepts to 11th and 12th graders. Students will spend most of their time in the weight room, learning weight room safety, proper lifting techniques and different methods of training. Students will gain knowledge of muscle groups, learn how to properly and successfully use a weight room space, and learn how to design their own workout program. This course may include use of outdoor space, such as the stadium, turf and track, for other fitness based or conditioning activities. Additional concepts that this course may include would be yoga, Pilates, walking for fitness, basic functional movements, and proper stretching techniques. This course is designed to help students develop lifelong knowledge and enjoyment of fitness and weightlifting as exercise.

Note: If this is a student’s second year in this course (student has completed SC10), the course will include more in-depth study of targeting different muscle groups, and a more specific workout design and plan, and more independent work, based on instructor assessment.

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

Year: 10 credits

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

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

This is a fundamental course designed to introduce weight lifting and fitness concepts to 10th graders. Students will spend most of their time in the weight room, learning weight room safety, proper lifting techniques and different methods of training. Students will gain knowledge of muscle groups, learn how to properly and successfully use a weight room space, and learn how to design their own workout program. This course may include use of outdoor space, such as the stadium, turf and track, for other fitness based or conditioning activities. Additional concepts that this course may include would be yoga, Pilates, walking for fitness, basic functional movements, and proper stretching techniques. This course is designed to help students develop lifelong knowledge and enjoyment of fitness and weightlifting as exercise.
and other class-related activities. Tutors are expected to participate in classroom assistance to students. Duties may also involve tutoring and classroom assistance to students. Students who receive services from the special education department. The main responsibility is to support students so that they may meaningfully participate in the class amongst their same aged peers. Depending on the level of support needed, peer helpers may: take notes, support students to keep track of assignments, support students to advocate for themselves, communicate needs to teachers, offer reminders to stay on task, and assist in assignments completion.

PEER TUTOR/ACADEMIC CENTER 770050 1 year: 10 credits Prerequisites: Junior or senior with 3.2 GPA and good attendance. Practical Art The Academic Center Peer Tutoring Program is composed of high school juniors and seniors who are referred by their counselors to the program. Most Peer Tutors are placed in a classroom where they can help the teacher assist students with class work for general subjects. A few are placed in a classroom where they can help the teacher, advocate for themselves, communicate needs to teachers, offer reminders to stay on task, and assist in assignments completion.

SCHOOL YEARBOOK 765000 1 year: 10 credits Prerequisites: Application and interview with Yearbook Advisor. Practical Art Yearbook staff requires highly motivated, responsible and creative students with a strong desire to write about and/or photograph the Davis Senior High School experience. Students publish stories and photographs of school related events within the requirements and standards of yearbook publishing. Students should possess good planning and organizational skills, a positive attitude, and enthusiasm for group cooperation. Good writing and proofreading skills, along with computer and desktop publishing, and photography skills are expected. Some weekend and after school work is required.

STUDENT GOVERNMENT 694000 1 year: 10 credits Practical Art Prerequisites: Students must apply for entry to this class. Applications are made available and interviews conducted in March. This course in practical government enables the student leaders to develop programs and coordinate school events that best promote the interests and welfare of the student body. Students enrolled in the course will be required to attend events outside of class time such as meetings or dances. Students are required to complete a set number of hours of school service and community service. Students are also required to submit typed reports reflecting upon the projects they complete throughout the semester.

TEACHING ASSISTANT 770200 1 year: 10 credits CTE Prerequisites: None. Students are assigned as teaching assistants for faculty. Service as a TA is a responsible position and students who violate school procedures can, under certain circumstances, be dropped from the class.

BIOLOGY AP 561000 1 year: 10 credits Prerequisites: Biology or Integrated Agricultural Biology P & one of the following: Chemistry, ChemCom or Chemistry Honors. Grade of A or B recommended. UC/CSU Approved: d NCAA Approved Designed for the college bound student, the course provides an introduction to the diversity of biology. This course includes molecular concepts such as biochemistry, cell structure and function, DNA topics, and genetics in addition to ecology, the impact of humans in the biosphere and evolution. Labs are an integral part of this course. This course is also a prerequisite for many other courses in the biological sciences so it should prepare students for further study in the sciences at DSHS and post-secondary levels.

