

# Dixon High School

## Course Catalog

2021-2022



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Dixon High School will develop and integrate the structures and practices necessary to ensure all students learn at high levels. Students will graduate from Dixon High School college and career ready, prepared for the global demands of the 21st century.

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Dixon Unified school District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, genetic information, color, ancestry, religion, sexual orientation, age, marital or parental status, national origin, ethnic group identification, physical or mental disability, sex or association with a person or group with one or more of these actual or perceived characteristics. Coverage applies to admission to, participation in, treatment and employment in all District programs and activities. Lack of English language skills will not be a barrier to admission and participation in a District program.

## Dixon High School Graduation and College Admissions Checklist Worksheet

Subjects	Grade 9		Grade 10		Grade 11		Grade 12		Dixon High School Graduation Requirements	College Admissions A-G Requirements Grades of C's or higher
	S1	S2	S1	S2	S1	S2	S1	S2		
Health and Tech 9 <sup>th</sup> grade requirement									Health (5 credits) Tech (5 credits)	Not a Requirement
English 9-12 grade									4 years = 40 credits 10 credits per yr.	4 years Required
Foreign Language <b>OR</b> Vocational Arts 10 Credits Req.									Foreign Language is <b>not required</b> to graduate from Dixon High School	Foreign Language 2 years <b>required</b> . 3 years recommended
Foreign Language <b>OR</b> Fine Arts 10 Credits Req.										Visual Performing Arts 1 Year required (Fine Arts)
Math									3 years = 30 credits 10 credits per yr.	IM I, IM II, IM III. 3 years required 4 years recommended
PE 9 - Required PE 10/12 2 sports can fulfill PE 10-12 During 10 & 11									PE 9 (10 Credits) PE 10/12 (10 credits) or 2 sports during 10-11 grade	Not a Requirement
Science									Life/Bio Science = 10 credits Physical Science = 10 credits	2 years Lab Science required 3 years recommended
Social Science									World Hist. = 10 U.S History = 10 Government = 5 Economics = 5	World History 1 year U.S. History 1 year 2 years required
Elective Choice									50 Credits	College Prep. Elective 1 year required

**Total Credits Required for Graduation: 220**

# **DIXON HIGH SCHOOL A-G (UC/CSU) COLLEGE ADMISSIONS APPROVAL LIST**

Grades of “C” or better required in all “A-G” courses

(Courses with \*\*\* are no longer available at DHS, but still meet A-G requirements)

## **a- History/Social Science**

### **(2 years required)**

Economics/Civics  
US History  
AP World History  
World History  
Academy Civics/Economics  
Academy US History  
AP US Government & Politics  
AP US History

## **b- English (4 years required)**

English 9  
English 10  
English 10 Honors  
English 11  
English 12  
Academy English  
AP Language and Composition  
AP Literature and Composition

## **c- Mathematics**

### **(3 years required, 4**

### **recommended)**

Integrated Math I  
Integrated Math II  
Integrated Math III  
Integrated Math III/Calculus  
AP Calculus  
Pre-Calculus  
Statistics  
AP Statistics  
AP Computer Science A

## **d- Laboratory Science**

### **(2 years required, 3**

### **recommended)**

Ag Biology  
AP Biology  
Biology\*\*\*  
Sustainable Agriculture Biology  
Chemistry\*\*\*  
Chemistry Honors\*\*\*  
Chemistry and The Environment  
Physics  
Honors Physics  
Physiology  
Agriculture and Soil Chemistry  
AP Environmental Science  
Animal Science  
Advanced Topics in Computer Science  
AP Computer Science Principles

## **e- Foreign Language**

### **(2 years required, 3**

### **recommended)**

French 1 \*\*\*  
French 2\*\*\*  
French 3-4\*\*\*  
Native Spanish 1  
Native Spanish 2  
Native Spanish 3  
Native Spanish 4  
Spanish 1  
Spanish 2  
Spanish 3  
Spanish 4  
AP Spanish Language

## **f- Visual & Performing Arts**

### **(1 year required)**

Drama  
Drawing 1-2  
Drawing 3-4  
Jazz Ensemble  
Symphonic Band  
Wind Ensemble  
Multimedia Art 1  
Multimedia Art 2  
Multimedia Studio  
Art Studio  
Ceramics 1  
Ceramics 2  
AP Ceramics  
AP Drawing  
Advanced Drawing  
Art Studio  
Art and Culture of Floral Design  
Choir

## **g- Electives (1 year required)**

Environmental Science  
Ag Environmental Science\*\*\*  
AP Psychology  
Computer Science\*\*\*  
AP Computer Science A  
AP Computer Science Principles  
Child Development\*\*\*  
Family Consumer Science Culinary 1  
Family Consumer Science Culinary 2

# DHS Graduation & College Admissions Requirements

DHS Grad Requirements	Years Required	DHS Credits Required	UC/CSU Regs
<b>ENGLISH</b>	<b>4 Years</b>	<b>40</b>	<b>4 Years</b>
<b>MATH</b> A full year of (IM I, IMII, IMIII (fall and spring)	<b>3 Years</b>	<b>30</b>	<b>3 Years</b>
<b>SCIENCE</b>  (To include 1 year Life Science and 1 year Physical Science)	<b>2 Years</b>	<b>20</b>	<b>2 Years (2 Lab Sciences)</b>
<b>SOCIAL SCIENCE</b>			<b>2 Years</b>
<b>World History (10<sup>th</sup> grade)</b>	<b>1 Year</b>	<b>10</b>	
<b>US History (11<sup>th</sup> grade)</b>	<b>1 Year</b>	<b>10</b>	
<b>American Gov't (12<sup>th</sup> grade)</b>	<b>1 Semester</b>	<b>5</b>	
<b>Economics (12<sup>th</sup> grade)</b>	<b>1 Semester</b>	<b>5</b>	
<b>HEALTH/TECHNOLOGY</b> <b>9<sup>th</sup> grade</b>	<b>1 Year</b>	<b>10</b>	
<b>PHYSICAL EDUACTION</b> <b>PE 9 Required</b> <b>PE10/12***</b>	<b>2 Years</b>	<b>20</b>	
<b>ELECTIVES</b>  1 year Foreign Language <b>or</b> 1 year Vocational Art 2 <sup>nd</sup> year Foreign Language <b>or</b> 1 year of Fine Arts	<b>2 Years</b>	<b>20</b>	<b>2 Years of FL &amp; 1 Year VPA</b>
<b>OTHER ELECTIVE REQUIREMENTS</b>		<b>50</b>	<b>College Prep Elective</b>
<b>TOTAL CREDITS REQUIRED FOR GRADUATION:</b>		<b>220</b>	
<i>*** A "D" grade awards high school credit towards graduation, but it doesn't meet the A-G college admissions requirements. A grade of "C" or better is required to meet UC -CSU (A-G) requirements.</i>			

