



≡ HIGH SCHOOL ≡

VACAVILLE CHRISTIAN SCHOOLS
2020-2021

STUDENT COURSE CATALOG

FALCONS ARE:
FAITHFUL FOLLOWERS OF
CHRI**S**T
ACHIEVERS OF ACADEMIC
EXCELLENCE
LIFELONG LEARNERS
CRITICAL THINKERS
OUTSTANDING
COMMUNICATORS
NURTURING, GODLY
LEADERS.
SERVANTS



ABOUT VCS

OUR MISSION at VACAVILLE CHRISTIAN SCHOOLS

VCS exists to provide, in partnership with home and church, a distinctive Christ-centered education in a nurturing environment, which equips young people to excel in life and in service to Jesus Christ.

ACCREDITATION and COLLEGE BOARD MEMBERSHIP

VCHS maintains dual accreditation from the Western Association of Schools and Colleges (WASC) and the Association of Christian Schools International (ACSI). The Accreditation process reviews a school's condition as it relates to philosophy and to the structure and organization of the school, including admissions, school governance, finances, personnel, instructional programs, resources, student services, guidance services, health, safety, food services, school facilities, etc. Having dual accreditation is particularly important for our high school students as they are applying to universities, both public and private, and many top-notch universities require graduation from an accredited high school. VCS is a member of the College Board (a national honor) and is also a member of the National Association of Independent Schools (NAIS).

OUR CAMPUS

We enjoy a gorgeous, 20-acre campus in Vacaville, California. Our facilities include a beautiful, state-of-the-art high school, including well-equipped classrooms with SMART Boards, three science labs with college-level equipment, a 32-unit computer lab, an HD Radio/TV station, a multi-purpose facility, a band rehearsal room with three practice studios,

and a fully staffed kitchen and hot-lunch program. Our athletic facilities include a modern sports stadium with both football & soccer fields, baseball & softball fields, a full-court basketball gymnasium, a second basketball court, a weight room, and large locker rooms.

EXCELLENCE IN ACADEMICS

VCHS offers a complete, excellent range of academics designed to prepare students to excel in high school and college. We have eighteen AP Classes—a fabulous opportunity for our students! VCHS's graduation requirements exceed the minimum required A-G courses for the University of California schools. Every student takes Mathematics, English, Science, History, PE, and Bible, in addition to a World Language, Fine Arts, Practical Arts, and elective courses. Each teacher offers tutoring times throughout the week to assist students or answer questions. For parents, we have an online program, PowerSchool, that enables them to check assignments, grades, and attendance on-line to help monitor their student's course work and progress.

iPads at VCHS

All VCS Students are required to have an iPad, in a case, with them for daily use at school. In addition to PowerSchool, we have a Moodle program that is like an electronic binder for each class, which students will be enrolled in for each class (much like a college course). Some classes require certain iPad Applications. We do our best to limit the cost of applications to \$50 total per year. Parents are required to have insurance for their iPads, and both students and parents are required to comply with the Technology Use Agreement for Vacaville Christian Schools.

College Preparation/ Readiness

We have a program in place to help all high school students prepare for the college of their choice. We offer college preparatory classes to Advanced Placement (AP) classes, first-class facilities, a college counselor, and a College Resource Center. For the last five years, we have graduated 100% of the graduating senior class.

Roughly 83% of our graduates enter four year universities and 17% enter community colleges or the military. VCHS students are annually accepted at all University of California (UC) campuses in addition to many other prestigious universities. Below are list of colleges most selected by our students.

UCLA
 UC Berkeley
 UC Davis
 UC San Diego
 UC Irvine
 UC Merced
 UC Santa Cruz
 UC Riverside
 UC Santa Barbara
 Cal-Poly

United States Military Academy
 United States Air Force Academy
 University of Pennsylvania (Ivy League)
 University of Southern California (USC)
 Valparaiso University
 Pepperdine University
 Purdue University
 Boise State University
 Baylor University
 Biola University

Johns Hopkins University
 New York University (NYU)
 Ithaca College
 Boston University
 Embry–Riddle University
 University of San Francisco
 University of Nevada, Reno
 Oklahoma State University
 Dominican University
 Georgetown University

STATISTICS FOR THE GRADUATED CLASS OF 2019

- Average SAT Score: 1496 (top 10%)
- Average SAT Score: 1442 (top 25%)
- Average SAT Score: 1331 (top 50%)
- 100% Graduation Rate
- 83% 4-year universities
- 17% 2-year colleges
- \$3+ Million Dollars in Merit-Based Scholarships



In Solano County SATs



Elementary test scores in the USA



College merit scholarships awarded annually



AP courses



College acceptance

COLLEGE PREPARATION SERVICES OFFERED

- College Counselor: Mrs. Jeri McFadden
- College Resource Center (HS Room 202) full of college resources
- College Information Nights
- One-on-one annual appointments with our counselor for students and their parents
- Naviance Accounts
- College Application Boot Camp afternoons
- Online submission of transcripts and most paperwork to universities

- Partnership with Kaplan for SAT & ACT Preparatory classes and Mock SATs
- AP Classes and AP Testing
- PSAT given annually to all 8th–11th graders / ASVAB proctored for all seniors
- College Representatives come to our campus
- College tours to schools like UC Davis, Stanford, and Sonoma State University
- Representatives of trades and businesses from neighboring communities come to our campus Career Fair sponsored by our Student Council



FINE ARTS, PRACTICAL ARTS, and ELECTIVES

We offer a wide variety of Fine Arts, Practical Arts, and electives to enhance the curriculum and give students a chance to broaden their education and discover their God-given talents and abilities. A description of each course can be located in this course description guide.

SPIRITUAL EMPHASIS

We integrate Biblical truths into every subject area we teach. Daily Bible classes, weekly Chapels, and clubs with Biblical themes supplement the Christian growth experience. We are blessed to have a HS Chapel Leadership team lead us in worship during Chapels, and Youth Pastors come and bring a message. Setting the spiritual tone for the school year is a Spiritual Retreat (see below for details) that all students attend as an integral part of our Bible curriculum. At the retreat, our students experience opportunities to dedicate their lives to the Lord Jesus and are encouraged to follow Him in all aspects of their lives. In the spring, we have a Spiritual Emphasis Week to carry the theme of retreat throughout the year.

ANNUAL FALL SPIRITUAL RETREAT

Alliance Redwoods Christian Conference Grounds, Occidental, CA

All HS Students are required to attend. Retreat is a part of the HS Bible curriculum.

Our annual Fall Spiritual Retreat is one of the highlights of each school year. Students have opportunities to bond as a class, meet new friends, explore God's creation evident in this majestic redwood area, participate in challenges, attend daily Chapel, and be challenged to grow in their Christian walk. The HS Student Council coordinates class competitions, campfire activities, and games. The HS Chapel Leadership students lead Praise and Worship for all Chapel sessions.

Students are lodged in cabins with adult counselors (mostly teachers). All meals are provided for the students in the dining hall. There is a gym, sports complex, and pool.

OUR EXTRA CURRICULAR ACTIVITIES

Athletics

VCHS has established an extensive, award-winning athletic program with a wide variety of High School teams. Come see our Trophy Case!

- Men's & Women's Cross Country
- Women's Volleyball (JV & Varsity)
- Varsity Football
- Cheerleading
- Men's & Women's Varsity Soccer
- Men's & Women's Varsity Basketball
- Women's Varsity Softball
- Golf (Co-ed / Practices off-campus)
- Men's Varsity Baseball
- Men's Volleyball (JV & Varsity)
- Varsity Track (Co-ed)
- Varsity Swimming (Co-ed / Practices off-campus)

Clubs and Organizations

- Student Government
- National Honor Society
- Men of God (MOG)
- California Scholarship Federation
- Interact / Student Ambassadors
- Mu Alpha Theta
- S Club (Soroptimists)
- International Quill and Scroll
- Missions Club
- Theater/Movie Club
- Spanish Club
- Book Readers' Club
- Thrive (Ladies' Discipleship)
- Science Club
- Anime Club

Annual Activities

- Fall Spiritual Retreat
- Homecoming Floats/Parade & Dance
- Winter Formal / Prom
- Spring Dance (Sadie Hawkins/Sock Hop)
- Senior Trip (likely to Magic Mountain)
- Junior/Senior Banquet & Dance
- Spirit Weeks and Pep Rallies
- Senior Grad Night
- Baccalaureate
- Senior Sunrise, Campfire, and Sunset
- Spiritual Emphasis Week
- Graduation

SCHEDULING INFORMATION

Every HS student is enrolled in seven courses. (Seniors who are not international students may take as few as five, but more are recommended.)

- English is required all four years
- Bible is required all four years
- Freshmen take PE

The Vacaville Christian High School (VCHS) Course Catalog, scheduling worksheets for each grade level, and a Master Schedule of Courses are posted to the VCS website at www.go-vcs.com. Students and their parents will fill out the scheduling worksheet for their grade level and bring that with them when they do course requests (late April–early May). Course requests are accepted, by grade level, in the order received for the new school year. A tentative schedule is made during Course request time, but student schedules will not be finalized until mid-August, as sometimes it is necessary to make changes in order to balance schedules and accommodate the needs of our teachers and students.

FOR MORE INFORMATION, PLEASE CONTACT THE FOLLOWING PEOPLE

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Principal

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Vice Principal

Mrs. Terra Golden
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College/Career Counselor

Mrs. Jeri McFadden
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HS Office Admin. Asst.

(707) 724-6402

Athletic Director

Mrs. Donna Hagans
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Director of Enrollment

Mrs. Maylene Ripley
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Registrar

Mrs. Katie Eads
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(707) 724-6229



PROGRESSION OF COURSES

Subject	Freshmen	Sophomores	Juniors	Seniors
English <i>(4 years required)</i>	English 9 (or) Adv. English 9 (Pre-AP)	English 10 (or) Adv. English 10 (Pre-AP)	English 11 (or) AP English Literature & Composition	English 12 / ESLR (or) AP English Language & Composition
Social Sciences <i>(3 years required)</i>		World Civilizations (or) AP European History	US History (or) AP US History	US Government & Politics (or) AP Government & Politics
Mathematics <i>(3 years required, more recommended)</i>	Algebra 1 <i>(usually taken in 8th grade)</i> Geometry <i>(usually taken in 9th grade)</i>	Algebra 2	Pre-Calculus, AP Statistics <i>(Pre-Calculus and Statistics by Application are designed to be Pre-AP classes.)</i>	AP Statistics AP Calculus AB AP Calculus BC
Science <i>(2 years required, more recommended)</i>	Biology	Physics (or) AP Physics 1 (or) Chemistry	Chemistry or Physics AP Chemistry, AP Biology, or AP Physics <i>(Must successfully complete both Biology & Chemistry before taking AP Biology or AP Chemistry.)</i>	AP Biology (or) AP Chemistry (or) AP Physics 1, 2, C (or) Anatomy & Physiology (or) Bio-Med Science
World Languages <i>(2 years of the same language required, 3rd year recommended)</i>	Spanish 1 French 1 ASL 1	Spanish 2 French 2 ASL 1	Spanish 3 French 3 ASL1	AP Spanish Language and Composition and then AP Spanish Literature and Composition (or) French 4 (Future)
Bible <i>(4 years required)</i>	Bible 9	Bible 10	Bible 11	Bible 12

VCHS GRADUATION REQUIREMENTS

These graduation requirements are specifically designed to meet and exceed the requirements for a University of California or California State University school. It is our desire to prepare our students to be competitive and ready to attend the four-year university of their choice.

- **English** – 4 years / 40 credits
- **Social Science** – 3 years / 30 credits
- **Mathematics** – 3 years / 30 credits
- **Science** – 2 years / 20 credits
- **Physical Education** – 1 year/ 10 credits
- **Practical Arts** – 1 year / 10 credits
- **Visual and Performing Arts (VPA)** – 1 year / 10 credits
- **World Language** – 2 years / 20 credits
- **Bible** – 4 years / 40 credits
- **Electives** – 4 years / 40 credits
(Classes that are taken in excess of the minimum requirements listed above for any area except PE can count toward completion of the elective requirement.)