BIOLOGY P 562500 1 year: 10 credits Prerequisites: Biology or Integrated Agricultural Biology P, Chemistry or ChemCom, and one of the following: ChemCom or Chemistry Honors. Grade of A or B recommended. UC/CSU Approved: d NCAA Approved AP Biology is a second year of high school biology. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Topics include (1) Molecules and Cells, (2) Heredity and Evolution and (3) Organisms and Populations. Students will be prepared to take the AP Biology Examination. Students who choose to take this course are acknowledged that they are ready to take the course that college biology majors take after college chemistry. Successful students tend to be strong critical thinkers and actively engaged in class. Ability to understand how to learn at a deeper level, grasp/apply abstract concepts, and perform well on tests is required since almost all of the grade is based on assessments.
PHYSICAL SCIENCE COURSES

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

ADVANCED INTERDISCIPLINARY SCIENCE FOR SUSTAINABLE AGRICULTURE HONORS P
See course description in AGRICULTURE, page 22

CHEMISTRY AND AGRISCIENCE
See course description in AGRICULTURE, page 23

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

CHEMISTRY IN THE COMMUNITY P
(ChemCom)
616000
1 year: 10 credits
Prerequisite: Completion of IM1. Grade of B or higher recommended but not required.
UC/CSU Approved: d

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

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

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

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

PHYSICS P
620000
1 year: 10 credits
Prerequisites: Completion of IM1 with a grade of B or better, and approval of current mathematics teacher. Completion or concurrent enrollment in a chemistry course is highly recommended.
UC/CSU Approved: d
NCAA Approved

Designed for the college-bound student, this general physics course emphasizes the areas of (1) Newtonian Mechanics, (2) Waves and Optics, (3) Electricity/Magnetism, Laboratory experience and mathematical problem solving

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

This course offers classical exploration of plants and animals. The first 2/3 of the year is devoted to zoology, with an emphasis on the diversity, morphology, ecology, and reproduction of invertebrates. The remaining 1/3 of the course is studied in survey style, including detailed study of sponges, cnidarians, worms, mollusks, arthropods, echinoderms, and chordates. The course includes numerous dissections, microscope labs, and lab activities. Assignments include an insect collection and a computer-based research presentation. The botany portion of the course emphasizes the diversity of higher plants as well as the anatomy of flowering plants. An optional 3-day field trip to Catalina Island Marine Institute is offered in the spring on a space available basis to enrolled students.

This course is designed for the college-bound student who will be specializing in the physical sciences (Chemis-

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

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

Chemistry AP is designed to be a second-year college-

level chemistry course for students who have specific inter-
ests in chemistry. It is designed to be an in-depth study of chemistry from the perspective of six big ideas:
- The chemical elements are fundamental building mate-
rials of matter and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions.
- Chemical and physical properties of materials can be explained by the structure and arrangements of atoms, ions or molecules and the forces between them.
- Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.
- Rates of chemical reactions are determined by details of the molecular collisions.
- The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.
- Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to initial conditions and external perturbations.
- Chemistry AP also has a significant laboratory por-
tion of the course. Students will engage in inquiry-based laboratory activities where they will design, perform and write-up experiments. It is also highly recommended that students have a desire to take the Chemistry AP exam in May. Class time will be allocated toward specific test preparation activities. Students should expect an hour of homework per night.

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

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

This introductory, hands-on general science course. Students will study how matter and energy interact to create Earth’s systems: atmosphere, climate and weather, geology and geography, ocean currents, as well as the processes that led to the night sky and Earth’s place in it. The emphasis in this course is on inquiry-based learning, so students will be observing phenomena and conducting investigations to come to their own understanding of how nature works.
are a significant part of the course work. This course covers mostly the same concepts as Physics Honors P but places a greater emphasis on conceptual understanding and less emphasis on mathematical depth.

PHYSICS HONORS P
625000
1 year: 10 credits
Prerequisites: IM2 with a grade of B or better. Current mathematics teacher must verify math requirement. Completion or concurrent enrollment in a chemistry course is highly recommended.
UC/CSU Approved: d NCAA Approved
This course is designed for the college-bound student who will be specializing in the physical sciences, mathematics, engineering, or technology. This rigorous and highly theoretical course emphasizes the following areas: (1) Newtonian Mechanics, (2) Waves and Optics, (3) Electric- ity/Magnetism. Compared to Physics P, this course places a much greater emphasis on mathematical problem solving: students should have excellent mathematical skills. Laboratory experience is a significant part of the course work. Students should expect 30 minutes to 1 hour of homework per night.

PHYSICS AP
Advanced Placement
625000
1 year: 10 credits
Prerequisites: Physics or Physics Honors and Chemistry or Chem/Com or Chemistry Honors or Chemistry AP. Recommended: Concurrent enrollment in Calculus.
UC/CSU Approved: d NCAA Approved
Physics AP covers the first year of a standard university course in non-calculus physics. Students call it one of the most rigorous and theoretical courses they have taken. Compared to Physics Honors, Physics AP covers many more concepts and moves at a much faster pace; exams are extremely challenging. It is highly recommended that students complete a year of Physics or Physics Honors first before attempting Physics AP. Students must have excellent mathematical and analytical skills and should have a strong desire to take the AP Physics B Exam given. Students should expect four to six hours per week of homework and essay examinations utilizing AP materials will be given. Students should expect four to six hours per week of homework and to plan the AP exam in the spring.