**\*\*Two semesters of sports participation in 10th or 11th grades may be counted to fulfill the second year of Physical Education requirement (PE 10/12).**

**If you are enrolled in Marching Band for 2 years in grades 10-12, it fulfills one year of PE, but after you have completed PE 9.**

**VPA= Visual and Performing Arts**

**FL= Foreign Language**

## CAREER AND COLLEGE INFORMATION WEBSITES

General information about, and links to the systems of higher education in California (UC, CSU, community colleges and independent/private schools). Explore colleges and careers and take self-assessments.

<p>The University of California <a href="http://admission.universityofcalifornia.edu">http://admission.universityofcalifornia.edu</a></p> <p>The California State University System <a href="http://www.csumentor.edu">www.csumentor.edu</a></p> <p>California Private/Independent Colleges <a href="http://www.aiccu.edu">www.aiccu.edu</a></p> <p>California Community Colleges <a href="http://www.cccco.edu">www.cccco.edu</a></p> <p>Explore colleges, careers, self-assessments <a href="http://www.californiacolleges.edu">www.californiacolleges.edu</a></p> <p>Student transfer information for California Colleges <a href="http://www.assist.org">www.assist.org</a></p> <p>SAT Registration <a href="http://sat.collegeboard.org/home">http://sat.collegeboard.org/home</a></p> <p>SAT Prep <a href="http://www.collegeboard.com/student/testing/sat/rep_one/prep_one.html">http://www.collegeboard.com/student/testing/sat/rep_one/prep_one.html</a></p> <p>PSAT Prep <a href="http://www.collegeboard.com/student/testing/psat/psatextra.html">http://www.collegeboard.com/student/testing/psat/psatextra.html</a> (free if you have taken the PSAT)</p> <p>ACT Registration <a href="http://www.act.org">www.act.org</a></p> <p>ACT Prep <a href="http://www.actstudent.org/testprep/">http://www.actstudent.org/testprep/</a></p>	<p>Financial Aid Federal Student Aid Information <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a></p> <p>This Web site is your source of information for the Federal Student Aid PIN <a href="http://www.pin.ed.gov">www.pin.ed.gov</a></p> <p>File the FAFSA, FAFSA4caster: <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></p> <p>The CSS/Financial Aid profile is sometimes requested by private colleges and can be accessed at <a href="http://css.collegeboard.org/">http://css.collegeboard.org/</a></p> <p>Cal Grant Information <a href="http://www.csac.ca.gov/">http://www.csac.ca.gov/</a></p> <p><b>Research Careers</b> O*NET – <a href="http://online.onetcenter.org">http://online.onetcenter.org</a> (click on Find Occupations)</p> <p>Occupational Outlook Handbook – <a href="http://www.bls.gov/oco">http://www.bls.gov/oco</a> (type in general term for career of interest)</p> <p>Scholarship database <a href="http://www.fastweb.com">www.fastweb.com</a></p> <p>National College Athletics Association <a href="http://www.eligibilitycenter.org">www.eligibilitycenter.org</a> **Must register if planning to play sports in college</p>
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## ADVANCED PLACEMENT

<b>Advanced Placement (AP)</b>	
<b>Description</b>	AP courses enable high school students to participate in college-level course work while in high school. The AP courses are audited by College Board.
<b>Eligibility</b>	Students must demonstrate proficiency in reading, math, and science. Each high school develops its own criteria for student participation in these rigorous courses.
<b>Grades</b>	AP grades are given by the teacher.
<b>College Credit</b>	Students must take an AP Exam to receive college credit. The exam is given at the high school during May. Dates are set by College Board. The credit received is based on scores earned on the AP exam. Over 90% of U.S. colleges and universities, give credit for AP exams based on scores. Private and out-of-state colleges/universities reserve the right to use or not use AP course/grades. Some may use weighted grades while others do not. Some may/may not give priority to students who have taken AP courses. Some may/may not grant credit or advance the student to the next course level. The manner in which universities handle AP is widely varied and beyond the control of DHS or the student.
<b>COST</b>	There is a fee for the AP exam taken in May.
<b>AP COURSES AT DHS</b>	<ul style="list-style-type: none"> <li>• AP Biology</li> <li>• AP Calculus</li> <li>• AP English Lang/Lit</li> <li>• AP Psychology</li> <li>• AP Statistics</li> <li>• AP Spanish</li> <li>• AP Studio Art</li> <li>• AP US Government</li> <li>• AP U.S. History</li> <li>• AP World History</li> <li>• AP Ceramics</li> <li>• AP Computer Science</li> <li>• AP Computer Science Principals</li> <li>• AP Environmental Science</li> </ul>

# **ENGLISH**

## **English 9**

Prerequisite: None

DHS Graduation Requirement: English

UC/CSU approved course: Yes (b)

### **Course Description**

English 9 is a heterogeneous, literature-based program aligned with the common core state standards. The course emphasizes the development of the following skills: improvement of reading comprehension; response to, and analysis of, literature; development of formal writing skills, including essay structure; and development of speaking and listening strategies, and research strategies.

Texts: Homer's *Odyssey*, Shakespeare's *Romeo and Juliet*, Harper Lee's *To Kill a Mockingbird*, Paul Fleischman's *Whirligig*, and Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*.

### **Class Requirements**

Students are expected to complete daily assignments in class, as well as regularly complete homework assignments. Passing English 9 is a graduation requirement.

## **English 10**

Prerequisite: None

DHS Graduation Requirement: English

UC/CSU approved course: Yes (b)

### **Course Description**

English 10 is a literature-based program aligned with the common core state standards. The course emphasizes the development of the following skills: improvement of reading comprehension; response to, and analysis of, literature; development of formal writing skills, including essay structure; and development of speaking and listening strategies.