Total Credits Required = 250

18 Current AP Classes

- **English:** AP English Literature and Composition (11th grade) and AP English Language and Composition (12th grade)
- **Mathematics:** AP Calculus AB, AP Calculus BC, and AP Statistics
- **Science:** AP Biology, AP Chemistry, AP Physics 1, and AP Physics 2
- **Social Sciences:** AP European History, AP US History, AP US Government and Politics, AP Microeconomics, and AP Psychology
- **Art:** AP Studio Art 2D and AP Studio Art Drawing
- **World Languages:** AP Spanish Language and AP Spanish Literature

New Classes Being Added for the Future

AP Physics C, Microbiology, Cell and Molecular Biology, French 3

UC/CSU AND GRADE REQUIREMENTS FOR PREPARING FOR COLLEGE

Meeting the A-G Requirements

VCHS's graduation requirements are specifically designed to meet or exceed requirements for admission to a UC/CSU school. Our goal is that all graduates are prepared to attend a four-year university.

Freshman UC/CSU Admissions Requirements for High School Students:

If you will be applying to a UC or CSU school, you will need to meet three minimum requirements:

1.) Complete 15 college-preparatory ("a-g") courses, with at least 11 finished by the end of your junior year. At a minimum you must take:

- a. **History/Social Science** – 2 years
- b. **English** – 4 years
- c. **Mathematics** – 3 years
- d. **Laboratory Science** – 2 years
- e. **Language other than English** – 2 years
- f. **Visual and Performing Arts** – 1 year
- g. **College-preparatory elective**
(chosen from the subjects listed above or another course approved by the university)

2.) Earn a GPA of 3.0 or better (3.4 if you're a nonresident) in those courses, with no grade lower than a C.

3.) Take the ACT with Writing or the SAT Reasoning Test by December of your senior year.

SAT Subject Tests:

The UC schools will not require SAT Subject Tests for admission, but you may submit scores on these if you want to show your mastery of a particular subject. Some campuses may recommend certain Subject Tests for some competitive majors.



FOUR-YEAR PLAN OUTLINE (THREE SCENARIOS)

9th Grade - 7 classes		
<i>Goal of:</i> HS Diploma or Community College or Vocational School	<i>Goal of:</i> CA State University or Similar, 4-year State University	<i>Goal of:</i> University of CA or Similar, Highly Competitive Major & University
English 9	English 9 or English 9 Adv.	English 9 Adv.
Algebra 1 or Geometry	Algebra 1 or Geometry	Geometry
Biology	Biology	Biology
World Language or Elective	World Language	World Language
Bible 9	Bible 9	Bible 9
PE	PE	PE
Visual & Perf. Art (VPA) or Practical Art class or Elective	Visual & Perf. Art (VPA) or Practical Art class or Elective	Visual & Perf. Art (VPA) or Practical Art class or Elective

The scenarios on this page and the next ones are some of many possibilities and are not intended to be hard and fast formats. Students will find areas of interest and want to progress through every possible area of that interest, and we encourage that. Keys to success as a freshmen are organization and good study habits. Students are expected to use their planners. Tutoring is available with every teacher. Students should plan to attend tutoring.

10th Grade - 7 classes		
<i>Goal of:</i> HS Diploma or Community College or Vocational School	<i>Goal of:</i> CA State University or Similar, 4-year State University	<i>Goal of:</i> University of CA or Similar, Highly Competitive Major & University
English 10	English 10 or English 10 Adv.	English 10 Adv.
Geometry	Geometry or Algebra 2	Algebra 2
Science Elective	Physics or Chemistry*	Physics or Chemistry* or AP Physics 1
World Language	World Language	World Language
Bible 10	Bible 10	Bible 10
World Civilizations	World Civilizations or AP European History	AP European History
Elective, Visual & Performing Art (VPA or Practical Art Elective (PA)	Elective, VPA, PA or Elective	Elective, VPA, PA or Elective

AP European History is an opportunity for students to take an AP class as early as their sophomore year. It is a college-level class that meets the requirement of World Civilizations. Tenth grade is a great time to begin college visits and planning for college. We have a College Resource Center and administrators to assist with this exciting time.

*Successful completion of both Biology and Chemistry is required prior to taking AP Biology or AP Chemistry. Strong math students may take AP Physics 1 without taking Physics first. Read the Course Catalog description of this course for more clarification.

11th Grade – 7 classes

<i>Goal of:</i> HS Diploma or Community College or Vocational School	<i>Goal of:</i> CA State University or Similar, 4-year State University	<i>Goal of:</i> University of CA or Similar, Highly Competitive Major & University
English 11	English 11 or AP English Literature and Composition	AP English Literature and Composition
Algebra 2	Algebra 2, Pre-Calculus, or AP Statistics	Pre-Calculus, Statistics, AP Statistics, or AP Calculus (if Pre-Calculus already taken)
US History	US History or AP US History	US History or AP US History
Bible 11	Bible 11	Bible 11
Anatomy & Physiology/ Bio-Med Sciences	Physics, Chemistry, Anatomy & Physiology, AP Biology, Bio-Medical Sciences, AP Physics, or AP Chemistry*	Physics, Chemistry, Anatomy & Physiology, Bio-Medical Sciences, AP Biology, AP Physics- or AP Chemistry
World Language	World Language/AP Spanish Lang.	World Language/AP Spanish Lang.
Elective, VPA or Practical Arts	Elective, VPA or Practical Arts	Elective, VPA or Practical Arts

Just because a student can take an AP class does not necessarily mean it is wise to do so. Taking more than three AP classes can be incredibly challenging as a junior. AP classes are college-level classes, and they require extra time outside of class.

Junior year is an intense year as students are preparing themselves for the college application process that begins senior year. In the spring of their junior year, we recommend that all students take both the SAT and the ACT at least once. It is very helpful if students have taken both tests twice by September of their senior year. Consider taking the SAT and the ACT in the February/March timeframe and then again in the May/June or Sep/October timeframe. It is important to have a minimum of one set of scores prior to the beginning of the college application process in the fall of the senior year.

Students' interests and the areas they anticipate studying in college will largely affect what higher-level or elective classes they choose to pursue. Some universities also have classes they suggest in order to make students more competitive or prepared. Some highly competitive universities allow or require submission of SAT Subject Area tests in addition to the SAT or ACT exams.

See next page for 12th grade scenario.



FOUR-YEAR PLAN OUTLINE (THREE SCENARIOS)

12th Grade – 5 to 7 classes (6 or more recommended)		
<i>Goal of:</i> HS Diploma or Community College or Vocational School	<i>Goal of:</i> CA State University or Similar, 4-year State University	<i>Goal of:</i> University of CA or Similar, Highly Competitive Major & University
ERWC (English 12) US Government & Economics Bible 12 Elective / Potentially another science class Elective / Potentially another math class Elective: VPA or Practical Arts Elective: VPA or Practical Arts or TA	ERWC (English 12) or AP English Language and Composition US Government & Economics Bible 12 Consider Anatomy & Physiology, Bio-Medical Sciences, AP Biology, AP Physics, or AP Chemistry* Pre-Calculus, AP Statistics, AP Calculus Elective / World Language Elective: VPA or Practical Arts or TA	ERWC (English 12) or AP English Language and Composition AP US Government, AP Microeconomics, or US Government & Economics Bible 12 Consider AP Biology, AP Physics, AP Chemistry, Bio-Medical Sciences or Anatomy & Physiology AP Calculus AB or BC, AP Statistics, or Statistics by Application Elective / World Language Elective: VPA or Practical Arts or TA

Just because a student can take an AP class does not necessarily mean it is wise to do so. Taking more than three AP classes can be incredibly challenging as a junior. AP classes are college-level classes, and they require extra time outside of class.

The fall is a busy time for seniors with college and scholarship applications. We recommend retaking SAT or ACT tests early on in the fall, especially if students haven't already taken both tests twice or if they desire to try to raise their scores. FAFSA and Cal-Grant applications are due NLT March 1, perhaps sooner. Check the FAFSA and Cal-Grant websites for special circumstances that may apply.

Seniors should schedule an appointment with our College Counselor in the August/September timeframe to prepare for the college application process. The CSU application portal is open October 1 to November 30 (typical dates), and the UC application portal is open November 1 to 30 (typical dates). Other universities have their own dates, and students should consult those websites.

COURSE SELECTION

The purpose of this catalog is to provide descriptions for the many core and elective courses offered by Vacaville Christian High School. Each listing includes a basic description and, in some cases, prerequisite and/or special application requirements. The course request process begins in late April to early May, based on grade level. We begin with the incoming senior class, then with the incoming junior class, and so on. Course requests are accepted in the order that a student reenrolls/enrolls for the new school year. Core classes and graduation requirement needs take priority in the scheduling process.

Course Descriptions — Core Subjects

DEPARTMENT OF BIBLE

It is our desire, through Bible classes, weekly Chapel, the fall retreat, Spiritual Emphasis Week, and day-to-day interactions, to encourage students to draw closer to the Lord Jesus Christ and to develop their personal relationship with Him.

Bring Your Own Bible (BYOB): Each student is required to bring his or her own Bible to school. Students will need to have a hard copy Bible (not digital), in a Bible cover to protect it, in class each day, in Chapel each week, and at the retreat. The Bible must be an NIV translation for continuity purposes within the classroom. We recommend Bible covers like those available at Christian bookstores.

In all of our Bible courses, students are encouraged to develop the discipline of regular communication

with God and studying the Bible on their own in order to know God and to live to His glory. They will acquire Bible study skills that will give them the ability to answer questions and learn Bible principles on their own.

Service Hours

All VCHS students are required to perform 20 service hours as a requirement for each Bible class. We encourage students to serve in their church and/or attend a mission trip through their church. Service hours can also be earned by performing community service. Many students volunteer their time at The Leaven, Mission Solano, The Opportunity House, NorthBay Medical Center, Emeritus Senior Center, or the Vacaville Food Bank.

Students are to ensure they have their parents' permission to serve at whichever organization they select.

A minimum of ten hours is required each semester. The High School Service Hours form is available from all Bible teachers and in the High School office. There is a writing requirement on the Service Hours form. We highly encourage students to look for opportunities to serve at their church or on a mission trip.

Service Hours completion (including the written portion) counts as 15% of the Bible class grade each semester.

Bible 9: Logic // 1 year

This course gives ninth graders an opportunity to develop knowledge and skills in the area of logic, so that they might be able to heed the call of the Scriptures to "love the Lord your God with all your mind..." and be "prepared to make a defense to anyone who asks you for a reason for the hope that is in you." Students will learn a systemic structure of reasoning by way of a rigorous instruction in logic. In this, the students' minds will be trained to respect truth and be at home in a Christian worldview.

Each student must perform 20 hours of service per year, 10 per semester.

Primary Text: The Bible, NIV translation. *Traditional Logic* by Martin Cothran. Memoria Press. The instructor will check out to each student a copy of the necessary textbooks and workbooks.

Bible 10 : Prophets and Writings of the Old Testament // 1 year

The story of God's Kingdom not only stirs our hearts but also moves our hands to action. In this course, the student will see that God gave us an important mission to spread His Kingdom here on Earth. Students in Bible 10 will study the Book of Genesis to the Book of Malachi to tie the different themes and stories of the Old Testament back to examine the story of God's Kingdom and His desire to make the Earth a holy place. The course is designed to direct students from merely knowing about God's Kingdom to participating in God's Kingdom. Throughout this study, students will examine the Bible as a "connected whole" with emphasis on the Kings and Rulers, who both disobeyed and followed God, and Major and Minor Prophets who were used by God to redirect His people back to Him. Students will understand the completeness and accuracy of the Bible's Old Testament and how prophecy has been fulfilled through Jesus Christ.

Primary Texts: The Bible, NIV version. Students are to bring their own hard copy of the Bible to class. *Walking With God and His People: God's Unfolding Kingdom – A Survey of The Old Testament.* Published by Christian Schools International, 2013

Bible 11: The Gospels and Acts: Jesus Christ Up Close and Personal // 1 year

On this exciting venture, students will discover our LORD as a Holy God who desires a personal relationship with them as Lord and Savior. We will examine the life of Jesus to see His brilliance, to know His compassion, to thrill at His courage and power, to weep over His death, and to rejoice in His resurrection. Students will learn about the customs, geography, and dates of Jesus's time. They will be "put" in Israel with Jesus during the years A.D. 29–32, explore the seasons of the year, the times of day, and even the weather to help relive those exciting days when Jesus Christ, God in the flesh, walked the earth and ministered to the people in Israel.

To many people Christ is merely a historical fact rather than a living, personal reality. We know that Christ lived, and we know much about what He did; however, even we as Christians seldom experience His presence as we should. One purpose of *The Life of Christ from the Gospels* is to make Jesus Christ real to our students. Our hope for our students is that they will not only know Jesus more, but also love Him more.