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

PHYSICS READER
783300
1 semester: 5 credits
Prerequisite: Approval by instructor
Physics readers are expected to work independently and to understand written solutions provided by the instructor. Physics readers MUST have good physics students (A’s or B’s) the previous year in order to understand the quizzes, homework, and lab reports that they would be expected to grade. Course may be repeated for credit.

SOCIAL SCIENCE
10TH GRADE: WORLD CIVILIZATION
One Year Required
MODERN WORLD CIVILIZATION P
665000
1 year: 10 credits
Prerequisite: Sophomore standing.
UC/CSU Approved: d NCAA Approved
This course examines the major turning points that have shaped the world from 1500 to the present. It is designed to meet the abilities of college bound sophomores with an emphasis on reading, writing and note taking. All students are required to complete a social studies research paper. Nightly homework is expected within DJUSD’s Homework Policy. Long term projects as assigned will require additional planning and research. Students are expected to utilize effective time management skills to keep pace with the course.

11TH GRADE: US HISTORY COURSES
One Year Required
MODERN US HISTORY P
671000
1 year: 10 credits
Prerequisite: Junior standing
UC/CSU Approved: a NCAA Approved
This course will focus on problem-based learning. In this problem-based approach students will utilize and answer essential questions as a central component to develop an understanding of the major figures, events and ideas of American history. An emphasis is placed on social, political, economic and cultural developments that have occurred since the Civil War. Students study the contributions of America’s diverse population groups and examine the changing role of the United States within a global context.

RACE AND SOCIAL JUSTICE IN US HISTORY P
672000
1 year: 10 Credits
Prerequisite: Junior standing
UC/CSU Approved: a NCAA Approved
This course covers U.S. History from the perspective of race relations and the quest for social justice by both white and non-white racial and ethnic groups. Students will be trained to design and complete a group research project. This project will take a historical issue in race relations and apply it to a contemporary event or issue in students’ lives.

US HISTORY AP
Advanced Placement
674000
1 year: 10 credits
Prerequisites: Junior standing with the ability to read a college-level text, understand and incorporate multiple historical documents, and write at the collegiate level. Recommendation: English and World Civilization with a grade of B+ or better and a B average overall.
UC/CSU Approved: a NCAA Approved
This course will explore and consider the economic, social, and political issues/events in US History from 1750 to the present. An emphasis will be placed on the understanding of historical concepts and on the development of critical thinking skills. Students will be given a summer assignment, focusing on the first three chapters of the text, which will be due on the first day of class. Extensive reading and essay examinations utilizing AP materials will be given. Students should expect four to six hours per week of homework and plan to take the AP exam in the spring.

12TH GRADE
Students must take one semester of US Government or US Government AP and one semester of Economics, Microeco- nomics AP or Macroeconomics AP, as shown in the following pairings.

US GOVERNMENT & POLITUICS P / ECONOMICS P
681100 / 696100
1 year: 10 credits
Prerequisite: Senior standing
UC/CSU Approved: a and g NCAA Approved
Students will examine the relationships between the individual and his/her government. The semester will include study of the American political processes in terms of governmental institutions, theories, practices, and current events. It is a course in American political behavior, designed for those who want a practical, factual introduction to government.
Economics is the study of choice. It involves the processes by which people choose to use scarce resources to produce goods and services. This semester provides an introduction to economic decision-making – what it is and how it works. Fundamental analytic concepts and skills, economic institutions and theories, policies and policy alternatives, and international economics will be covered.

US GOVERNMENT & POLITUICS AP / ECONOMICS AP
Advanced Placement for US Gov’t
683000 / 696100
1 year: 10 credits
Prerequisites: Senior standing with the ability to read a college-level text, understand and incorporate historical and primary sources, and write at a collegiate level. Recommendation: World Civilization and US History AP with a grade of B+ or better, and a B average overall.
UC/CSU Approved: a and g NCAA Approved
Students will be introduced to the historical, philosophi- cal and political aspects of government in the United States. Students will explore general concepts used to interpret
American politics, analyze case studies, and examine how government institutions and political processes produce Economics is the study of choice. It involves the pro- cesses by which people choose to use scarce resources to produce goods and services. This semester provides an introduction to economic decision-making – what it is and how it works. Fundamental concepts and skills, economic institutions and theories, policies and policy alternatives, and international economics will be covered.