Texts: Bryan Stevenson's *Just Mercy*, Erich Maria Remarque's *All Quiet on the Western Front*, William Golding's *Lord of the Flies*, Elie Wiesel's *Night*, and William Shakespeare's *Othello*.

### **Class Requirements**

Students are expected to complete daily assignments in class, as well as regularly turn in homework. Passing English 10 is a graduation requirement.

## **English 10 Honors**

Prerequisite: Completion of English 9

DHS Graduation Requirement: English

UC/CSU approved course: Yes (b)

Focus: AP Preparation/Literature, Non-fiction, and Rhetoric

### **Course Description**

Honors English 10 is designed to prepare students for Advanced Placement English, Academy English, and/or post-secondary programs. Students can expect to be challenged in reading, writing, listening, and speaking in the following modes: informational/explanatory, argumentative/persuasive, and narrative/literary. Students are expected to engage fully in routine, student-led discussions, presentations, and assessments. Honors English 10 is open to any DHS sophomore who has passed English 9 (both semesters) and feels confident in his or her language skills to succeed in a rigorous course.

Major Texts: Prentice Hall textbook (excerpts) Pope Francis' Address to Congress (2015), Bryan Stevenson's *Just Mercy*, Erich Maria Remarque's *All Quiet on the Western Front*, Frederick Douglass' Autobiography, Elie Wiesel's *Night*, George Orwell's *1984*, George Orwell's *Animal Farm*, William Shakespeare's *Macbeth* and/or *Othello*, and supplemental excerpts, articles, podcasts, and videos.

## **English 11**

Prerequisite: None

DHS Graduation Requirement: English

UC/CSU approved course: Yes (b)

### **Course Description**

English 11 is a rigorous survey course of American literature from the 15th century to the present. Students read genre literature from Puritanism through Postmodernism and practice a variety of reading strategies and critical thinking exercises to build literacy.

Students develop writing skills through analytical and expository essays, and articulation skills through formal and informal presentations and discussion.

Instructional Materials Core text: *Timeless Voices, Timeless Themes* (American Literature anthology); Supplementary texts: F. Scott Fitzgerald's *The Great Gatsby*, Jon Krakauer's *Into the Wild*, Arthur Miller's *The Crucible*, and Cormac McCarthy's *The Road* or John Knowles' *A Separate Peace*.

### **Class Requirements**

Students are expected to complete daily assignments in class as well as regularly turn in homework and nightly readings.

## **English 12**

Prerequisite: None

DHS Graduation Requirement: English

UC/CSU approved course: Yes (b)

### **Course Description**

The focus of English 12 is to help students form personal opinions based on relevant information obtained through research. Students will be taught how to write and speak academically and for a variety of audiences. Students will write personal and reflective essays suitable for use for college or job applications. Students will recognize and manipulate logical fallacies and styles of argumentation. The course aims to help students become more analytical and critical readers, writers, debaters, and viewers.

Instructional Materials Texts: Yann Martel's *Life of Pi*, Luis Urrea's *Devil's Highway*, numerous non-fiction texts, and supplemental excerpts, artworks, articles, podcasts, and videos

### **Class Requirements**

Students are expected to complete daily assignments in class as well as regular homework, consisting of reading and writing.

## **AP English Language & Composition**

Year: 11-12

Prerequisite: None

DHS Graduation Requirement: English

UC/CSU approved course: Yes (b)

### **Course Description**

AP Comp and Language English is a rigorous honors course for juniors and seniors which offers college preparatory work in composition and literary analysis. Students read and analyze literary works in all genres and write extensively in a variety of expository modes. At the end of the course, students take the AP Exam in Language and Composition; if they pass, they can receive up to a year's worth of college credit.

## **AP English Literature & Composition**

Year: 11-12

Prerequisite: None

DHS Graduation Requirement: English

UC/CSU approved course: Yes (b)

### **Course Description**

AP Comp and Lit English is a rigorous Honors course for juniors and seniors which offers college preparatory work in composition and literary analysis. Students read and analyze literary works in all genres and write extensively in a variety of expository modes. At the end of the course, students take the AP Exam in Literature and Composition; if they pass, they can receive up to a year's worth of college credit.

## **English Language Development 1 & 2**

Year: 9-12

Prerequisite: Teacher testing and placement

DHS Graduation Requirement: Elective

UC/CSU approved course: No

### **Course Description**

These courses are for either beginning English Learners or long-term English Learners. The course will help the students to develop basic listening comprehension, speaking, reading and writing skills.

### **Class Requirements**

Students are expected to complete daily assignments in class as well as regularly turn in homework and nightly reading.

# ACADEMIES

*Note: All academies require a two-year commitment to the programs which are designed to cover 11th and 12th grade English and history curriculum in alternate years. Space in academies is limited and entry cannot be guaranteed.*

## Arts & Design Academy (English 11/12, US History, Civics/Economics)

Year: 11-12 (two-year program)

Prerequisite: Interest in the arts and problem-based learning

DHS Graduation Requirement: English, Civics/Economics, US History

UC/CSU approved course: Yes (a, b)

### Course Description

The Arts & Design Academy is a two-year integrated program that includes English, History, Science, and related electives. The course is comprised of approximately 60 juniors and seniors whose core subjects are taught in a hands-on, challenging, and creative way. Guest speakers and field trips related to arts and design enhance the curriculum. Year A focuses on: Arts & Design English (12th grade standards) and Arts & Design Civics/Economics (12th grade standards). Year B focuses on: American English (11th grade standards) and U.S. History (11th grade standards).

### Academy Requirements

Interest in arts and design and creative opportunities commitment to a two-year program with the same three core area teachers, whole-academy community service project, Forum attendance (once a month), progressive and positive attitude.

Instructional Materials

Texts: Prentice Hall American Voices, American Themes, Joh Krakauer's *Into the Wild*, F. Scott Fitzgerald's *The Great Gatsby*, Cormac McCarthy's *The Road*, Di Yammi Hoy *Frames of Mind*, Various Documentary Film Studies, Eric Weiner's *The Geography of Bliss*, Luis Alberto Urrea's *The Devil's Highway*, J.D. Salinger's *The Catcher in the Rye*, Tennessee Williams' *The Glass Menagerie*, Dalai Lama/Desmund Tutu *The Book of Joy*, Arthur Miller's *Death of a Salesman* and supplemental excerpts, artworks, articles, podcasts and videos. A&D students often participate in the UC Davis campus and community book project.