This course also includes a study of the Gospels, Matthew, Mark, Luke, and John, as well as a study of the book of Acts, where we examine the beginning and growth of the early church. Throughout this course, students will study the deity and humanity of Christ, the way of salvation, proofs of the resurrection, and archaeological reasons to understand the historicity of Scripture.

Primary Text: The Bible, NIV version. Students are to bring their own hard copy of the Bible to class. **Additional Works:** *Evidence that Demands a Verdict* by Josh McDowell and NavPress study books, one for each book of the Bible studied.



Bible 12: Christian Ethics // 1 year

So much is changing today in regard to the control of life and death and the understanding of ethical issues confronting the world today. Some may think it is impossible to address ethical issues, such as Abortion, Euthanasia, Divorce, Homosexuality, Sexual Morality, Capital Punishment, Genetic Engineering, and Nuclear Arms, from a Christian perspective. We strongly disagree. Scripture sets forth enough principles that it is possible to evaluate contemporary practices in light of biblical teaching. Moreover, it is not only possible to address these matters biblically- it is mandatory to do so. As Christians we must speak to these topics and others. Bible 12 will address these ethical issues, using thoroughly biblically based invaluable resources to become better prepared to face and resolve the moral dilemmas of our day. It is our goal that, as a result of this course, our seniors will be confident that the Bible is truly the Word of God, that their faith is real, and that they will continue to grow in confidence to live out their faith as they move on through life. The students will also be presented with Spiritual Principles that will open the “sealed scrolls to our mental and spiritual freedom”, as well as keys of Maximizing Your Potential to having the “authority” and dominion given by God over every area of their lives.

Primary Text: The Bible, NIV version. Students are to bring their own hard copy of the Bible to class. *Ethics For A Brave New World* by John S. Feinberg & Paul D. Feinberg. Crossway Books, 1993.

Additional Works: *Maximizing Your Potential: The Keys to Dying Empty* by Dr. Myles Munroe, published by Destiny Image 1999. *Releasing the Power Within Through Spiritual Dynamics – The Genius of Jesus Revealed* by Rev. Willie Wilson. Religious Inspiration, 2000.

Chapel Leadership // 1 year

Chapel Leadership is a pre-ministry leadership course with an emphasis on the practices of worship and fellowship in Christian community. This is a yearlong elective open to 9-12th grade students. Chapel Leadership is responsible for many aspects of student spiritual

leadership which includes leading chapel services, participating in/leading student Bible studies, planning our annual retreat, hosting special guests, and contributing to the theme and direction of chapel services. Students may be singing, facilitating youth group-style games & activities, sharing scripture, playing an instrument, mixing sound, leading devotionals, or creating visuals. Primarily, Chapel Leadership is a project-based ecclesiology course, meaning its main focus is on learning what ministry leadership, corporate worship and Christian fellowship are and the different ways we express those in the Christian community. Thus, this course is divided into two parts: seminary (scripture study, devotions, and an overview of the range of worship traditions with an emphasis on articulating and analyzing students’ own personal and church practices) and practicum (rehearsal, planning, learning the equipment, and execution). Students should have some experience vocally, instrumentally, or technically, or be actively training in one of those areas co-currently outside of this class (via avenues like participation in music ensembles, other music classes or private lessons). On Tuesdays, students have a zero period to prepare for chapel, which also fulfills the student service hours requirement for the year. Students in this class are expected to have a good work ethic, maintain good grades, show integrity, and be willing to go “above and beyond” in their efforts. Church attendance isn’t required, but students will be asked to refer to church exposure in class projects so access to some sort of church context (be it a youth group, online, etc.) is necessary to be successful in this course.

Counts for Bible Credit: Special Application & Audition Required

Primary Text: The Bible, NIV version. Students are to bring their own hard copy of the Bible to class. **Additional Works:** *Worship Matters: Leading Others to Encounter the Greatness of God* by Bob Kauflin, *How to Worship a King* by Zach Neese, *Jesus Freaks* by Voice of the Martyrs
Additional Apps Required: Planning Center, Worship Artistry, The Worship Vocalist

DEPARTMENT OF SOCIAL SCIENCE/ HISTORY

World Civilizations // UC Approved (History/ Social Science, Category "A") // 1 year

This course examines major themes throughout the history of the world, with an emphasis on modern history. Themes are presented through the Christian world view. Topics include, but are not limited to: Ancient Greece, Ancient Rome, The Rise of Democratic Ideas, Medieval Europe, Byzantium, Muslim Civilizations, the Enlightenment, the French Revolution, the Industrial Revolution, Nationalism, Imperialism, World War I and the Russian Revolution, Totalitarianism, World War II, the Cold War, and the World Post-1945. Students develop skills in analytical reading and writing, art appreciation, and interpreting primary and secondary sources. Final or project due each semester.

Prerequisite: Sophomore standing.

iPad Apps: World Atlas HD and DocAS

Text: Elisabeth Gaynor Ellis and Anthony Esler, *World History* (Prentice Hall, 2007).

AP European History (Advanced Placement) // UC Approved (History/ Social Science, Category "A") // 1 year

This yearlong course entails a study of European history from 1450 to the present, covering the following topics: the Late Middle Ages, the Renaissance, the Reformation and Religious Wars, the Age of Exploration, Absolutism, the Scientific Revolution and Enlightenment, the French Revolution and Napoleonic Era, the Industrial Revolution, Nationalism, Imperialism, World War I and the Russian Revolution, the Rise of Totalitarianism, World War II, the Holocaust, the Cold War, and post-Cold War eras. In covering the above topics, the course aims to address the following themes or constructs throughout the year: the interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individuals and society. In addition, the class provides students with practice analyzing and interpreting data and other information relevant to European affairs, reading

primary and secondary source documents, and writing analytical, interpretive free-response questions and document-based questions on a frequent basis. Final is required. Students take the AP European History test in May.

Prerequisites: Sophomore standing or higher recommended. Must have earned a B or higher in English 9 or Adv. English 9.

iPad Apps: World Atlas HD and DocAS

Text: John P. McKay et al., *A History of Western Society Since 1300*, for AP, 9th ed. (Boston: Bedford/St. Martin's, 2008).

Fee: Charge for AP exam (roughly \$90). The AP exam is encouraged for all students taking the class.

United States History // UC Approved // 1 year

This course provides students with the analytic skills and factual knowledge necessary to deal critically with issues and developments in United States history. The class explores the major events that have shaped US history, along with the role of Christian values in its development. The course content covers material from the Age of Discovery to the present and examines documents essential to the founding of our country and those significant to various important times in our nation's history.

Students learn to recognize cause and effect relationships in history, track economic and cultural developments of the American people, identify major historical turning points, and develop historical interpretations. A final exam is required each semester.

Prerequisite: Junior standing.

Text: Emma Jones Lapinsky-Werner et al., *United States History*, 2013 Survey Edition (Prentice Hall: 2011).

AP US History // UC Approved (History/ Social Science, Category "A") // 1 year

This class is equivalent to a full year of college-level introductory US History and covers content from the Age of Discovery to the present; it examines documents essential to the founding of our country and those significant to various important times in our nation's history.

This course equips students with the necessary knowledge to take and pass the Advanced Placement exam in May. The workload and teacher expectations reflect that of a college class. The class provides students with the analytic skills and factual knowledge necessary to deal critically with issues and developments in United States history. The course focuses on major AP themes of Identity; Work, Exchange, and Technology; Ideas, Beliefs, and Culture; America in the World; Environment and Geography; Politics and Power; and Peopling. It also explores the major events that have shaped our history, along with the role of Christian values in its development. A final exam is required each semester.

Prerequisites: Junior standing. Must have earned a B or higher in English 10 or Adv. English 10.

Text: David A. Kennedy, Lizabeth Cohen, and Thomas Bailey, *The American Pageant: A History of the American People*, AP Edition (Wadsworth Publishing, 2011).

Fee: Charge for AP exam (roughly \$90). The AP exam is encouraged for all students taking the class.

US Government and Politics // UC Approved (History/Social Science, Category “A”) // 1 semester

The American system of government is very dynamic. Though the basic structure and foundation remain the same, many other characteristics change. The goal of this course is for students to be able to describe, analyze, and explain the American system of government. Students will also demonstrate an understanding of world and national events through discussion and writing on a weekly basis, using current events in newspapers, magazines, and news media. This is a semester-long class taken in conjunction with Economics. A final exam is required at the end of the semester.

Prerequisites: Senior standing. Must be enrolled in Economics for the other semester.

Text: William McClenaghan, *Magruder’s American Government, California Edition* (Needham: Prentice Hall, 2006).

Economics // UC Approved (History/Social Science, Category “A”) // 1 semester

This semester-long course, taught in conjunction with US Government and Politics, covers the following topics: basic economic concepts, consumerism, budgeting, and saving and investing. The class surveys microeconomic theory, including supply and demand, business organization, market structures, marketing and labor unions, as well as macroeconomic theory, such as measuring a nation’s wealth, the Fed, and monetary and fiscal policies. Students in this course gain rudimentary experience in stock investing, creating marketing commercials, paying income taxes, finding and accessorizing a place to live when going to college, and buying homes and cars. A final exam is required at the end of the semester.

Prerequisites: Senior standing. Must be enrolled in Government for the other semester.

Text: Roger LeRoy Miller, *Economics: Today and Tomorrow* (New York: Glencoe McGraw-Hill, 2008).

AP US Government and Politics// UC Approved History/Social Science, Category “A”) // 1 semester

This semester-long course, taught in conjunction with AP® Microeconomics, examines the political institutions of the United States. The course outlines the following topics: constitutional underpinnings of United States government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, civil rights, and civil liberties. In addition, the class provides students with practice analyzing and interpreting data and other information relevant to US government and politics, reading primary and secondary source documents and contemporary news sources, and writing analytical and interpretive free-response questions on a frequent basis. Final required.

Prerequisites: Senior standing. Must be enrolled in AP Microeconomics for the other semester. Must have earned a B or higher in English 11 or a B– or higher in AP English Literature.

Texts: William McClenaghan, *Magruder’s American*

Government, California Edition (Needham: Prentice Hall, 2006). George E. Edwards, *Government in America: People, Politics, and Policy* (Boston: Pearson, 2014). Peter Woll, *American Government: Readings and Cases*, 16th ed. (New York: Harper Collins, 2005).

Fee: Charge for AP exam (roughly \$90). The AP exam is encouraged for all students taking the class.

AP Microeconomics // UC Approved (History/Social Science, Category “A”)// 1 semester

This semester-long course, taught in conjunction with AP® US Government and Politics, examines the following topics: basic economic concepts, the nature and function of product markets, supply and demand, elasticity, consumer choice, firm production costs and revenues, pricing, perfect competition, imperfect competition, factor markets, the history of economic thought, trade and absolute & comparative advantage, and the role of government. In addition, the class will provide students with practice analyzing and interpreting data, graphing, reading contemporary news sources, and answering free-response questions on a frequent basis.

Prerequisites: Senior standing. Must be enrolled in AP Government and Politics for the other semester. Must have earned a B or higher in English 11 or a B- or higher in AP English Literature.

Texts: Margaret and David Anderson, adap. by Paul Krugman, *Krugman’s Microeconomics for AP* (New York: Worth Publishers 2011). Robert L. Heilbroner, *The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers*, rev. 7th ed. (New York: Simon and Schuster, 1999).

Social Science Field Trips:

Open Courts (Sacramento)

Mad City Money (Travis Credit Union)

DEPARTMENT OF ENGLISH

English Department iPad Apps

These apps will be used nearly every day in English class. Be sure each of these is kept updated: Merriam-Webster Dictionary, Official SAT Question of the Day, iBooks, PDF Notes, DocAS, Google Drive, Whiteboard.

Novels and outside reading will be available on iBooks or distributed to students in class to be returned at the end of the unit. Students who wish to buy the novels and full-length works are encouraged to do so, but it is not required.

English 9 // Writing Workshop and Intro to Literature: UC Approved (English, Category “B”)// 1 year

This yearlong course gives students instruction and practice in the analytical writing and reading skills needed to succeed in college. In a workshop setting, students will practice personal, descriptive, narrative, expository, and persuasive writing. Peer review and editing practice will sharpen each student’s editing skills. Review of sentence and paragraph structures, with an eye toward selecting the most effective choices in varying situations, will be a part of learning to read and write rhetorically. A module from the California State University’s Expository Reading and Writing Class will connect one of the literature units with nonfiction articles to analyze and write about. Two foundational classics of Western literature, *The Odyssey* and *Romeo and Juliet*, will be studied in depth, and *Farewell to Manzanar* will be studied as an excellent example of contemporary personal narrative non-fiction. Several opportunities to do research and make presentations to the class are also included in this class. Students will participate in collaborative discussions about novels, writing techniques, and peer review techniques. Vocabulary development and practice in PSAT- and SAT-type questions are important aspects of this class. Anchor papers (selected significant, multi-day writing projects) for each semester will be saved in the student’s permanent record file to serve as portfolio evidence of the year’s progress in writing.