**US GOVERNMENT & POLITICS AP / MICROECONOMICS AP**
Advanced Placement 683000 / 696300
1 year: 10 credits
Prerequisites: Senior standing with the ability to read a college-level text, understand and incorporate historical and primary sources, and write at a collegiate level.
Recommendation: World Civilization and US History AP with a grade of B+ or better, and a B average overall.
UC/CSU Approved: A and g
NCAA Approved
Human Geography explores the dynamics of human population movement, patterns of culture, economic use of the earth’s resources, political organization of territory, the process and results of urbanization, and the development and importance of agriculture. Students will gain a more comprehensive understanding of the interaction between people and the physical environment. The political, social, and economic concepts learned in previous courses are brought together to examine the impact of society on the environment. An emphasis will be placed on the understanding of concepts and on the development of critical thinking skills. Extensive reading and essay expectations utilizing AP materials will be given. Students should expect four hours per week of homework and plan to take the AP exam in the spring.

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

**PSYCHOLOGY P**
693200
1 year: 10 credits
Prerequisite: none
UC/CSU Approved: g
NCAA Approved
The first semester is on the scientific method of psychology of health, including topics on the history of psychology and experimental research. Other areas of study will include the history of psychology, neuroscience and the brain, sensation and perception, states of consciousness, learning, language, intelligence, and memory.
The second semester will deal primarily with a study of the areas of social psychology, including human development, personality theory, stress and coping, abnormal psychology and psychological disorders, parapsychology, motivation and emotion, and modern trends of psychology.

**SPECIAL EDUCATION**
**EDUCATIONAL FUNDAMENTALS**
764000
1 Year: 10 credits
Prerequisite: Must have RSP teacher approval
The course is only offered through the IEP process. This course focuses on students with special educational needs in areas of goal setting, proactive behavioral decisions, coping strategies and problem solving strategies in relation to IEP goals.

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

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

**INTERPERSONAL SKILLS**
745050
1 Year: 10 credits
Prerequisite: Must have RSP teacher approval
The course objective is to provide a daily intervention program for students that demonstrate moderate to severe needs specifically in the area of pragmatics. These students may have a diagnosis of autism, demonstrate heightened anxiety, get overwhelmed by social interactions, and have executive function limitations. Students will practice and apply social learning foundation skills, perspective taking, collaboration, friend skills and independent academic study habits.

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

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

**READING/WRITING FUNDAMENTALS** (Inclusion)
745700
1 Year: 10 credits
Prerequisite: Must have inclusion teacher approval
This course is designed to prepare students with moderate-severe disabilities for life after high school. Topics covered: core/collaborative exploration, resume/cover letter writing, creation of a portfolio that includes academic and life skills experiences at school, self-advocacy, social skills, career exploration, and post-secondary planning. Students are also offered tutorial help with work from other classes.

**TRANSITION SKILLS** (Inclusion)
744000
1 Year: 10 credits
Prerequisite: Must have Inclusion teacher approval

This course is designed to prepare students with moderate-severe disabilities for life after high school. Topics covered: core/collaborative exploration, resume/cover letter writing, creation of a portfolio that includes academic and life skills experiences at school, self-advocacy, social skills, career exploration, and post-secondary planning. Students are also offered tutorial help with work from other classes.

**TRANSITION TO INDEPENDENCE** (Inclusion)
743000
1 Year: 10 credits
Prerequisite: Must have Inclusion teacher approval

This course is designed to prepare students with moderate-severe disabilities for life after high school. Topics covered: core/collaborative exploration, resume/cover letter writing, creation of a portfolio that includes academic and life skills experiences at school, self-advocacy, social skills, career exploration, and post-secondary planning. Students are also offered tutorial help with work from other classes.

**WORLD LANGUAGES**
Before advancing to levels 3-6 of language courses, we recommend that students have a 8 or better in the preceding level. Students planning to take a CEEB Scholastic Aptitude Test (SAT) in a world language for college admission should complete at least four years of a language before attempting the test.
CHINESE COURSES

CHINESE 1 (MANDARIN) P
251000
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: e
NCAA Approved
This course is an introduction to the Mandarin language and culture. Students will be expected to participate actively and practice writing and speaking skills. They will learn the Chinese alphabet, practice the writing and reading of Chinese characters, and learn basic conversational Chinese. Students can expect approximately three hours of independent language practice a week.

FRENCH COURSES

FRENCH 2 P
262000
1 year: 10 credits
Prerequisite: French 1 with a grade of C or better
UC/CSU Approved: e
NCAA Approved
Grammar and vocabulary are developed along with listening, reading, writing, and speaking skills. Students continue to practice the use of the language. Themes of French literature. The course will present reading selections and entire works of various French language authors along with terms and techniques for literary analysis. Students can expect to at least three hours of independent language practice a week. There may be a strong element of individual or small group collaborative reading and practice during this course.