## Public Service Academy (English 11/12, US History, Civics/Economics)

Year: 11-12 (two year program)

Prerequisite: Passing grade in English and World History and application

DHS Graduation Requirement: English, Civics/Economics, US History

UC/CSU approved course: Yes (a, b)

### Course Description

Public Service Academy English, US History, and Civics/Economics are integrated courses meeting the A-G requirements and the California state standards. In the eleventh grade curriculum, students study major literary movements and read a survey of American literature from the Puritan influence through the present. English units are aligned both chronologically and thematically with US History in which students study the emergence of modern America through social, political, and economic change. In the twelfth grade curriculum, students compile a post-secondary writing portfolio and read a variety of multi-cultural literature with a focus on literary archetypes. Students also study a comprehensive overview of political and economic systems with an emphasis on the reading and writing of expository prose. The Public Service Academy curriculum is augmented by a public service career component including guest speakers, field trips, job-shadowing, and community service.

### Academy Requirements

Students are expected to complete daily assignments as well as regularly turn in homework and finish nightly reading. Students must complete ten hours of public service per semester through class projects and individual volunteer work. Students will participate in job-shadowing, fund-raisers, field trips, and other class projects.

### Instructional Materials

See specific grade level descriptions as PSA follows course expectations per grade level. Alternate books/assignments may occur.

# **HISTORY/SOCIAL SCIENCE**

## **World History**

Year: 10

Prerequisite: 10<sup>TH</sup> grade status

DHS Grad requirement: Social Science

UC/CSU approved course: Yes (a)

### **Course Description**

In this yearlong course, students will study major turning points that shaped the modern world, from the late eighteenth century through the present, including the causes and course of the two World Wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations for a variety of perspectives.

### **Class Requirements**

Students are expected to listen to lectures, complete daily assignments or projects and participate in class discussions.

## **AP World History**

Year: 10

Prerequisite: A or B grade in English 9 is highly recommended.

DHS Grad requirement: Social Science

UC/CSU approved course: Yes (a)

### **Course Description**

Advanced Placement World History is a challenging course designed to be the equivalent of a freshman college/sophomore survey course in World History. This course is to be taught based on National guidelines for the Advanced Placement World History. This course will address all areas of the state curriculum so that department essential standards are covered in a meaningful and competent manner. Students should possess strong reading and writing skills and be willing to devote substantial time to study and the completion of class assignments. Emphasis is placed on analytical reading, essay writing skills, use of primary resources, and discussion. Students successfully mastering the course material may earn college credit by passing the annually administered AP World History Exam; the individual college or university determines how many, or, if any credits will be granted for the AP exam score.

## **US History**

Year: 11

Prerequisite: 11<sup>TH</sup> grade status

DHS Graduation Requirement: Social Science

UC/CSU approved course: Yes (a)

### **Course Description**

United States History is a study of the major turning points in US history in the twentieth century. Connecting with students' understandings of the nation's foundations and concepts developed in World History, the course examines political, social, economic and cultural developments. A wide variety of primary and secondary sources are used.

### **Class Requirements**

Students are expected to participate in a variety of activities, including listening to lectures, note-taking, reading, working in pairs and small groups, writing both informal and formal pieces and giving presentations. A significant portion of this work will be done outside of class as homework. Students will complete argumentative writing in the fall and explanatory writing as well as a research paper in the spring.

## **AP US History**

Year: 11

Prerequisite: A or B grade in Honors 10<sup>th</sup> grade English is highly recommended. Also, an A grade in both World History semesters is recommended.

DHS Graduation Requirement: Social Science

UC/CSU approved course: Yes(a)

## **Course Description**

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

## **Civics**

*This course is also offered within the Arts and Design and Public Service Academies, on alternate years.*

Year: 12

Prerequisite: 12<sup>TH</sup> grade status

DHS Grad Requirement: Social Science

UC/CSU approved course: Yes (a)

## **Course Description**

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they will compare the different systems of government in the world today. The course will prepare students to vote, to reflection the responsibilities of citizenship and to participate in community activities.

## **Class Requirements**

Students are expected to listen to lectures, complete assignments and projects, engage in debates and write essays. The district also requires 10 hours of political and community service, facilitated through this course. The service is a class requirement.

## **Economics**

*This course is also offered within the Arts and Design and Public Service Academies on alternate years.*

Year: 12

Prerequisite: 12<sup>TH</sup> grade status

DHS Grad Requirement: Social Science

UC/CSU approved course: Yes (g)

## **Course Description**

In this one-semester course, students will gain an understanding of the economic problems and institutions of the nation and world in which they live. They will learn to make reasoned decisions on economic issues. This is primarily a course in social science-intended to enrich students' understanding of the operations and institutions of economic systems with some lessons involving household budgeting and business management.

## **Class Requirements**

Students are expected to listen to lectures, complete daily assignments or projects and participate in class discussions. In addition, the district also requires 10 hours of political and community service, facilitated through this course. The service is a class requirement.

## **AP US Government and Politics**

Year: 12

Prerequisite: It is strongly recommended that students have a B in US History and English 11 or a Teacher Recommendation.

DHS Graduation Requirement: Social Science

(including civics/econ requirement)

UC/CSU approved course: Yes (a, g)

## **Course Description**

This semester course is a honors weighted study of the forces that shape and influence US government. Political parties, pressure groups, propaganda and the role of the citizen will be considered in relation to the legislative process. Special attention will be given to how citizens can constructively affect contemporary society. Economics in spring semester is non-weighted.

## **Class Requirement**

Extensive reading and writing will be required. Students are expected to be in class every day. Students will be encouraged to take AP US Government and Politics exam in May.

## **AP Psychology**

Year: 11-12 (10 grade with approval)

Prerequisite: None

DHS Graduation Requirement: Elective

UC/CSU approved course: Yes (g)

## **Course Description**

This course encompasses 125 years of research about the interaction of human biology, behavior, and thought processes. Major themes of the course include nature vs. nurture, how our brains and environments change one another, and how we develop and relate to each other over the course of our lives. Major topics include the brain, consciousness, learning, memory, motivation, emotion, personality, intelligence, abnormal psychology, and more.

## **Class Requirements**

Each student is expected to read the entirety of the AP Psychology textbook, complete accompanying work for the reading that is modeled after studying in college, and participate fully in classwork to support preparation for the AP exam in May.