Prerequisites: Freshman status and successful completion of 8th grade English, including the Writing component.

Texts: Glencoe, *Writer’s Choice Grammar and Composition*, Grade 9 (Glencoe/McGraw-Hill, 2008). Ellen Kuhl Repetto and Jane E. Aaron, *Common Threads: Core Readings by Method and Theme* (Bedford/St. Martin’s, 2013).

Additional Works: *The Odyssey* by Homer, *Romeo and Juliet* by William Shakespeare, and *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston.

English 9 Advanced // Advanced Writing and Intro to Literature: UC Approved (English, Category “B”) // 1 year

This yearlong course offers a more challenging and fast-paced English class for students who desire to take AP English classes later in high school. In a workshop setting, students practice personal, descriptive, narrative, expository, and persuasive writing. Students work with advanced grammar topics such as subordination and syntactical voice, using these skills to make their writing more effective. A module from the California State University’s Expository Reading and Writing Class will connect one of the literature units with nonfiction articles to analyze and write about. A more literary and analytical approach will be taken to *Farewell to Manzanar*, *The Odyssey*, and *Romeo and Juliet*, and students will also read and study *Great Expectations* to increase their literary repertoire in preparation for future AP English classes. Vocabulary development and critical reading skills practice will help students do well on the PSAT, preparing them for strong performance on the SAT during their junior year. Each student’s semester anchor paper (selected significant, multi-day writing project) will be saved in his or her permanent record file to serve as portfolio evidence of the year’s progress in writing.

Prerequisites: Freshman status with successful completion of 8th grade English, including the Writing component, with a grade of 85% or above.

Text: Glencoe, *Writer’s Choice Grammar and Composition*, Grade 9 (Glencoe/McGraw-Hill, 2008). Ellen Kuhl Repetto and Jane E. Aaron, *Common Threads: Core Readings by Method and Theme* (Bedford/St. Martin’s, 2013).

Additional Works: *The Odyssey* by Homer, *Romeo and Juliet* by William Shakespeare, *Animal Farm* by George Orwell, *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston, and *Great Expectations* by Charles Dickens.

Please note: Grade is not weighted.

REQUIRED SUMMER WORK: Read George Orwell’s *Animal Farm* and complete a written assignment based on the novel, due the first day of class.

English 10 // Composition and Literature: UC Approved (English, Category “B”) // 1 year

This yearlong course gives students more instruction and practice in writing and reading at a college-preparatory level. Writing-workshop assignments will focus on communicating clearly in personal essays, identifying and citing reliable sources during research, using descriptive and narrative writing to enhance expository and persuasive writing, and constructing a strong, logical argument. Vocabulary work and more explicit practice on PSAT/SAT-type questions are also significant aspects of this course’s work. Analytical reading skills are practiced and developed through the study of *Antigone*, *To Kill a Mockingbird*, and *Night*, as well as two themed units from the California State University’s Expository Reading and Writing Course. Formal speaking presentations provide practice in public speaking, building confidence and poise for that important skill. Anchor papers (selected significant, multi-day writing projects) from each semester will be filed in students’ permanent record files to allow students to see their thinking and writing progress over the year.

Text: Glencoe, *Writer’s Choice Grammar and Composition*, Grade 10 (Glencoe/McGraw-Hill, 2004). Ellen Kuhl Repetto and Jane E. Aaron, *Common Threads: Core Readings by Method and Theme* (Bedford/St. Martin’s, 2013).

Additional Works: *Julius Caesar* by William Shakespeare, *To Kill a Mockingbird* by Harper Lee, and *Night* by Elie Wiesel.

English 10 Advanced // Pre-AP Composition and Literature: UC Approved (English, Category “B”) // 1 year

This yearlong course offers a more rigorous and challenging English class designed to prepare students for AP English Literature and AP English Language courses during their junior and senior years. In a workshop setting, students will practice analytical and literary writing, focusing on the selection and effective presentation of evidence to build an argument. In addition to *Antigone*, *To Kill a Mockingbird*, and *Night*, English 10 Advanced students will read and study *Cyrano de Bergerac*. Timed in-class writing assignments following each literature unit provide practice in that essential AP exam skill. Vocabulary development and critical reading skills practice will help students do well on the PSAT, preparing them for strong performance

on the SAT during their junior year. Each student's semester anchor paper (selected significant, multi-day writing project) will be saved in his or her permanent record file to serve as portfolio evidence of the year's progress in writing.

Prerequisite: Completion of English 9 or English 9 Advanced with a grade of 85% or above.

Text: Glencoe, *Writer's Choice Grammar and Composition*, Grade 10 (Glencoe/McGraw-Hill, 2004). Ellen Kuhl Repetto and Jane E. Aaron, *Common Threads: Core Readings by Method and Theme* (Bedford/St. Martin's, 2013).

Additional Works: *Antigone* by Sophocles, *To Kill a Mockingbird* by Harper Lee, *Cyrano de Bergerac* by Edmond Rostand, *A Separate Peace* by John Knowles, and *Night* by Elie Wiesel. **Please note:** Grade is not weighted.

REQUIRED SUMMER WORK: Read John Knowles' *A Separate Peace* and complete a written assignment based on the novel, due the first day of class.

English 11 // Survey of British and American Literature// UC Approved (English, Category "B")// 1 year

This year-long course is a thematic survey of influential selections from both British and American literature. These essays, poems, short stories, plays, and excerpts from full-length works provide a general idea of the evolving literary trends and themes across the centuries from the perspective of both American and British cultures. Research projects each semester will provide practice in locating and using credible sources and avoiding plagiarism through proper citation. Vocabulary and critical reading strategies will be presented and practiced, with the purpose of strengthening students' PSAT and SAT scores. Anchor papers (selected significant, multi-day writing projects) for each semester will be filed in the students' permanent record files as evidence of their progress each year.

Prerequisites: Junior status. Successful completion of English 10 or English 10 Advanced.

Texts: Glencoe Literature, *American Literature: The Reader's Choice*, (Glencoe/McGraw-Hill, 2002). Glencoe Literature, *British Literature: The Reader's Choice*, (Glencoe/McGraw-Hill, 2002).

AP English Literature and Composition (Advanced Placement) // UC Approved (English, Category "B") // 1 year

This year-long course fulfills the course requirements set up by the College Board for their Advanced Placement program. A rigorous, fast-paced, in-depth, analytical study of fiction, poetry, and drama challenges students to stretch their critical and abstract thinking skills. An appreciation of the author's work in creating literature is key to success on the AP English Literature exam, so a focus on each author's purpose and literary techniques is developed and strengthened throughout the year. Strong, clear, and effective writing skills are assumed; writing under time pressure is practiced to prepare students for the three essays that must be written during the AP exam. Released former AP exam prompts for poetry and prose are used for practice, and past Multiple Choice questions are also examined and practiced for good results on that part of the exam. The *Scarlet Letter*, *Hamlet*, *Their Eyes Were Watching God*, and student-selected novels are studied, and dozens of poems and short stories will also be analyzed in this course.

Prerequisites: Junior status. Must have earned a 85% or higher in English 10 or English 10 Advanced.

Text: Thomas R. Arp and Greg Johnson, *Perrine's Literature: Structure, Sound & Sense*, 10th ed. (Cengage Learning, 2008).

Additional Works: *The Scarlet Letter* by Nathaniel Hawthorne, *Hamlet* by William Shakespeare, *Their Eyes Were Watching God* by Zora Neale Hurston, and student-selected novels.

Fee: Charge for AP exam (about \$90). All students are encouraged to take the AP exam.

REQUIRED SUMMER WORK: Read Thomas Foster's *How to Read Literature Like a Professor*, in addition to a novel from list provided by teacher, and complete a written assignment based on the books, due the first day of class.

English 12 // Rhetoric in Reading and Writing - ERWC // UC Approved (English, Category "B")// 1 year

This year-long course is designed to develop rhetorical analysis in reading and writing, using

expository texts. With modules from the California State University–designed Expository Reading and Writing course, this class presents strategies and practice in reading texts with a rhetorical approach. Recently published articles on topics of interest will be read, analyzed, and discussed, and students will form their own conclusions about each article’s value. Students will compose arguments related to the topic, using the articles as sources and bringing in additional sources if they choose. Adherence to MLA citation and formatting protocols will be expected. A “Creed Project,” which calls on students to examine their own beliefs and values and to articulate a personal creed, is a significant part of this course. *Into the Wild* and selections from *Mere Christianity* are studied as a part of this course, as well as *1984* and *Fast Food Nation*. Anchor papers (selected significant, multi-day writing projects) will be composed and filed in the students’ permanent records as evidence of their mastery of college-preparatory thinking and writing.

Prerequisites: Senior status. Successful completion of English 11 or AP English Literature and Composition.

Additional Works: *Expository Reading and Writing Course*, 2nd Edition, *Into the Wild* by Jon Krakauer, *1984* by George Orwell, *Mere Christianity* by C.S. Lewis, and *Fast Food Nation* by Eric Schlosser

AP English Language and Composition // UC Approved (English, Category “B” // 1 year

In accordance with the College Board’s AP English Language and Composition overview, this course engages students in becoming both skilled readers and writers of prose in a variety of rhetorical contexts. Reading is intense as students will work through a variety of nonfiction, including essays, books, visual arguments, articles, and historical documents. Writing is likewise intense and deep, with both out-of-class writing and in-class, AP-style timed writing. The focus of class reading and writing will cover a range of purposes, such as argument, visual rhetoric, humor, and speech. Our objective is that students do well on the AP exam in May and so may gain college English credit for this high school course. A deeper objective, however, is that students will take the analytical skills they have developed from this class into every college class they take and into their lives outside of the classroom as well. It is a college-level course and

requires additional work, effort, and dedication to excellence.

Prerequisites: Senior standing. Completion of English 11 or AP English Literature with a grade of 87% or higher. AP English Literature is strongly recommended

Text: Andrea A. Lunsford and John J. Ruszkiewicz, *Everything’s an Argument* (Boston: Bedford/St. Martin’s, 2009), *The Language of Composition*, 3rd edition (Bedford/St. Martin’s, 2019)

Fee: Charge for AP exam (about \$90). All students are encouraged to take the AP exam.

REQUIRED SUMMER WORK: Reading and writing assignments related to a nonfiction text and supplementary material.

English as a Second Language- First Year Experience (ESL-FYE) // Not UC Approved // 1 year

English as a Second Language - First Year Experience (ESL-FYE) is a required elective course for International students who are in their first year at VCS. In some cases, this course may be required for more than one year. The goal of this course is to teach concepts that will help our first-year International students to acclimate to an American education system by providing additional training in reading comprehension, critical thinking, study skills, academic writing concepts, grammar, and analysis of literature. Additionally, geography, familiarity with school events, holidays, customs, culture and Christianity are integrated throughout the year enabling students to integrate into the school and home community comfortably. Students are highly encouraged to attend school functions, church, and community functions and be involved in school athletics and extra-curricular activities and clubs.

Prerequisites: None/ Required elective course for International students who are in their first year at VCS.

REQUIRED SUMMER WORK: New International students are required to take the 3-week Language Immersion Program that begins in mid-July.

DEPARTMENT OF MATHEMATICS

All courses in the Mathematics department have important math placement criteria associated. A student must complete both semesters of the class with a grade of C- (70%) or better in order to proceed to the next math course (end-of-semester grade). Students receiving a D+ (69%) or below (as their end-of-semester grade) must remediate the grade before proceeding to the next course. Students who take the HS Algebra 1 class in 8th grade receive HS credit, and their grades count toward their HS GPA.

Algebra 1 // UC Approved (Mathematics, Category "C") // 1 year

Algebra 1 is designed to establish a strong foundation for further learning by developing a broad base of mathematical concepts necessary for higher mathematics and by building problem-solving and reasoning skills. This course covers solving equations with one and two variables, polynomials, rational expressions, simplifying radicals, quadratic equations, exponential functions, sequences and series, and simple statistics and probability. This course assists students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in diverse settings. Problem situations may result in all types of linear equations with one variable; quadratic functions with integral coefficients and roots; and absolute value and exponential functions. Problem situations resulting in systems of equations are also presented. Alternative solution methods are given equal value within the strategies used for problem solving. Elementary probability theory is used to determine the probability of events, including independent, dependent, and mutually exclusive events. (We teach one section of Algebra 1 at the HS, but this class is most typically taken by our 8th graders.)