GERMAN COURSES

GERMAN 1 P
271000
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: e
NCAA Approved
Students learn to speak, read and write elementary German and use their skills in a wide variety of activities. They will acquire an appreciation of various aspects of culture in German-speaking countries. Class participation is emphasized for skill mastery.

JAPANESE COURSES

JAPANESE 1 P
286100
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: e
NCAA Approved
Students will learn simple but useful expressions in Japanese and use their speaking, reading and writing skills in a variety of interesting activities. They will also acquire an appreciation of various aspects of culture in Japan.

GERMAN 2 P
272000
1 year: 10 credits
Prerequisite: German 1 with a grade of C or better
UC/CSU Approved: e
NCAA Approved
Grammar and vocabulary are developed along with listening, reading, writing, or speaking skills. Students continue to develop listening, reading, writing and speaking skills. Culture of German-speaking countries is emphasized and short literary selections will be read.

JAPANESE 2 P
286200
1 year: 10 credits
Prerequisite: Japanese 1 with a grade of C or better
UC/CSU Approved: e
NCAA Approved
Grammar and vocabulary are developed along with listening, reading, writing, or speaking skills. Students will continue to explore Japanese culture.

GERMAN 3 P
273000
1 year: 10 credits
Prerequisite: German 2 with a grade of C or better
UC/CSU Approved: e
NCAA Approved
Grammar and vocabulary are developed along with listening, reading, writing, or speaking skills. Culture of German-speaking countries is emphasized and short literary selections will be read.

JAPANESE 3 P
286300
1 year: 10 credits
Prerequisite: Japanese 2 with a grade of C or better
UC/CSU Approved: e
NCAA Approved
Grammar and vocabulary are developed along with listening, reading, writing, or speaking skills. Students continue to learn many aspects of Japanese culture through project-based units.

JAPANESE 4 HONORS P
286400
1 year: 10 credits
Prerequisite: Japanese 3 with a grade of C or better
UC/CSU Approved: e
NCAA Approved
This course provides a survey of Japanese history and culture. Students will study advanced grammar and
expressions as well as more complicated characters. This course will further the development of reading, writing, and speaking skills. It requires approximately three to four hours of homework per week.

**JAPANESE 5 LANGUAGE AP**
Advanced Placement 286500
1 year: 10 credits
Prerequisite: Japanese 4 with a grade of C or better
UC/CSU Approved: e  NCAA Approved
This course is designed to prepare students for the Advanced Placement examination in the Japanese language and culture. Students will study advanced grammar and expressions as well as more complicated characters. This course will further the development of reading, writing, and speaking skills. It requires approximately three to four hours of homework per week.

**SPANISH COURSES**

**SPANISH 1 P**
291000
1 year: 10 credits
Prerequisite: None
UC/CSU Approved: e  NCAA Approved
Students will learn to listen, speak, read, and write elementary Spanish using their skills in a wide variety of activities. They will acquire an appreciation of various aspects of culture in Spanish-speaking countries. Class participation is emphasized for skill mastery. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally a novice-low proficiency.

**SPANISH 2 P**
292000
1 year: 10 credits
Prerequisite: Spanish 1 with a grade of C or better
UC/CSU Approved: e  NCAA Approved
Students will continue to speak, read, write and understand spoken elementary Spanish while continuing to explore aspects of Spanish and Latin American culture. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally a novice-mid proficiency.

**SPANISH 3 P**
293000
1 year: 10 credits
Prerequisite: Spanish 2 with a grade of C or better
UC/CSU Approved: e  NCAA Approved
Students will continue to develop listening, reading, writing and speaking skills. The culture of Spanish speaking countries will be emphasized through short literary selections and cultural projects relevant to the themes explored in various texts and other media. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally a novice-high proficiency.

**SPANISH 4 HONORS P**
294500
1 year: 10 credits
Prerequisite: Spanish 3 with a grade of C or better
UC/CSU Approved: e  NCAA Approved
This course provides a survey of Spanish history and culture and familiarizes students with works of major writers and topics in Hispanic culture. On average three or four grammar concepts will be emphasized in each chapter. Students further develop their auditory, speaking, reading, and writing skills. Expect approximately three to four hours of homework per week in this honors class. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally an intermediate-low proficiency.