# **MATHEMATICS**

## **Integrated Math I**

Year: 9

Prerequisite: Placement by previous teacher

DHS Graduation Requirement: Math

UC/CSU approved course: Yes

## **Course Description**

Integrated Math I is the first in a three year integrated college preparatory math sequence. This course is designed principally for freshmen and meets the “C” math requirement for college admissions. Students in Integrated I will engage in learning in algebra, geometry, and data analysis, such as functions, linear functions, transformations, modeling two-variable data, sequences, systems of equations, congruence and coordinate, geometry, exponential functions, and inequalities.

## **Class Requirements**

Students are expected to complete daily assignments in class as well as homework assignments each night. Materials recommended for the class are: binder; pencil; color pencils; ruler; paper; graph paper; and a graphing calculator. Limited supplies of graphing calculators are available for checkout.

## **Integrated Math 1A**

Year: 9

Prerequisite: Students must have an IEP in conjunction with 8<sup>th</sup> grade math teacher recommendation.

DHS Graduation Requirement: Math

UC/CSU approved course: No

## **Course Description**

Integrated Math 1A is the first year out of a 2-year Integrated Math 1 course. This class is designed for 9<sup>th</sup> grade students with IEP’s at the intensive intervention level. Upon completion of this course with a grade of D or higher, students will receive non-college preparatory math credit. This course is designed for struggling math students with IEPs who have deficits in their understanding of math concepts and gaps in their foundational skills. Students will study a combination of basic algebra and consumer math as well as main concepts from Integrated 1 Math.

## **Class Requirements**

Students are expected to complete daily assignments in class as well as homework assignments each night. Materials recommended for the class are: binder; pencil; color pencils; ruler; paper; graph paper; and calculator. Limited supplies of graphing calculators are available for checkout.

## **Integrated Math 1B**

Year: 10

Prerequisite: Students must have an IEP in conjunction with a grade of D or higher in Integrated Math 1A.

DHS Graduation Requirement: Math

UC/CSU approved course: No

## **Course Description**

Integrated Math 1B is the second year out of a 2-year Integrated Math 1 course. This class is designed for 10<sup>th</sup> grade students with IEP’s at the intensive intervention level. This course is designed for struggling math students with IEPs who have deficits in their understanding of math concepts and gaps in their foundational skills.

## **Class Requirements**

Students are expected to complete daily assignments in class. Materials recommended for the class are: binder; pencil; color pencils; ruler; paper; graph paper; and a graphing calculator. Limited supplies of graphing calculators are available for checkout.

## **Integrated Math 1 Support**

Year: 9

Prerequisite: 8<sup>th</sup> grade teacher recommendation.

DHS Graduation Requirement: Elective

UC/CSU approved course: No

### **Course Description**

Integrated Math 1 Support is designed to help students succeed in Integrated Math 1. Therefore, a student must be enrolled in Integrated Math 1 concurrently. In this course, students will review and strengthen key math skills needed to succeed in IM1, pre-learn several concepts, and work to develop number sense and problem solving skills.

### **Class Requirements**

Because the grades students earn for this class are based primarily on participation and effort, students are expected to have good attendance and engage fully every day. Space is limited. This class is not intended for students who are unwilling to put the time and effort into learning.

## **Integrated Math 2**

Year: 9-12

Prerequisite: Students must have passed Integrated Math 1; Teacher Placement

DHS Graduation Requirement: Math

UC/CSU approved course: Yes

### **Course Description**

Integrated Math 2 is a college preparatory math class designed for 10<sup>th</sup> graders. Topics addressed include, but are not limited to, polygons, angle relationships in parallel lines cut by transversals, perimeters and areas, congruence and similarity, proofs, probability, expected value, trigonometric ratios in right triangles, factoring quadratics and special cases, graphs of quadratic functions, the Zero product Property, perfect squares, differences of squares, and completing the square, applying quadratic functions, complex solutions, special right triangles, finding extrema, inverse functions, quadrilaterals, conditional probability, circles, systems of equations including at least one quadratic function, piecewise functions, chords, arcs, sectors, tangents, prisms and cylinders,  $r:r^2:r^3$ , permutations and combinations.

### **Class Requirements**

Students are expected to complete daily assignments in class as well as homework assignments each night. Materials recommended for the class are: binder; pencil; color pencils; ruler; paper; graph paper; and a graphing calculator. Limited supplies of graphing calculators are available for checkout.

## **Integrated Math 2 Support**

Year: 9

Prerequisite: Integrated Math 1 teacher recommendation.

DHS Graduation Requirement: Elective

UC/CSU approved course: No

### **Course Description**

Integrated Math 2 Support is designed to help students succeed in Integrated Math 2. Therefore, a student must be enrolled in Integrated Math 2 concurrently. In this course, students will review and strengthen key math skills needed to succeed in IM2, pre-learn several concepts, and work to develop number sense and problem solving skills.

### **Class Requirements**

Because the grades students earn for this class are based primarily on participation and effort, students are expected to have good attendance and engage fully every day. Space is limited. This class is not intended for students who are unwilling to put the time and effort into learning.

## **Integrated Math 3**

Year: 10-12

Prerequisite: Students must have passed Integrated Math 2; Teacher Placement

DHS Graduation Requirement: Math

UC/CSU approved course: Yes

## **Course Description**

Integrated Math 3 is a college preparatory math class designed for 11<sup>th</sup> graders. Topics addressed include, but are not limited to, function investigations, transforming functions and no-functions, systems of equations (including quadratics), use systems of equations to solve problems, inequalities and their applications, normal distributions, bias, and percentiles, solids of revolutions, inverse functions and logarithms, exponential functions, probability simulations, sampling, statistical tests, variability and quality control, analyzing decisions and strategies, the Law of Sines, the Law of Cosines, the Ambiguous case, polynomial functions, graphs, and transformations, polynomial division, periodic models, the unit circle, and radians.

## **Class Requirements**

Students are expected to complete daily assignments in class as well as homework assignments each night. Materials recommended for the class are: binder; pencil; color pencils; ruler; paper; graph paper; and a graphing calculator. Limited supplies of graphing calculators are available for checkout.