Prerequisite: Completion of Pre-Algebra with a grade of C- or higher.

Text: James E. Schultz et al., *Algebra 1* (Holt, Rinehart and Winston, 2004).

Geometry // UC Approved // 1 year

Geometry is intended to be the second course in mathematics for high school students and is typically

taken by freshmen. Within this course, students make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusions follow logically from their hypotheses. This course employs an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations, including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles will receive particular attention. Students will use the traditional tools of compass and straightedge, as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these investigations. Geometry leads students to an understanding that reasoning and proofs are fundamental aspects of mathematics and set it apart from the other sciences.

Prerequisite: Completion of Algebra 1 with a grade of C- or higher.

Text: Holt, *Geometry* (Holt, Rinehart and Winston, 2004).

Supplies Required: Protractor, Ruler, Compass, and Scientific Calculator

Algebra 2 // UC Approved (Mathematics, Category "C") // 1 year

Algebra 2 is the capstone course of the three units of credit required both for completion of the UC and CSU's A-G requirements for math and for graduation from VCHS. This course is a continuation and extension of the two courses that precede it. While developing the algebraic techniques that will be required of students who continue their study of mathematics, this course also continues to develop alternative solution strategies and algorithms. Within this course, the number system is extended to include imaginary and complex numbers. The families of functions studied include polynomial, absolute value, radical, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Problems resulting in systems of equations will

be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Associated correlation coefficients will be determined using technology tools and interpreted as a measure of strength of the relationship. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. In the probability and statistics unit, various methods will be used to determine probabilities of events, and measures of central tendency and variation will be calculated for sample data.

Prerequisite: Completion of Algebra 1 & Geometry with a grade of C- or higher.

Text: Holt, *Algebra 2* (Holt, Rinehart and Winston, 2007).

iPad App: Graphing Calculator HD

Supplies Required: Handheld Scientific Calculator, Graph Paper, and Ruler

Pre-Calculus // UC Approved // 1 year

Pre-Calculus is an extension of Algebra 2 with an emphasis in trigonometry, limits, and introductory calculus topics. All major areas covered in Algebra 2 are reinforced at a greater depth, with additional applications aided by the use of calculators and computers. The course encompasses all those topics necessary to be successful in a college calculus course. Students will study real numbers; polynomial, rational, exponential, logarithmic, and trigonometric functions and graphs; and analytic trigonometry in order to prepare for AP Calculus. To obtain mastery, students will also learn to analyze real-world problems by using mathematical models.

Major Components include:

- Problem Solving
- The Complex Number System
- Equations and Inequalities
- Functions
- Sequences and Series
- Matrices, Determinants, and Vectors
- Introductory Calculus
- Polar and Parametric Functions

Prerequisite: Completion of Algebra 2 with a grade of C- or higher.

Text: Larson & Hostetler, *Pre-Calculus*, 7th Edition (Houghton Mifflin Company, 2007).

iPad App: Graphing Calculator HD (This is in addition to the graphing calculator listed below.)

Supplies Required: Graphing calculator – TI-89 Titanium

AP Calculus AB and AP Calculus BC (Advanced Placement) // UC Approved (Mathematics, Category “C”) // UC Approved // 1 year

AP courses in calculus consist of a full high school academic year of work and are comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both, from institutions of higher learning. Most of the year is devoted to the topics in differential and integral calculus. Success in AP Calculus is closely tied to the preparation students have had in courses leading up to their AP courses. Students should have demonstrated mastery of material from courses that are the equivalent of four full years of high school mathematics before attempting calculus. These courses should include the study of algebra, geometry, coordinate geometry, and trigonometry, with the fourth year of study including advanced topics in algebra, trigonometry, analytic geometry, and elementary functions. The AP Calculus Development Committee recommends that calculus should be taught as a college-level course. With a solid foundation in courses taken before AP, students will be prepared to handle the rigor of a course at this level.

Goals:

- Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations.
- Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation and should be able to use derivatives to solve a variety of problems.
- Students should understand the meaning of the definite integral, both as a limit of Riemann sums and as the net accumulation of change, and should be able to use integrals to solve a variety of problems.
- Students should understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
- Students should be able to communicate mathematics and explain solutions to problems both verbally and in written sentences.
- Students should be able to model a written description of a physical situation with a function, a differential equation, or an integral.
- Students should be able to use technology to help solve problems, experiment, interpret results, and support conclusions.
- Students should be able to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.
- Students should develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

Prerequisites: Junior or senior standing. Completion of Pre-Calculus with a grade of C- or higher. (Students must take AP Calculus AB prior to enrolling in AP Calculus BC.)

Text: Jon Rogawski, *Single Variable Calculus: Early Transcendentals* (New York: W.H. Freeman, 2008).

Supplies Required: Graphing Calculator – TI-89 Titanium

Fee: Charge for AP exam (roughly \$90). The AP exam is recommended for students taking the class.

AP Statistics (Advanced Placement) // UC Approved (Mathematics, Category “C”) // 1 year UC Approved // 1 year

Every semester about 236,000 college and university students enroll in an introductory statistics course offered by a mathematics or statistics department, and many more enroll in such a course offered by other departments. The purpose of the AP course in Statistics is to prepare students to successfully complete the AP Statistics exam, which satisfies this lower-division statistics requirement for college majors. Science, engineering, and mathematics majors usually go on to take an upper-division, calculus-based course in statistics. Students will learn statistics according to four broad conceptual themes.

1. Exploring Data: describing patterns and departures from patterns.
2. Sampling and Experimentation: planning and conducting a study.
3. Anticipating Patterns: exploring random phenomena using probability and simulation.
4. Statistical Inference: estimating population parameters and testing hypotheses.

Prerequisite: Completion of Algebra 2 with a grade of B or higher or Completion of Statistics by Applications with a C- or higher.

Text: Daren S. Starnes, Dan Yates, and David S. Moore, *The Practice of Statistics*, 4th ed. (New York: W. H. Freeman, 2011).

Supplies Required: Graphing Calculator – TI 84 (TI 83 and 89 are acceptable alternatives)

Fee: Charge for AP exam (roughly \$90). The AP Test is recommended for students taking the class.

DEPARTMENT OF SCIENCE

We are a STEM-focused high school (STEM: Science, Technology, Engineering, and Math). We have excellent math and science departments, with three Advanced Placement (AP) math courses and four AP science classes. We have increased an emphasis in Industrial Biotechnology as well, because we desire to prepare our students for the biotech programs offered at both UC Davis and Solano Community College and to help our students be marketable to our local biotech firms like Genentech and Novartis.

Biology // UC Approved (Laboratory Science, Category “D”) // 1 year

High School Biology is a course that covers a general spectrum of biology. Topics of study include principles of biology, cell biology, genetics, creation versus evolution, invertebrates, vertebrates, botany, ecology, marine biology, and human physiology. Exploratory and dissection labs are conducted on a regular basis in relationship to the chapter topics. STEM is used to engage students in labs that bring science into real-world concerns. Students will practice the steps of the Scientific Method, focusing on qualitative and quantitative data.

Text: George B. Johnson and Peter H. Raven, *Biology* (Holt: 2006.)

Supplies Required: Students must purchase a special pair of safety goggles that they will use throughout their HS career; these goggles will be given to them prior to graduation so they can take them on to college. The cost of these goggles is approximately \$19 and will be billed to students’ accounts.

General Physics // UC Approved (Laboratory Science, Category “D”) // 1 year

Physics is a very practical branch of science that focuses on movement, force, and energy. Students will first learn about mechanics and Newton’s Laws to understand how even the most commonplace actions are governed by ordered laws of motion. Other topics of study include gravity, sound, light, and electricity and how these things can exert forces or transmit energy. Throughout the year, in-class learning will be supplemented with at-home projects. Home projects will likely include things such as egg-drop parachutes and balsa-wood bridges.

Prerequisite: Concurrent enrollment in or successful completion of Geometry.

Text: Raymond A. Serway and Jerry S. Faughn, *Physics* (Holt McDougal, 2011).

Supplies Required: Home projects will require purchasing of supplies.

Chemistry // UC Approved (Laboratory Science, Category “D”) // 1 year

Chemistry, at its simplest, is the study of matter. What is everything made of? What is a chemical reaction, and what causes reactions to happen? “What is a fire, and why does it, what’s the word, burn?” How is any of this useful? Understanding the forces at work in the miniature has profound implications for research and progress in the full-sized world. In Chemistry, students will learn about the atoms and molecules that make up everything and then use this foundation to understand the reasons why chemicals can react with each other. Furthermore, students will have in-class laboratory projects throughout the year to observe in action the principles they have studied.

Prerequisite: Highly recommend Algebra 2 completed or concurrent.

Text: Rinehart and Winston Holt, *Modern Chemistry* (Holt, 2009).

AP Biology (Advanced Placement) // UC Approved (Laboratory Science, Category “D”) // 1 year

AP Biology is a class designed for students who have completed Biology and Chemistry with grades of B or better and who are contemplating a major in a science-related field or planning to attend a four-year college. Students may earn college credit for this course by passing the AP Biology exam given in May. Class is conducted at the college level, and students are expected to work accordingly and independently. Class topics include genetics, cellular biology, biotechnology, animal form and function, human anatomy and function, ecology, and vertebrates and invertebrates. A minimum of twelve AP-approved labs are conducted throughout the year.

Prerequisites: Junior or senior standing. Must have completed both Biology and Chemistry with a B or above.

Text: Neil A. Campbell et al., *Biology*, 8th ed. (Pearson, 2008).

Supplies Required: AP lab book and Barron’s AP Biology test preparation, purchased by September.

Fee: Charge for AP exam (roughly \$90). The AP exam is recommended for all students taking the class.

AP Chemistry (Advanced Placement) // UC Approved (Laboratory Science, Category “D”) // 1 year

AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. Students in this course will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Students may earn college credit for this class by passing the AP exam in May. (Only the college can award credit.)

Prerequisites: Junior or senior standing. Must have completed both Biology and Chemistry with a B or above.

Text: Steven S. Zumdahl and Susan A. Zumdahl, *Chemistry*, 8th ed. (Cengage Learning, 2008).

Supplies Required: AP lab book & AP Barron's Chemistry test preparation, purchased by September.

Fee: Charge for AP exam (roughly \$90). The AP exam is recommended for all students taking the class.

AP Physics 1 (Advanced Placement) // UC Approved (Laboratory Science, Category “D”) // 1 year

AP Physics 1 is an introductory, college-level Physics course providing students with a comprehensive foundation to support future advanced course work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science practices. Through the framework, students are guided to make connections across domains through a broader way of thinking about the physical world.

AP Physics 1 covers the following topics:

- Kinematics
- Dynamics: Newton's Laws
- Circular motion and universal law of gravitation
- Simple harmonic motion
- Impulse, linear momentum, and conservation of linear momentum: collisions
- Work, energy, and conservation of energy
- Rotational motion: torque, rotational kinematics and energy, rotational dynamics, and conservation of angular momentum
- Electrostatics: electric charge with electric force
- DC circuits: resistors only
- Mechanical waves and sound

Prerequisites: Junior or senior standing. Must have completed Geometry with a B or above and be currently enrolled in Algebra 2 or higher math. (Physics is not a prerequisite but may be helpful.)

Text: College Physics: Explore and Apply (2nd Edition - AP Edition), Pearson 2018

Supplies Required: AP lab book & Barron's AP Physics test preparation, purchased by September.

Fee: Charge for AP exam (roughly \$90). The AP exam is recommended for all students taking the class.

AP Physics 2 (Advanced Placement) // UC Approved (Laboratory Science, Category “D”) // 1 year

AP Physics 2 is an introductory, college-level physics course that gives students a solid understanding of complex physics topics to provide a foundation for further physics coursework. Students will use inquiry-based learning to design and execute experiments and develop critical thinking skills.

AP Physics 2 explores topics such as:

- Fluid statics and dynamics
- Thermodynamics with kinetic theory
- PV diagrams and probability
- Electrostatics
- Electrical circuits with capacitors
- Magnetic fields
- Electromagnetism
- Physical and geometric optics
- Quantum, atomic, and nuclear physics

Prerequisites: Junior or senior standing. Must have completed Physics or AP Physics 1 with at

least a B and have completed Algebra 2 or higher math. Enrollment in Pre-Calculus or higher is recommended.