**SPANISH 5 LANGUAGE AP**
Advanced Placement 295000
1 year: 10 credits
Prerequisite: Spanish 4 with a grade of C or better
UC/CSU Approved: e  NCAA Approved
The AP Spanish Language course is conducted completely in Spanish and it is designed to help students become proficient in the Spanish language in order to successfully pass the AP Spanish Language Examination. Students will broaden their knowledge of literature, the language itself, and culture. This rigorous course will require students to read, write and speak only in the target language. As this is an advanced course, students should expect three to four hours of homework weekly. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally an intermediate-mid proficiency.

**SPANISH 6 LITERATURE AP**
Advanced Placement 296000
1 year: 10 credits
Prerequisite: Spanish 4 or Spanish 5 with a grade of C or better
UC/CSU Approved: e  NCAA Approved
The AP Spanish Literature and Culture class demands rigorous thinking, extensive reading and quality analytical writing. Students will analyze and have the opportunity to comprehend and appreciate works of recognized literary merit from a variety of genres. Students will gain literary and historical knowledge. This course examines some very mature themes critical in understanding and analyzing literature dating to the medieval period. The class is conducted completely in Spanish. Since this is an advanced course, expect three to four hours of homework weekly. By the end of this course, students should be able demonstrate their ability to read, write, speak and understand spoken Spanish at minimally an intermediate-high proficiency.
ACADEMIC SUPPORT PROGRAMS

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

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

NOTICE OF ALTERNATIVE PROGRAMS

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

1) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spirituality, resourcefulness, courage, creativity, responsibility, and joy.
2) Recognize that the best learning takes place when the student learns because of his desire to learn.
3) Maintain a learning situation maximizing student self-motivation and encourage the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
4) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and in subject matter. This opportunity shall be a continuous, permanent process.
5) Maximize the opportunity for the students, teachers, and parents to continue to react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools shall be required to provide the governing board of the District to establish alternative school programs in each district. Enrollment in these alternative programs is limited.

Davis School for Independent Study

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

Einstein Education Center

Einstein Education Center is a Community School of choice sponsored by the Yolo County Office of Education and is open to all students throughout Yolo County ages 14 to 19. The Einstein Education Center’s formula for success combines high expectations for every student, a competency-based approach in which students progress at their own pace, and opportunities to make connections between what is learned in school and the world of work. This is a Diploma Plus School where students make connections to their teachers with small class sizes and a personalized learning environment. Technology skills are emphasized as we prepare students for college/university life and/ or a challenging career. The average time for a student to finish coursework and receive a diploma from Einstein is approximately two and a half years. Call (530) 668-3090 for questions regarding enrollment.

Home Hospital Authorized by a Physician

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

Martin Luther King High School

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

Davis Adult School

Juniors and seniors may attend adult education under the following rules to help recover credits:
- Face-to-face contact with student and parent/guardian.
- Includes 18-year-old students per state regulation.
- Enrolled in six classes at the high school.

Non-DJUSD Course Policy

Board policy allows us to post up to 10 credits for courses from other accredited institutions on our transcripts with notation of where the course was taken. This could be a one semester college course, for example, or two semesters of high school level courses. A notation of P will be made if the course has been approved by UC/UCSSU for a-g credit. The policy went into effect June 15, 2012, without regard for any previous non-DJUSD courses taken. ALL NON-DJUSD COURSES MUST BE COMPLETED BY THE END OF FALL SEMESTER OF THE SENIOR YEAR.

To find out which online schools and a-g courses have been approved by UC/UCSSU, go to https://cbo.articulation.ucop.edu

In the upper right hand corner: Click on blue box “A-G Course Lists”
Then on the left hand side check box in front of “school”
Then check box in front of “online”
Then click on a school and a drop down list appears with approved a-g courses.

NOTE: The courses approved each year may vary. Click on the year the student will be taking the course to make sure it is approved for that year.

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

- Enrollment is voluntary on the part of the student.
- The class is needed to graduate on time, and the student cannot take a high school make-up class or summer school class and still graduate on time.
- The student is in Davis Adult School to make up credits. The class is not being taken for remedial purposes.
- The class is not being taken to solve a scheduling conflict at the high school.

Da Vinci Charter Academy

Da Vinci is a dependent charter school of the DJUSD and a member of the New Tech Network of Schools. Da Vinci is a unique and progressive school that is committed to deeper learning through Project-Based Learning (PBL) in an inclusive, collaborative community. In addition to showing competency in course content areas, Da Vinci students must demonstrate their learning through our school-wide learning outcomes (SLOs) which include: Oral Communication, Written Communication, Critical Thinking, Collaboration, Curricular Literacy, Professionalism, and Learning Mindset. Da Vinci coursework is aligned to the same content and standards as DSIS courses and the school provides a college-preparatory, A-G program for grades 9-12. Da Vinci students have access to up to two DSIS courses for any specialized coursework not offered at Da Vinci and can participate in co- and extra-curricular activities. Counselors can provide additional information. To learn more, contact Da Vinci at (530) 757-7154 or dvcapincipal@djusd.net.
The Governing Board desires that the district embody academic excellence and believes that significant educational gains can be made by students through well-defined homework experiences directed by teachers and supported by parents/guardians. Homework is defined as school-related and assigned work completed beyond the regular school day. The school setting is the primary environment directed by teachers and supported by parents/guardians. Home- and self-esteem.