## **Integrated Math 3 for Calculus**

Year: 10-12

Prerequisite: Students must have passed Integrated Math 2 with an A; Teacher Placement

DHS Graduation Requirement: Math

UC/CSU approved course: Yes

## **Course Description**

Integrated Math 3 for Calculus is a college preparatory math class designed for 11<sup>th</sup> graders. Topics addressed include, but are not limited to, function investigations, transforming functions and non-functions, systems of equations (including quadratics), use systems of equations to solve problems, inequalities and their applications, normal distributions, bias, and percentiles, solids of revolutions, inverse functions and logarithms, exponential functions, probability simulations, sampling, statistical tests, variability and quality control, analyzing decisions and strategies, the Law of Sines, the Law of Cosines, the Ambiguous case, polynomial functions, graphs, and transformations, polynomial division, periodic models, the unit circle, radians, series and sequences, binomial probability, Pascal's triangle and the Binomial Theorem,  $e$ , rational functions and expressions, three-dimensional models, and curve fitting.

## **Class Requirements**

Students are expected to complete daily assignments in class as well as homework assignments each night. Materials recommended for the class are: binder; pencil; color pencils; ruler; paper; graph paper; and a graphing calculator. Limited supplies of graphing calculators are available for checkout.

## **Pre-Calculus**

Year: 12

Prerequisite: Students must have passed Integrated Math 3; Teacher Placement

DHS Graduation Requirement: Math

UC/CSU approved course: Yes (c)

## **Course Description**

This year long course will cover all of the mathematical topics necessary to prepare a student to be successful in a rigorous college level calculus course. The course will include the study of the following Pre-Calculus topics: polynomial functions, limits of sequences and series, exponential and logarithmic functions, circular functions and their inverses, trigonometry and its applications, complex numbers, vectors and analytic geometry and an introduction to differential and integral calculus and their applications.

## **Statistics**

Year: 11-12

DHS Graduation Requirement: Math

Prerequisite: Students must have passed Integrated Math 3; Teacher Placement

UC/CSU approved course: Yes (c)

## **Course Description**

This course is designed for seniors. Since many college majors require a probability and statistics course, this class will introduce the standard topics in probability, statistics and data gathering and will give students a solid foundation in the concepts necessary to be successful in a college level course. Graphing calculators will be used daily. This course meets the requirements of a UC/CSU a-g math elective course.

## **Class Requirements**

Students are expected to complete daily assignments in class as well as homework assignments each night. Materials recommended for the class are: binder; pencil; color pencils; ruler; paper; graph paper; and a graphing calculator. Limited supplies of graphing calculators are available for checkout.

## **AP Statistics**

Year: 11-12

DHS Graduation Requirement: Math

Prerequisite: Students must have passed Integrated Math 3 or Math 3 for Calculus; Teacher Placement

UC/CSU approved course: Yes (c)

### **Course Description**

Since many college majors require a probability and statistics course, this class will introduce the standard topics in probability, statistics and data gathering and will give students a solid foundation in the concepts necessary to be successful in a college level course. This course will be rigorous, more in-depth, and faster paced than regular statistics to meet the level of difficulty for passing the AP Statistics College Board Exam. Graphing calculators will be used daily. This course meets the requirements of a UC/CSU a-g math elective course.

### **Class Requirements**

Students are expected to complete daily assignments in class as well as homework assignments each night. They will be expected to complete several AP Free Response questions throughout the year and all exams will align with the AP guidelines given by the college board. Materials recommended for the class are: binder; pencil; ruler; paper; graph paper; and a graphing calculator. Limited supplies of graphing calculators are available for checkout.

## **AP Calculus**

Year: 11-12

Prerequisite: Teacher Placement

DHS Graduation Requirement: Math

UC/CSU approved course: Yes (c)

### **Course Description**

Calculus is designed as a rigorous, full-year, college-level course in the calculus of functions of one variable. This course covers limits and properties of functions, differential calculus of elementary functions with applications, and integral calculus with applications.

### **Class Requirements**

Students are expected to complete a summer assignment prior to the first class period in the fall. Students are expected to complete daily assignments in class as well as homework assignments each night. A Problem of the Week is assigned and completed each week. Students are expected to purchase a graphing calculator for use in class and on assignments. Students are encouraged to take the AP Calculus exam in May.

## **Consumer Math**

Year: 12

Prerequisite: Teacher /Administration Placement

DHS Graduation Requirement: Math

UC/CSU approved course: No

### **Course Description**

Students who have fulfilled their high school Algebra graduation requirement but need another year of credits to earn a diploma may enroll in Consumer Math. The course is designed primarily for students who need learning support. The eight mathematical strands of number, measurement, geometry, patterns and functions, statistics and probability, logic, algebra and discrete mathematics may be covered in relationship to the following real world topics: pricing goods, calculator use, payroll/wages, budgeting, catalog shopping, data gathering, probability of games, income taxes, buying a car, insurance, checking and savings accounts, installment buying, visual perspective, measurement, maps and trip planning. Consumer Math fulfills one year of the high school math requirement but does NOT meet UC/CSU a-g math requirement.

### **Class Requirement**

Students are expected to complete daily assignments in class as well as homework assignments each night. Materials recommended for the class are: binder; pencil; color pencils; ruler; paper; graph paper; and a scientific calculator.

## **Basic Algebra**

Year: 11-12

Prerequisite: Teacher//Administration Placement

DHS Graduation Requirement: Math

UC/CSU approved course: No

## **Course Description**

Knowledge and understanding of Basic Algebra concepts. Essential algebra standards have been identified using the California State Algebra Standards. Some of the topics include (but are not limited to): Solving one-variable equations, Two-variable equations (graphing and writing), Polynomials (add, subtract, multiply and divide), and quadratic equations.

## **Class Requirements**

Students are expected to complete daily assignments in class as well as homework assignments each night. Materials recommended for the class are: binder; pencil; color pencils; ruler; paper; graph paper; and a graphing calculator. Limited supplies of graphing calculators are available for checkout.

# **SCIENCE**

## **The Living Earth**

Year: 9

Prerequisite: None

DHS Graduation Requirement: Life Science

UC/CSU approved course: Pending (d)

## **Course Description**

Students will build their understanding of how Earth systems interact and influence living organisms and populations, and how these populations in turn influence earth systems. In this NGSS aligned course, students will construct and evaluate claims about the interactions between the biosphere and the rest of Earth's systems using scientific evidence, and develop models to interpret the unseen. Students will begin with phenomena and use them to enhance their understanding of core ideas in biological science and Earth and space sciences.