Fee: Charge for AP exam (roughly \$90). The AP exam is recommended for all students taking the class.

AP Physics C // F(Advanced Placement) // Future Course // 1 year (Future Course)

The Physics C: Mechanics course is a year long class equivalent to a one-semester, calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

Laboratory Requirement: AP Physics C: Mechanics includes a hands-on laboratory component comparable to a semester-long introductory college level physics laboratory. Students will spend a minimum of 20 percent of instructional time engaged in hands-on laboratory work. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Each student must complete a detailed and legible lab notebook.

Prerequisite: Students should have taken or be concurrently taking calculus.

AP Physics C: Mechanics Course Content

The AP Physics C: Mechanics course applies both differential and integral calculus and provides instruction in each of the following six content areas: Kinematics, Newton's laws of motion, Work, energy and power, Systems of particles and linear momentum, Circular motion and rotation, Oscillations and gravitation.

Fee: Charge for AP exam (roughly \$90). The AP exam is recommended for all students taking the class.

Anatomy and Physiology // UC Approved (Laboratory Science, Category "D") // 1 year

Human Anatomy and Physiology is an elective course within the Science department that covers the fundamentals of how the human body is designed and functions. Students gain information from discussions, lectures, and activities that enforce the importance of maintaining their own health and a balance of physical exercise. Demonstrations, current events, research, and laboratory activities are employed to enhance students' understanding of the human body. Emphasis is placed on the detailed study of the human body's structure, function, and eleven systems. Students will learn how each system works independently and how each system plays a role collectively in homeostasis of the human body.

Prerequisites: Junior or senior standing Completion of Biology and Chemistry with a B or above.

Text: David Shier, Jackie Butler, and Ricki Lewis, *Hole's Essentials of Human Anatomy & Physiology* (McGraw-Hill, 2000).

Fee: A laboratory manual for the textbook is also required, and there is a co-pay of \$45 for it, as the manual itself is over \$90 and needs to be written in by the student, so it becomes his/hers.

Bio-Medical Sciences // UC Approved (College-Preparatory Elective, Category "G") // 1 Year

The health care industry is the largest and fastest growing profession in the United States. This course builds on the basic human biology focusing on the preparation of students for college degrees and/or health care careers to promote health wellness through the diagnosis and treatment of disease. The course intent is to enable students to learn healthcare knowledge in a variety of specialties through research, writing, mathematics, history and lab science.

Programs of Study:

Course content and assessments will be based on the California State Standards (Health and CTE)

- Medical Terminology
- Biotechnology
- Medical History
- Research and Development

- Health Informics
- Medical Mathematics (Biostatistics)
- Public Health (Epidemiology)
- Safety and Ergometry
- Leadership
- Health Care Career
- CPR / First Aid / AED Certification
- Genetics
- Medical Microbiology
- Immunology
- Molecular and Cellular Biology

Prerequisites: Junior or Senior standing. Successful completion of high school biology. Strongly recommend completion of high school Chemistry, Anatomy and Physiology.

Microbiology // Future Course // 1 year

The study of the morphology, physiology, genetics, taxonomy, and ecology of microorganisms. The course also includes principles of immunology, the control of microbes, and their relationship to disease. Proposed laboratory exercises cover microscopy, staining, aseptic techniques, identification, and microbial growth, among others. (This course is designed to mirror the SCC course "Principles of Microbiology").

Prerequisites: Junior or senior standing. Must have completed both Biology and Chemistry with a B or above.

Cell and Molecular Biolog // 1 year (Future Course)

This course introduces students to the basic concepts of cell and molecular biology and to the laboratory techniques used to study cells and biological molecules. Subjects include the structure and function of biological molecules, prokaryotic and eukaryotic cell structure and function, cell physiology and metabolism, Mendelian and molecular genetics, and the techniques used in biotechnology to manipulate DNA. (This course is designed to mirror the SCC course Principles of Cell and Molecular Biology.)

Prerequisites: Junior or senior standing. Must have completed both Biology and Chemistry with a B or above.

DEPARTMENT OF PHYSICAL EDUCATION

PE 9 // 1 year

Physical activity is an enjoyable and essential part of our lives. Physical Education provides a young adult with the knowledge, skills, and direction to begin the journey to a healthy and productive life. PE enhances the student's personal fitness and sports skills through exposure to a wide variety of sports and fitness activities. Character traits are emphasized through participation in sports requiring teamwork, sportsmanship, honesty, determination, and good Christian conduct. Emphasis is placed on an individualized analysis of health and fitness, including physical fitness training (shuttle run, mile run, push-ups, sit-ups, and flexibility testing), weekly endurance training, a dynamic flexibility program, ultimate frisbee, flag football, dodgeball, gator ball, basketball, weight lifting, soccer, softball, volleyball, and kickball. Students will also have a weekly health class on Tuesdays.

Students dress out for PE in the locker rooms and wear PE uniforms, athletic shoes, and socks. Students will need to bring a combination lock for their PE locker, deodorant, a comb/brush, and a towel (if they desire to use the showers). PE uniforms must be taken home at least once a week and returned clean.

Students are encouraged to do their best and to constantly improve in all physical activities. Dressing out for class completely and in a timely manner, as well as participation in warm-up exercises are graded components of this class.

VCS PE uniforms are required. Students must have, at a minimum, the VCS PE shirt and shorts, socks, and athletic shoes. Students may choose to also purchase the VCS PE sweats to wear for PE class.

Integrated Sports Performance & Weight Training // Not UC Approved // 1 year

The world of sports performance and injury prevention is changing drastically. Athletes are bigger, stronger, faster, and leaner than ever

before. Strength is one of the most important components for athletic performance. Traditional strength and conditioning programs primarily focus on absolute or maximum strength gains in isolated muscles. Functional athletic activities, however, are multi-planar and require acceleration, deceleration, and dynamic stabilization.

Integrated Sports performance weight training will utilize multiple modalities (free weights, dumbbells, cables, machines, TRX, tubing, medicine balls, etc.) incorporating flexibility, core, balance, plyometric, speed, agility, quickness, integrated resistance training, and sports-specific conditioning to efficiently and effectively prepare athletes for optimal performance and injury prevention. This class will introduce the fundamental skills of OPT (optimum performance training) for personal fitness.

Class objectives:

- The student will improve their muscle strength and endurance through weight training exercises.
- The student will gain knowledge of equipment and safety procedures with free weights and machine weights.
- The student will recognize the benefits of regular physical activity.
- The student will gain knowledge of developing a weight-training program and training principles.

This class is an elective course. Students will be dressing out each day, and VCS PE uniforms are required. Students must have, as a minimum, the VCS PE shirt and shorts, socks, and athletic shoes. Students may choose to also purchase the VCS PE sweats to wear for PE class.

Prerequisites: Completion of PE 9, be an active member of a VCS Athletic team in good standing, and sophomore class standing or above.

DEPARTMENT OF FINE ARTS: VISUAL AND PERFORMING ARTS (VPA)

Art 1 // UC Approved // 1 year

Art 1 is a foundational course designed to develop students' skills in drawing, painting, and sculpture. Students will explore various mediums for their projects, study diverse artists and their styles,

and engage in critiques of their work, learning to make aesthetic judgments. Originality is greatly encouraged. The Elements of Art and the Principles of Design comprise the focus of the learning throughout the year. Students do weekly work in a drawing journal that must be purchased prior to or during the first week of class. The year covers drawing, shape and shading, clay, critiquing, perspective, color and masks, and a mirror-etch project. Strict care of classroom tools and supplies is enforced. Optional student and county art shows are potential additional opportunities. Standards are based on state course expectations. Art 1 is a prerequisite for Art 2, Drawing and Painting, and AP Studio Art.

Prerequisites: None

Texts: Joseph A. Gatto, Albert W. Porter, and Jack Selleck, *Exploring Visual Design: The Elements and Principles* (Davis, 1999). *Scholastic Art Magazine*.

Supplies Required: Drawing Journal for assigned writing and drawing studies. It should have blank pages. (Walmart or Michael's price range: \$7–20, spiral or bound. Size: about 9x12. Please do not purchase a journal smaller than 8x10.)

Art 2 // UC Approved // 1 year

Art 2 is a course designed to follow Art 1 and further develop students' skills in designing, drawing, and painting. Students will develop their thinking and reasoning strategies for making aesthetic choices. Students will creatively and knowledgeably apply the Elements and Principles of Design to their artwork. As in Art 1, students will explore different mediums for their projects and study various artists and their styles. Together we engage in critiques of artwork, learning to make comparisons and aesthetic judgments. Students are required to keep a journal during the year, primarily used for recording ideas, working out rough drafts for projects, and writing notes and reflections. Students have the opportunity to enter city and/or county art shows. Mediums include graphite, charcoal and conte, scratchboard, colored pencil, acrylic paint, collage, pastel, watercolor. Projects include the Contour Figure, Trading Cards, Celebrity Portrait, Persuasion Poster, the Psychedelic painting, and Music to my Soul.

Prerequisite: Art 1

Texts: Mary Stewart, *Launching the Imagination* (McGraw-Hill, 2011). *Scholastic Art Magazine*.

Supplies Required: Drawing Journal for assigned writing and drawing studies. It should have blank pages. (Walmart or Michael's price range: \$7–20, spiral or bound. Size: about 9x12. Please do not purchase a journal smaller than 8x10.)

Drawing and Painting // UC Approved (Visual & Performing Arts, category "F") // 1 year

This is an exciting course devoted to the glory of painting. Students study techniques applied to watercolor, tempera, and acrylic. Oils are optional and preferred but are expensive and must be student supplied. Assignments will include composition, brush techniques, mixing color, and exercises using paint to render form and space. Student work will culminate in canvases devoted to creating original works. For the basis of these works we will study the main principles from movements of the 19th and 20th century, including subjects as still life, landscape, portrait, animals, and the figure. Students will participate in discussion through slide lectures and critiques. An art journal and two gallery visits are required.

Prerequisite: Art 1

Supplies Required: Drawing Journal for assigned writing and drawing studies. It should have blank pages. (Walmart or Michael's price range: \$7–20, spiral or bound. Size: about 9x12. Please do not purchase a journal smaller than 8x10.)

AP Studio Art // UC Approved (Visual & Performing Arts, category "F") // 1 year

AP Studio Art encompasses both AP Studio Art 2D and AP Studio Art Drawing. Students in this class can choose to focus on either of these course requirements. AP Studio Art is a college-level course designed to express the student's "voice" in his/her artwork. This is the year the student's work really evolves into mastery. Students will be engaged in ideation, advanced composition and technique, and critiques. Students will produce artwork for a portfolio consisting of 24 artistic works. Students will produce 12 "Breadth" pieces that explore proficiency in medium and subject matter. Students will also produce 12 "Concentration" pieces that develop and explore a central idea. These will be photographed digitally and uploaded to the College

Board site the first week of May. In addition, 5 pieces (selected from the 24 or additional works) are sent that same week to the AP Central in a portfolio. Students will continue to keep a drawing journal. Preparation and some work for this course begins the summer prior to the class. Students can receive college credit by scoring a 3 or better.

Prerequisites: Art 1 and either Art 2 or Painting

Texts: Mary Stewart, *Launching the Imagination* (McGraw-Hill, 2011). Paul Zelanski and Mary Pat Fisher, *The Art of Seeing* (Pearson, 2010). *Scholastic Art Magazine*.

Supplies Required: Drawing Journal for assigned writing and drawing studies. It should have blank pages. (Walmart or Michael's price range: \$7–20, spiral or bound. Size: about 9x12. Please do not purchase a journal smaller than 8x10.)

Fees: There is a fee of \$89+/- to purchase and send the portfolio. This is a required part of this course. In addition, expect to purchase additional canvases, illustration boards, and/or any special brushes, pencils, or ink the student may want to use. A fair budget would be \$50–100.

Choir // UC Approved (Visual & Performing Arts, category "F") // 1 year

High School Choir is open to all high school students. Choir focuses on proper singing technique, breath control, ear training, site reading, music theory, and singing harmony. We showcase what we learn in class through various performances throughout the year. Choir performs at school concerts, music festivals, and other school-related functions. Students must maintain a level of proficiency and involvement in order to be a contributing member. Graded Choir events (required for all members) include the Winter Concert, Spring Concert, Musicale, and Graduation.