Homework shall not place an undue burden on teachers, students or parents. Teachers shall not be required to assign homework. Homework time shall be measured as focused time on task. Teachers shall not be required to assign homework.

Parents/guardians and teachers shall be mindful of the need for students to live balanced lives so they may achieve optimal health, development, and learning. Teachers shall not be required to assign homework.

Philosophy

The purpose of homework shall be to promote high quality student learning and achievement and to nurture a desire for students to extend their learning. Homework shall be the work of the student. In advancing academic excellence, the district shall endorse educational strategies that determine the value and rigor of all assignments by the appropriateness to course content and to the student. The Superintendent or designee shall ensure that adequate time and tools are provided for teachers to collaborate and coordinate assignments. One of the goals of collaboration shall be to establish common philosophies and practices across school sites, grade levels, and courses.

As an extension of the classroom, homework shall be planned, organized, purposeful, grade-appropriate, and achievable for each student. Instruction shall include opportunities for development of organizational and study skills. Homework shall not place an undue burden on teachers, students, or families. When possible, homework should take into consideration individual student needs and abilities through various forms of differentiation.

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

Homework/Make-up Work Guidelines

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

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

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

The following assumptions are foundational to this policy: 

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

Administrative Regulations

See full text at www.djusd.net

Types and Purposes of Homework

Should homework be assigned, teachers will design assignments that minimize time spent on homework while maximizing student learning. The objectives of homework assignments, the due dates, and the basis for evaluating the work performed should be made clear to the student at the time of the assignment. Teachers should provide multiple ways for students and parents to access homework assignments and due dates. For example, websites, syllabi, classroom postings, weekly assignment handouts, and use of planners/calendars can all be effective. (Note: for a chart on the four general types of homework, view the full Administrative Regulations at www.djusd.net.)

Make Up Work

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

Upon timely request, students shall be given the opportunity to complete all assignments and tests for full credit. As determined by the teacher, the assignments and tests can be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48910)

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

Curricular performance contexts/venues are considered instructional time. Rehearsals and practices are considered homework.

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

Maximum Amount of Homework Time

Homework may be assigned four nights per week, Monday through Thursday. The time limits stated below are the maximum time for any one night.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Maximum Time per Night</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Science</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Math</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Physical Education/PE</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Music or Science, excluding &quot;honors&quot;</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Advanced Placement if required or recommended by the College Board.</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

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

Ninth – Twelfth Grade

English and mathematics classes may assign thirty minutes per day. Other academic classes, including foreign language, music or science, that do not carry the designation “honors” or AP may assign twenty minutes per day.

For a schedule with English, mathematics, and three other academic classes, this would result in two hours of homework per day. Some Honors and Advanced Placement (AP) classes may require more. Consult the school’s course catalog and course syllabus.

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

Weekend and Holiday Assignments

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

Long-Term Homework Assignments

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

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

Classroom instructional time should be given at the onset of projects to assist students in understanding and starting the project satisfactorily.

Some check points or scaffolding should be provided during class time with adequate feedback from the teacher with respect to student progress.

No summer homework may be assigned with the exception of Advanced Placement if required or recommended by the College Board.
HOW MUCH HOMEWORK CAN YOU EXPECT?

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

### How Much Homework Can You Expect?

- **English and Math, including AIM classes**:
  - Mondays through Thursdays: 30 minutes per night
  - Weekends and Holidays:
    - Weekend and holiday homework shall not be assigned with the expectation that it be completed during those times. For example, a one-day assignment made on Friday would not be due until Tuesday; a two-day assignment would be due on Wednesday and so on.
  - Long-term Assignments:
    - Total daily amounts shall include time for long-term homework assignments (more than five days).
  - Summer:
    - None

- **Science, Social Science, World Languages, Art**:
  - Weekday homework limits do not apply to auditions.
  - Co-curricular performances/contests/events are considered instructional time.
  - Weekdays:
    - Music:
      - Weekday homework limits do not apply to auditions.
      - Co-curricular performances/contests/events are possible and are considered instructional time.
      - Rehearsals are considered homework, talk with music teachers.
    - Same as above
    - None