## **Class Requirements**

Students are expected to complete daily assignments in class as well as homework items. Students must successfully complete laboratory tasks including formulation of hypotheses, careful measurement and data recording, careful observation, integration of scientific concepts, and formulation of conclusions.

## **Sustainable Agriculture Biology (also in CTE/Ag)**

Year: 9

Prerequisite: None

DHS Graduation Requirement: Life Science

UC/CSU approved course: Yes (d)- This course meets the same graduation and UC/CSU requirements as Living Earth.

## **Course Description**

This one year course, organized into four major units, integrates biological science practices and knowledge into the practice of sustainable agriculture. The units will address the following questions: What is sustainable agriculture? How does sustainable agriculture fit into our environment? What molecular biology principles guide sustainable agriculture? How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit, specific life science principles integrate with agricultural principles, as students gain knowledge of how the two disciplines inform each other.

## **Class Requirements**

The National FFA Organization is the premier youth development organization for school-based agricultural education students that provides life-changing experiences for its members. FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education. Students enrolled in any Agriculture course are automatically "FFA Members". FFA Participation and an FFA Project account for a nominal 10% of a student's overall semester grade. There are a multitude of activities that take place monthly to accommodate students.

## **Chemistry and the Environment**

Year: 10

Prerequisite: None

DHS Graduation Requirement: Physical Science

UC/CSU: Yes (d)

## **Course Description**

In this course, a range of phenomena on Earth motivate the investigation of fundamental principles in chemistry. The first half of the course explores the nature of matter, from pondering its particle nature and exploring its origins in the stars to the nature of the

interactions between different elements and the connection to the structure and function of materials. The role of energy becomes dominant in second semester as the course explores the dynamics of chemical reactions with an emphasis on the cycling of carbon through our atmosphere and oceans, and the consequences to Earth's climate.

### **Class Requirements**

Students are expected to use safety in the lab and complete daily assignments in class as well as regularly assigned homework.

## **Agricultural Chemistry (also in CTE/Ag)**

Year: 10-12

Prerequisite: Living Earth or Sustainable Agriculture Biology

DHS Graduation Requirement: Physical Science- This course meets the same graduation and UC/CSU requirements as Chemistry and the Environment.,

UC/CSU: Yes (d)

### **Course Description**

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students develop an Agri-Science research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agri-science research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program is an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course.

### **Class Requirements**

The National FFA Organization is the premier youth development organization for school-based agricultural education students that provides life-changing experiences for its members. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Students enrolled in any Agriculture course are automatically "FFA Members". FFA Participation and an FFA Project account for a nominal 10% of a student's overall semester grade. There are a multitude of activities that take place monthly to accommodate students.

## **AP Biology**

Year: 11-12

Prerequisite: Successful completion of Biology and Chemistry.

DHS Graduation Requirement: Life Science

UC/CSU: Yes (d)

### **Course Description**

Advanced Placement Biology is a college level biology course designed for students who wish to pursue advanced biology in high school. Course material is consistent with an introductory, college level Biology class. There are four big ideas seen throughout this course: Evolution, Cellular Processes, Genetics, and Interactions. The aim of AP Biology is to provide students with conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of Biology. The class is intended for students who are contemplating a college major in a science related field or are planning to major in a field other than science and are hoping to fulfill college science requirements by taking and passing the AP Biology exam, given in the middle of May each year. All students are encouraged to take the AP exam.

### **Class Requirements**

There is extensive reading required throughout the summer months, as well as the school year. Students may be expected to meet during non-class times at the teacher's discretion, and the class also meets at lunch every block period Thursday. Students are expected to be in class every day, and should expect at least an hour of homework every night as well as over holiday breaks.

## **AP Environmental Science**

Year: 11-12

Prerequisite: Successful completion of Biology and Chemistry **OR** concurrently enrolled in Chemistry.

DHS Graduation Requirement: Life Science or Physical Science

UC/CSU approved course: Yes (d)

### **Course Description**

AP Environmental Science is a college level environmental science course designed for students who wish to pursue advanced environmental science in high school. Course material is consistent with an introductory, college level environmental science and ecology classes. AP Environmental Science integrates biological and physical sciences to provide students with a framework for investigating and understanding the Earth's natural systems and the causes of our environmental problems. Major units covered in

AP Environmental science are: The Earth's System and Cycles, Ecology and Biodiversity, Resources, Pollution, and Conservation. The class is intended for students who are considering a college major in environmental science or a related field. To earn college science units, students must take and pass the AP Environmental Science exam, given in the middle of May each year. All students in the class are expected to take the AP exam.

### **Class Requirements**

There is extensive reading and work required throughout the school year in AP Environmental Science. Students are expected to be in class every day and should expect between a half hour and an hour of homework every night.

### **Animal Science (also in CTE/Ag)**

Year: 10-12 (recommended 11-12)

Prerequisite: Living Earth or Sustainable Agriculture Biology and a Chemistry course, minimally concurrent

DHS Graduation Requirement: Life Science

UC/CSU approved course: Yes (d)

### **Course Description**

This course will provide the student with principles in Animal Science focusing on the area of mammalian production, anatomy, physiology, reproduction, nutrition, respiration and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Frequent opportunities are given to develop and apply rational and creative thinking processes of observing, comparing, organizing, relating, inferring, applying and communicating. Also, there is an emphasis on developing values aspirations and attitudes that promote the student's understanding personal involvement with the scientific discoveries of the future. There are ample opportunities for hands on class participation with animals in this class to enable students to demonstrate their knowledge of restraint, handling, behavior, etc. Additional emphasis will be placed on industry practices to include record keeping, public relations and communications. Students will have a basic knowledge of animal anatomy and physiology, nutrition, breeding, and genetics. Students will be able to properly handle livestock of varying species. Students will gain an understanding of issues facing animal agriculture. Students will be prepared to enter a career or course works related to animals and/or agriculture. Students will gain hands on experience working directly with animals.

### **Class Requirements**

The National FFA Organization is the premier youth development organization for school-based agricultural education students that provides life-changing experiences for its members. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Students enrolled in any Agriculture course are automatically "FFA Members". FFA Participation and an FFA Project account for a nominal 10% of a student's overall semester grade. There are a multitude of activities that take place monthly to accommodate students.