Supplies: Choir students have clothing requirements that must be purchased for performances.

Fees: The Choir travels and competes. There are costs associated with travel, hotels, and food that the students pay.





Drama // UC Approved (Visual & Performing Arts, category “F”) // 1 year

This class provides an opportunity for students, from beginners to the more experienced, to learn the fundamentals of drama and participate in a wide variety of acting scenarios within the classroom. Each school year, the students prepare and perform a production for HS Chapel as a part of their production grade. It is our hope to expand this to a production to be shared with the community, school, local churches, families, and/or friends.

Prerequisites: None

Supplies: Costumes, etc. for productions as needed.

Beginning/Intermediate Instrumental Music Studies // 1 year

(Conservatory level - Beginning to Level V)

A project based study in beginning and intermediate music for students with limited or no experience on a musical instrument. Instruments covered at this level: flute; clarinet; oboe; saxophone; French horn; trombone; low brass; and percussion.

Students learn basic theory and technique and perform in live concerts. Students may use this course to help prepare for membership in the VCS Radio Symphony and Jazz Ensemble.

Instrumental Music Studies // UC Approved (Visual & Performing Arts, category “F”) // 1 year

Conservatory Level VI to X)

This is a comprehensive project-based instrumental music course provided by the VCS Radio Conservatory. The program includes performance and study with the VCS Radio Symphony, VCS Radio Jazz Ensemble and VCS Radio Broadcasting Network. Projects include both individual and group study in instrumental technique, theory and film scoring. Live concert and studio production is often performed in a multimedia setting. Students in this course have gained international recognition for live orchestral film music performances and historic score restorations.

HS Instrumental Music Studies is part of a 4-year course of study for an honors graduate certificate in instrumental music studies at Vacaville Christian High School.

Approval of the VCS Radio Conservatory is required. Contact vcsradioconservatory.org

Instrumental Music Studies (Honors) // UC Approved (Visual & Performing Arts, category “F”) // 1 year

Conservatory Level VIII to X

This is an advanced comprehensive project-based instrumental music course provided by the VCS Radio Conservatory -- includes performance and study with the VCS Radio Symphony; VCS Radio Jazz Ensemble and VCS Radio Broadcasting Network. Projects include both individual and group study in advanced instrumental technique, with an emphasis on composition, orchestration, and historic score restoration. Both live and studio production is often performed in a multimedia setting. Students have gained international recognition for live film music performances and historic musical score restorations.

HS Honors Instrumental Music Studies is part of a 4-year course of study for an honors graduate certificate in instrumental music studies at Vacaville Christian High School.

Approval of the VCS Radio Conservatory is required. Contact www.vcsradioconservatory.org

DEPARTMENT OF FINE ARTS: PRACTICAL ARTS

Most Practical Arts classes are not eligible for UC Approval because computer and computer-related courses are not one of the A-G categories/requirements.

Introduction to Computer Science // Not UC Approved Practical Art // 1 year

This course offers students the opportunity to gain an understanding of computer use and computer applications beyond everyday use and to a level

that will provide a foundation for understanding computer use and programming in a vocational setting. Students will gain a solid foundation in the use of Microsoft Office products and will learn the basics of computer science principles and programming. This course provides students the foundation of skills they will need for web design, blogging, performing simulations, problem solving, and graphics.

Topics will include:

- Computer Science Basics
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- JavaScript
- HTML

Prerequisites: None

Required Supplies: USB flash drive

Advertising and Graphic Design // Not UC Approved/Practical Arts // 1 year

Graphic Design prepares you for employment in the field of graphic communication. This program emphasizes creative application of design principles and problem solving in graphic design and communication, using both traditional and industry standard digital tools. You will learn the art of creating logos, brochure and publication design, page layout and typography for both print and interactive applications.

Illustration prepares you for work in a variety of illustration markets including narrative, sequential, editorial, advertising and concept art. You will learn to create visual interpretations of subjects, conceptualize, communicate, and refine technical skills using both traditional and digital media while preparing your portfolio.

Digital Animation prepares you for work in the expanding animation field. In this course you will explore animation concepts and gain hands-on experience using industry standard hardware and software and motion capture systems. Animation is widely used in broadcast media, gaming and simulation, motion graphics, web design, forensics, and medical technologies. As the animation industry grows, so does the need for qualified professionals.

Journalism – Producing Student Publications

Real journalism means gathering the information about events, people, and trends that are of interest to readers. Student journalists at VCHS will report, photograph, write, and publish news and features to keep our student body well informed. All VCHS journalists will be trained on the legal and ethical responsibilities of their important jobs and then will practice their skills in real time, creating several ways for VCS students to know about the many activities at school. Student editors (2nd and 3rd year journalists) help new members to keep getting better and better with each journalism skill. Members of the Journalism Team will cover games and dances, which occur after school hours, as well as classes, rallies, chapels, and special events that happen during school hours. Students will also meet with local business people about advertising in our print and web publications. Our VCHS journalists produce two print publications and one web publication.

1)Newspaper Production // UC Approved (College Preparatory Elective, Category “G”) 1 year

Newspaper Production students create the student newsmagazine, the VCHS Talon, and the Web Talon, online at www.vchstalon.com. They select and are assigned stories to report on and write, student editors edit the stories, and then the team designs the pages that will present our stories in an attractive, easy-to-read way. Stories and photo essays for the web will also be selected, reported on, written, and posted. 2019-2020 will be the twentieth year of the VCHS Talon, and we hope to present some memories from the past as well as many stories which showcase our school’s current activities and events. Creativity and hard work are needed in equal measure to continue the legacy of the award-winning VCHS Talon.

Newspaper Production Students will be introduced to publishing-industry standard software from Adobe’s Creative Suite (InDesign, Illustrator, and PhotoShop) for our Print Talon, and they’ll become familiar with WordPress as our Web Talon platform. Students will be trained on and then able to use the Journalism Team’s cameras for photoshoots and learn how to transfer images from phones and other sources for use in our student publications.



Students will work in the Computer Lab during class time, but time outside of class is also a part of creating outstanding student publications.

Resource texts: *Scholastic Journalism, The Radical Write, Inside Reporting, VCHS Talon Staff Manual*

Pre-requisites: None

2) Newspaper Production 2 // 1 year // Not UC Approved

This class is designed for veteran journalists who have successfully completed the first year of Newspaper Production and desire to continue as Student Editors for the VCHS Talon in print or web format. Students in this course plan the Talon's production schedule, deciding how many issues to produce and when each one will be distributed. Newspaper Production 2 Class members help the advisers formulate the year's budgets for both publications, help keep track of revenue and expenses, and set production themes and deadlines. These students help first-year Newspaper Production staff members improve their interviewing, fact-checking, writing, and photography skills. Additionally, Student Editors make key design decisions about fonts, design, and controversial issue approaches as they may arrive.

This is a class for the creative student who likes to produce something real to benefit others! Students in this class are expected to have a good work ethic, maintain good grades in all their classes, show integrity and be willing to go "above and beyond" for the continuing good legacy of our award-winning student publications. Student Editors should expect to spend considerable time outside of class creating and editing their publication.

Prerequisites: successful completion of Newspaper Production or similar class.

3) Yearbook Production // 1 year // Not UC Approved

Yearbook Production students create the hard-bound yearbook of VCHS. Student Editors plan and design a thematically-unified, appealing full-color hardbound yearbook which is purchased by most families at our school. The legacy of our award-winning yearbook continues because our creative and dedicated Yearbook Production students give their work on the yearbook their committed

attention. Assuring that the entire student body and staff are represented well in the yearbook is a primary consideration, so Yearbook Production students take care to include a variety of students on every spread. Hundreds of photographs appear in the yearbook, so a good photographic "eye" is an important skill to be developed in Yearbook Production class.

Yearbook Production students will be introduced to publishing-industry standard software from Adobe's Creative Suite (InDesign, Illustrator, and PhotoShop). Students will be trained on and then able to use the Journalism Team's cameras for photoshoots and learn how to transfer images from phones and other sources for use in our student publications.

Students will work in the Computer Lab during classtime, but time outside of class is also a part of creating outstanding student publications.

Resource texts: *Scholastic Journalism, The Radical Write, Inside Reporting, VCHS Flight Staff Manual*

Pre-requisites: None

4) Yearbook Production 2 // 1 year // Not UC Approved

This course is for students who desire to lead the Yearbook Production staff as Student Editors. These students have the primary responsibility for the excellence of the yearbook, and that includes working with the Advisor to formulate budget, keep track of revenue and expenses, sell and design ads, design spread templates, advise new Yearbook Production class members, and make many decisions about our yearbook's content and design. Font and color choices, accuracy of coverage and index, and helping to set production schedules and deadlines are aspects these students will be involved in.

Work outside of school hours is to be expected, as is the students' commitment to our yearbook's excellent legacy. Continued work with Adobe Creative Suite will bring these students to the skill level required in college and business arenas.

Prerequisite: successful completion of Yearbook Production or similar course.

Broadcast New // Not UC Approved // 1 year

This course covers three topics essential for students to develop the competence and confidence to work in a TV or visual electronic media newsroom: (1) Writing for broadcast and visual story-telling media with emphasis on grammar, form, and style in the construction of effective news stories.

(2) Anatomy of a newsroom: understanding who does what in the newsgathering process and how economics, ratings, and marketing affect the flow of information.

(3) Legal considerations in news gathering with special attention to libel/defamation laws and invasion of privacy.

With an emphasis in videography, students will learn the basics of creating video content for websites, filming of live events such as weddings and sporting events, as well as commercial and promotional production.

Prerequisites: None

Radio/Media Broadcasting // Not UC Approved/Practical Art // 1 year

Students run a real radio network, including talk, sports, music, and drama production, and produce news broadcasts. Students also get experience in commercial and PSA production, voice acting, basic technical operations, and promotion. Productions are broadcast on VCS Radio 100.9 FM and www.vcsradiocom.com, as well as on actual commercial radio stations.

Some weekend and evening time for special event coverage will be required on occasion. As an example, students in this class occasionally travel to away games and events to broadcast live for the school's radio station.

Prerequisites: None

Supplies/Fees: None

Digital Photography // Not UC Approved/Practical Art // 1 year

Students in this course learn fundamental photographic skills, including digital capture, manipulation, and output. Students also learn the basics of Photoshop. These digital skills for the making of photographs are taught within the context of aesthetics of photography.

Required Supplies: Students must have their own digital cameras with adjustable exposure and focus for the processing and enhancement of digital photographs. Students will also need a thumb drive.

Life Skills // Not UC Approved // 1 year

Life skills is a four-part class that will help students navigate life as young adults.

Quarter 1: Relationship skills – Students will explore and build interpersonal skills to effectively communicate with family, peers, and potential employers during this digitally influenced age. Verbal and non-verbal skills will be demonstrated through behavioral analysis of various interactions.

Quarter 2: Cooking and culture – Students will explore, discuss, and do their own personal best to prepare food using different styles of cooking. Students are encouraged to share how to prepare meals from their heritage. Parent, grandparent, or host-family participation is encouraged but not required. Tasty homework assignments are a strong possibility.

Quarter 3: Money management – Students will explore and discuss banking and personal information safety, how to navigate debt pitfalls, various strategies for investing, how taxes work and where the money goes, and entrepreneurship.

Quarter 4: Handy Skills – Students will be given hands-on opportunities to discover how things work and how you can fix or replace things in the world. Basic electrical safety, plumbing, painting, carpentry, city permit process, car maintenance, and clothing repair or restyling are planned topics.

Prerequisite: Must be in 10th, 11th or 12th grade





ELECTIVES

Coding and 3D Printing // 1 year

The goal of this course is to introduce students to the breadth of Computer Science. Topics covered include Algorithms & Programming, Networks & the Web, Computer Graphics and other Embedded Systems. Developmentally appropriate tools like Arduino (block-based programming) and TinkerCAD (3D design and printing) allow students to access and develop the core concepts and skills of Computer Science without being impeded by high levels of abstraction and grammar. Projects in this course emphasize the creativity inherent in Computer Science.

Digital Media Arts

This course is designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with industry standard software and equipment. Topics covered in Digital Media Arts class include graphic design, set design, audio production, foley, and video production.

WORLD LANGUAGES

Important note for all World Language classes: Students desiring to advance to the next level in the world language program must complete the second semester of their current world language course with a least a C- (70%) grade. For students desiring to take Spanish 3, French 3 or any of the Advanced Placement (AP®) courses, completion of the previous course with a minimum of a B- (80%) is required.