- **Agriculture**: Generally, 20 minutes per night. Can vary because of required participation in FFA and practical ag activities. See page 20 and talk with Ag teachers.
  - Same as above
  - None

- **Intermediate/Advanced Dance, Drama classes**: Generally, 20 minutes per night. Can vary with performance schedules.
  - Same as above
  - Same as above
  - None

- **AP classes, Home classes**: Weekday homework limits do not apply. See course descriptions in this guide. AP Course Agreements, which are available at www.davisseniorhigh.net, delineate time expectations for specific courses.
  - Same as above
  - Same as above
  - Assignments can be made in AP classes if required or recommended by the College Board (e.g. US History AP)

- **Other classes and programs**: Generally subject to homework limit of 20 minutes per night. See counselor or teachers for details.
  - Same as above
  - None

- **Independent study programs, IEPs**: Homework limits do not apply.

### Symptoms of Stress

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

### Managing Stress

- **If you feel stress is affecting your studies**, a first option is to seek help from your school counselor. Here are other strategies, excerpted from studygs.net:
  - Look around. See if there really is something you can change or control in the situation.
  - Set realistic goals for yourself. Reduce the number of events going on in your life and you may reduce the circuit overload.

### IS YOUR SCHEDULE OVERLOADED?

As you choose your classes for next year, consider their likely amounts of homework (see the chart on page 56.) How might the total homework time impact your daily schedule? Many students experience stress because of heavy time demands. Filling out the chart below can help you review how you spend your time – and help you prioritize your goals.

A Flash version of the chart can be found at http://www.studygs.net/schedule/.

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

Source: DIUSD Homework Policy and Administrative Regulations, course descriptions in this guide

Symptoms of Stress:

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

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<table>
<thead>
<tr>
<th>Daily Activities</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studying</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sleeping</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise/sports</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work/Internship</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal care/ grooming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meal prep/eating/ cleanup</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation (school, work, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxation (TV/ video games, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socializing &amp; friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not to exceed 24 hours per day

Source: http://www.studygs.net/schedule/
AUGUST / SEPTEMBER
- Key Deadlines
  - UC and CSU application: due midnight Nov. 30
  - UC and CSU application: Oct. 1 - 31
  - Most private college applications: Nov. 1 (Early Action) to Jan. 1
  - Decision on which college to attend: May 1

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- UC and CSU application: due midnight Nov. 30
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- Decision on which college to attend: May 1

---

SEPTEMBER
- Register for October SAT/ACT if needed
- Map out application and financial aid deadlines
- Write college essays
- If applying for Early Action or Early Decision at a private college, confirm deadlines and get started
- Begin asking teachers for letters of recommendation, particularly if applying for Early Action or Early Decision
- Attend UC, CSU and private college application workshops
- Attend college representative visits all fall
- Visit colleges

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

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

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

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

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

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

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

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

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Remember: Only grades of “C” or higher count for college.
Treat all people with respect at all times, and require the same of your friends.

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

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

Treat game officials with respect.

Don’t complain or argue about calls or decisions during or after an athletic event.

**RESPECT INFRACTIONS / CONSEQUENCES**

Unsportsmanlike conduct and other questionable behavior will result in:

**First time**
- ID card confiscation and a warning.

**Second time**
- Student will be asked to leave the game or dance.

**Major infractions**
- Student will be asked to leave immediately and may be suspended.

Failure to respond appropriately to an adult request
- The first time will result in the student being escorted out of the game or dance. Student may also face other school consequences including suspension.

**BLUE DEVIL SPORTS**

**PURSUING VICTORY WITH HONOR**

**24/7 HELP LINES**

- **Suicide Prevention**
  - 756-5000
  - Trained crisis volunteers provide confidential, anonymous telephone counseling and referral information.

- **Crisis Text Line**
  - 741-741
  - Text the word “Start.” A trained specialist will provide effective, secure counseling and referrals to sources of help.

- **ASK Teen Crisis Line**
  - 753-0797
  - The Allied Services for Kids (ASK) teen line provides support to teens and families in crisis.

**WEALTH RESOURCES**

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

**Your school counselor can provide counseling, including:**
- coping strategies
- stress management
- guidance for how to help friends involved in risky behaviors
- support in developing a lifestyle that enhances wellness

**Other Resources:**
- **Al-Anon / Alateen**
  - Support and hope for friends and families of problem drinkers.
  - (530) 758-6907

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

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

**BLUE DEVIL SPORTS**

**PURSUING VICTORY WITH HONOR**

**REQUIREMENT**

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

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Failure to respond appropriately to an adult request
- The first time will result in the student being escorted out of the game or dance. Student may also face other school consequences including suspension.

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