Students who take the HS Spanish 1 class in 8th grade receive HS credit, and their grades count toward their HS GPA.

The HS Graduation requirement for World Languages is two full years of the same language. The CSU/UC requirement is a minimum of two full years of the same language, but they recommend three full years.

American Sign Language 1 // Not UC Approved // 1 year

This course is designed to acquaint students with the methods and techniques of learning and using American Sign Language (ASL). It will also introduce students to Deaf culture and its history by comparing and contrasting ASL with spoken English. American Sign Language 1 A/B (ASL 1) introduces students to the language and culture of Deaf people in the United States. The course will focus on specific language and cultural behaviors, as well as introduce students to the grammar of ASL. Both expressive and receptive skills of students will be the focus of the course, with a major emphasis placed on receptive skills. Students will participate extensively in interactive classroom activities using the “Voices Off” Policy to ensure ASL immersion.

Spanish 1 // UC Approved (Language Other Than English, Category “E”) // 1 year

¿Quieres aprender Español? Do you want to learn Spanish? This course is an introduction to the Spanish language. Students will learn introductory Spanish grammar skills, verb conjugation, vocabulary, and proper pronunciation. Other aspects of the class include learning about the rich

and diverse cultures of Spanish-speaking countries through the study of cultural art, history, and region-specific customs. Students will study vocabulary, spelling, accent placement, and pronunciation of Spanish words in order to communicate verbally, with the goal of carrying on a Spanish conversation. Students will be writing complete sentences and a full paragraph by the end of the school year. This class requires extra study and homework time in order to master the material. A benchmark for this course is for students to be writing complete Spanish sentences by the end of the year, using the new verb conjugation and vocabulary learned.

Prerequisites: None. *Attending workshop is highly recommended.

Text: ¡ Así se Dice ! Level One. Digital textbook
iPad Apps: ¡ Así se Dice ! app; ConjuVerb, Spanish/English Dictionary (Ascendo), Jot! Whiteboard, Flashcard(let), and AudioNote Lite.

Required Supplies: Spanish/English Dictionary



Spanish 2 // UC Approved (Language Other Than English, Category “E”) // 1 year

¡¡Me encanta Español! I love Spanish! This course allows students to apply the grammar, vocabulary, and spelling learned in Spanish 1 through cultural assignments, writing assignments, and oral presentations. In addition, students will be required to do daily homework assignments in order to keep up with the fast-paced, advanced curriculum. Spanish 2 is a challenging year of learning extensive vocabulary and a broad range of grammar concepts, which include verb tenses for preterit, imperfect, conditional, future, progressive, and stem-changing verbs; pronouns and pronoun placement; and formal and informal commands. The reward is great as students grow in their confidence and begin to understand and practice the Spanish language both in writing and speech, while learning in depth about the unique cultures of Spanish-speaking countries.

Prerequisite: Completion of Spanish 1 with a 2nd semester grade of C- or better. *Attending workshop is highly recommended.

Text: ¡ *Así se Dice* ! Level Two Digital textbook iPad

Apps: ¡ Así se Dice ! app; ConjuVerb, Spanish/English Dictionary (Ascendo), Jot! Whiteboard, Flashcard(let), and AudioNote Lite.

Required Supplies: Spanish/English Dictionary

Spanish 3 Pre-AP Course // UC Approved (Language Other Than English, Category “E”) // 1 year

This course is taught 80% in Spanish, with the goal of building oral and comprehension fluency in students. This is an advanced course with rigorous studies in vocabulary, spelling, grammar, and written and oral communication. Students will practice their speaking skills and be expected to comprehend the target language and be able to respond in it. Students will also demonstrate correct use of advanced grammatical conventions with punctuation, accents, sentence structure, and vocabulary using CDs, music, videos, magazines, and articles. Students are expected to practice their speaking and listening outside the classroom through collaborative activities and peer response. Students are assessed through lesson quizzes, exams, conversational dialogues, Scripture memorization, presentations, and oral assessments. This class requires extra study time, and homework is due at the time it is assigned. Students will work on advanced cultural themes and toward a writing proficiency of 200 words by the end of the year.

Prerequisites: Completion of Spanish 1 with a C- or better and completion of both semesters of Spanish 2 with a B- or better. *Attending tutoring is highly recommended.

Text: ¡ *Así se Dice* ! Level Three Digital textbook

iPad Apps: ¡ Así se Dice ! app; ConjuVerb, Spanish/English Dictionary (Ascendo), Jot! Whiteboard, Flashcard(let), and AudioNote Lite.

Spanish IV AP Spanish Language and Culture e (Advanced Placement) // UC Approved (Language Other Than English, Category “E”) // 1 year

This course challenges students with rigorous content that is taught entirely in Spanish. Students are expected to comprehend and communicate in only Spanish. Students will review the advanced grammar and vocabulary from Spanish 3 while learning new and interesting themes. Students are immersed in the Spanish language through speaking activities, reading longer narrative texts, essay writing, and presenting. Students will go in

depth in learning the specific skills necessary to be successful on the AP exam in May. Students will interpret printed and audio texts, write a persuasive essay, compare and contrast in written and oral form, participate in simulated conversations, and prepare and present an oral presentation on a cultural topic. Students who wish to develop proficiency and integrate their language skills using authentic materials and sources will find this class innovative and useful. Students who enroll in this class should be proficient in the basics of the Spanish language and grammar and be comfortable expressing themselves in written and verbal forms in the target language.

Prerequisites: Completion of Spanish 1 with a 2nd semester grade of C– or better and completion of Spanish 2 and Spanish 3 (both semesters of each) with a B– or better.

*Spanish AP Language & Culture should be taken before Spanish AP Literature & Culture.

Texts: José M. Díaz, María Nadel, and Stephen J. Collins, *Abriendo Paso: Gramática* (Prentice Hall, 2007). José M. Díaz, María Nadel, and Stephen J. Collins, *Abriendo Paso: Lectura* (Prentice Hall, 2007).

Workbook: Dennis Lavoie, *5 Steps to a 5: AP Spanish Language & Culture*, (McGraw-Hill, 2019) – purchased by student.

iPad Apps: Conjuverb, Spanish/English Dictionary, Flashcard(let), Jot! Whiteboard, and La Biblia Reina Valera (Free Version)

Fee: Charge for AP exam (roughly \$90). The AP exam is recommended for all students taking the class.

Spanish V AP Spanish Literature & Culture (Advanced Placement) // UC Approved (Language Other Than English, Category “E”) // 1 year

This course challenges students with rigorous content that is taught entirely in Spanish. Students are expected to comprehend and communicate in only Spanish. Students will review the advanced grammar and vocabulary from Spanish 3 while learning new and interesting themes. Students are immersed in the Spanish language through speaking activities, reading longer narrative texts, essay writing, and presenting. Students will read and analyze short stories, poetry, novels and

political journals in Spanish. Those in the class will study and do work from the Spanish Advanced Placement study guide in order to prepare for the Spanish AP exam in May. Students will compile portfolios to showcase their work throughout the school year, and these are assessed periodically. AP Spanish Literature is for students who are highly motivated and excited about learning the Spanish language.

Prerequisite: Completion of Spanish 1 with a 2nd semester grade of C– or better and completion of Spanish 2, Spanish 3, and AP Spanish Language & Culture with a B– or better.

* AP Spanish Language & Culture should be taken before Spanish AP Literature & Culture.

Texts: José M. Díaz, María Nadel, and Stephen J. Collins, *Abriendo Paso: Gramática* (Prentice Hall, 2007). José M. Díaz, María Nadel, and Stephen J. Collins, *Abriendo Paso: Lectura* (Prentice Hall, 2007).

Workbook: Dennis Lavoie, *5 Steps to a 5: AP Spanish Language & Culture*, (McGraw-Hill, 2019)— purchased by student.

iPad Apps: Conjuverb, Spanish/English Dictionary, Flashcard(let), Jot! Whiteboard, and La Biblia Reina Valera (free version)

Fee: Charge for AP exam (roughly \$90). The AP exam is recommended for all students taking the class.

French I // UC Approved (Language Other Than English, Category “E”) // 1 year

JJ’aime le français! I love French! This course is an introduction to the French language. Students will develop basic French vocabulary, reading, writing, and speaking skills. They will also be introduced to French culture and customs, gaining a basic historical appreciation and literary knowledge of the culture. As French is spoken throughout the world, students will learn about several French-speaking people groups. Verbal conversation that emphasizes vocabulary that the students need for communication will be practiced regularly through interactive class participation. This class is taught in an immersion format that helps the students quickly learn and use their new language skills.

Prerequisite: None

Text: *Tes branche? I*, EMC Publishing (covered) Text and student workbook

iPad Apps: LaRousse English/French dictionary. \$5.99; Ian Tipton French Verb Conjugator. Free

Supplies: French/English Dictionary

** Students are encouraged to attend workshops for additional practice and review with the new concepts presented.

French II // UC Approved (Language Other Than English, Category “E”) // 1 year

Je parle le français!! I speak French!!

This course will allow students to expand and apply the grammar, vocabulary and spelling they learned in French 1. Students will learn through participation in cultural study, writing assignments, and oral presentations. The class is fast-paced and students will be assigned daily homework assignments. French II is a challenging course that includes a lot of specific vocabulary, grammatical structure, and the use of verb tenses in context. This course is taught as an immersion course with the majority of class communication presented in French. Students will grow in their confidence as they practice speaking, writing, and listening skills, while exploring the richness of French cultures around the world.

Prerequisite: Successful completion of French 1 with a grade of C- or better in each semester.

Text: *T'es branche? II* (EMC Publishing)

iPad applications: LaRousse French-English dictionary (\$4.99), French Verb Conjugator/Ian Tipton (free)

Supplies: French/English Dictionary

French III Pre-AP // UC Approved (Language Other Than English, Category “E”) // 1 year

This course is taught 80% in French, with the goal of building oral and comprehension fluency in students. This is an advanced course with rigorous studies in vocabulary, spelling, grammar, and written and oral communication. Students will practice their speaking skills and be expected to comprehend the target language and be able to respond in it. Students will also demonstrate correct use of advanced grammatical conventions with punctuation, accents, sentence structure, and vocabulary using CDs, music, videos, magazines, and articles. Students are expected to practice

their speaking and listening outside the classroom through collaborative activities and peer response. Students are assessed through lesson quizzes, exams, conversational dialogues, Scripture memorization, presentations, and oral assessments. This class requires extra study time, and homework is due at the time it is assigned. Students will work on advanced cultural themes and toward a writing proficiency of 200 words by the end of the year.

Prerequisites: Completion of French 1 with a C- or better and completion of both semesters of French 2 with a B or better. *Attending tutoring is highly recommended.

Text: *T'es branche? III* (EMC Publishing)

iPad applications: LaRousse French-English dictionary (\$4.99), French Verb Conjugator/Ian Tipton (free)

French IV // UC Approved (Language Other Than English, Category “E”) // 1 year (Future Course)

This course challenges students with rigorous content that is taught entirely in French. Students are expected to comprehend and communicate in only French. Students will review the advanced grammar and vocabulary from French 3 while learning new and interesting themes. Students are immersed in the French language through speaking activities, reading longer narrative texts, essay writing, and presenting. Students will go in depth in learning the specific skills necessary to be successful on the AP exam. Students will interpret printed and audio texts, write a persuasive essay, compare and contrast in written and oral form, participate in simulated conversations, and prepare and present an oral presentation on a cultural topic. Students who wish to develop proficiency and integrate their language skills using authentic materials and sources will find this class innovative and useful. Students who enroll in this class should be proficient in the basics of the French language and grammar, and they should be comfortable expressing themselves in written and verbal forms in French.

Prerequisites: Completion of French 1 with a 2nd semester grade of C- or better and completion of

French 2 and French 3 (both semesters of each) with a B- or better.

Texts: T'es branche? IV (EMC Publishing) and workbook; Barron's AP French Language and Culture Prep with MP3CDs.

iPad applications: LaRousse French-English dictionary (\$4.99), vatefaireconjuguer Conjugation app (free)

Senior Capstone Project

A capstone project is a multilevel project that serves as a final academic and intellectual experience for students. Capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in a final product, and presentation.

Capstone projects are generally designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, i.e., skills that will help prepare them for college, modern careers, and adult life. Capstone projects also encourage students to connect their ideas to community issues or problems, and to integrate outside-of-school learning experiences, including activities such as interviews, scientific observations, and investigation.

All seniors, regardless of the Bible department class in which they are enrolled, will complete and present their Capstone Project before finals week of Semester 2.