### **Physics**

Year: 11-12

Prerequisite: Successful completion of Integrated 2 Math

DHS Grad Requirement: Physical Science

UC/CSU: 'd' lab science

### **Course Description**

Physics is a UC approved laboratory science that provides exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces (electromagnetic, gravitational, and introduction to nuclear forces), energy and momentum, wave phenomena, and some fluid dynamics. Students will be introduced to Science and Engineering practices through demonstration projects including an Egg drop project, an Earthquake Resistant Tower project, and a Walk on Water project.

### **Honors Physics**

Year: 11-12

Prerequisite: Successful completion of Integrated 2 Math with concurrent enrollment in Integrated Math 3 or higher.

DHS Graduation Requirement: Physical Science

UC/CSU: Yes (d)

### **Course Description**

Honors Physics is a rigorous, UC approved laboratory science that provides exposure to the fundamental principles and processes of the physical world, with extensive use of algebra and trigonometry, and some introductory computer modeling. Topics include basic concepts of motion (translational, rotational, and planetary), forces (electromagnetic, gravitational, and introduction to nuclear forces), energy and momentum, some fluid dynamics, and static equilibrium. Students will be introduced to Science and Engineering practices through demonstration projects including an Egg drop project, a Truss Bridge project, and a Walk on Water project.

## **Physiology**

Year: 11-12

Prerequisite: Biology and Teacher Placement

DHS Graduation Requirement: Life Science

UC/CSU: Yes (d)

### **Course Description**

This is a human biology course that covers human anatomy and physiology. All the major systems are covered, with the emphasis being on learning about the structure and function of the human body to maintain homeostasis in the context of healthful living and making wise lifestyle choices. Also, a strong background is provided for those students who wish to pursue further study of human biology in college or vocational school. Literacy skills are emphasized across the science curriculum.

### **Class Requirements**

As a U.C. approved lab science, at least 20% of the time will be spent doing laboratory work. Homework will be assigned 2-3 times a week. Recommended materials include a binder, colored pencils (24 or more), glue stick, scissors, pencils, colored pens and a ruler.

# **FOREIGN LANGUAGE**

## **Spanish 1**

Year: 9-12

Prerequisite: None

DHS Graduation Requirement: Foreign Language

UC/CSU approved course: Yes (e)

### **Course Description**

Spanish 1 is a one-year course that teaches students to understand, speak, read, and write Spanish at a beginning level. Students also learn about the culture of Spanish speaking countries. This course fulfills the fine arts/foreign language graduation requirement for Dixon High School, as well as one year of the foreign language requirements for admission to colleges and universities.

### **Class Requirements**

Course work will consist of listening, speaking, reading, and writing activities, participating in small groups and in the class as a whole. Regular attendance, class participation and good homework habits are important for success in this course.

## **Spanish 2**

Year: 9-12

Prerequisite: Spanish 1

DHS Graduation Requirement: Foreign Language

UC/CSU approved course: Yes (e)

### **Course Description**

Spanish 2 is a one-year course for those students who have successfully completed Spanish 1 with a grade of C or better. The course emphasizes the student's ability to communicate: to understand, speak, read, and write the language at an early intermediate to intermediate level. Students practice Spanish by using practical situations and the accompanying appropriate vocabulary. They continue to explore the history and culture of Spanish speaking countries. The class fulfills one year of Dixon High School's fine arts/foreign language graduation requirements as well as a second year of the foreign language requirements for admission to colleges and universities.

### **Class Requirements**

Course work will consist of listening, speaking, reading, and writing activities, participating in small groups and in the class as a whole. Regular attendance, class participation and good homework habits are important for success in this course.

## **Spanish 3**

Year: 9-12

Prerequisite: Spanish 2

DHS Graduation Requirement: Foreign Language

UC/CSU approved course: Yes (e)

### **Course description**

This course emphasizes communicating in three ways or "modes": understanding Spanish when you read or hear it (interpretive communication), being able to present information in Spanish either by speaking or writing it (presentational communication), and

communicating back and forth with someone else in Spanish (interpersonal communication). Communication is guided by the learned vocabulary and support structures taught throughout the course. Language is presented within the context of the Spanish-speaking world with emphasis on geography, politics and culture of Spanish-speaking countries. Students will also generate various writing products while demonstrating their knowledge of grammatical rules. Students will visit the lab regularly to carry out numerous research assignments correlated to Latin American countries and significant personalities.

### **Class requirements**

Students are expected to participate daily in class discussions and to complete all assignments in and out of class. Materials required include a College-ruled spiral notebook with a minimum of 150 pages. The class will be conducted in the target language.

## **Spanish 4**

Year: 9-12

Prerequisite: Spanish 3

DHS Graduation Requirement: Foreign Language

UC/CSU approved course: Yes (e)

### **Course description**

This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as in understanding Hispanic/Latino cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic/Latino cultures, including language variation, customs, geography, politics, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic/Latino communities.

### **Class requirements**

Students are expected to participate daily in class discussions and to complete all assignments in and out of class. Materials required include a College-ruled spiral notebook with a minimum of 150 pages. The class will be conducted in the target language.

## **Native Spanish 1**

Year: 9-10

Prerequisite: Test in 8<sup>th</sup> grade during the spring or interview with a teacher from the Foreign Language Department.

DHS Graduation Requirement: No

UC/CSU approved course: Yes (e)

### **Course Description**

Native Spanish 1 is designed as an introductory course for beginners who have some knowledge of Spanish, listen to the language frequently in a home setting, speak some but have limited experience with reading and writing. The main text for this course is Descubre I. While expanding the cultural and historical knowledge of Spanish speakers in the United States and Latin America, students increase their listening and speaking skills. The course also focuses on teaching reading strategies to access content information in Spanish as well as mastering writing. This course features interesting on-line activities on a Supersite which enables students to learn on their own. Students are expected to participate actively by conversing, listening for understanding, completing all written and oral assignments (dialogues, paragraphs and short essays), prepare for assessments and use creativity to present projects to the class. Students expand their social dimension by working in pairs and small groups to accomplish their objectives.

### **Class Requirements**

Course work will consist of listening, speaking, reading, and writing activities, participating in small groups and in the class as a whole, and using computers in the school lab. Regular attendance, class participation and good homework habits are important for success in this course. Students should plan to speak mainly Spanish in the class.

## **Native Spanish 2**

Year: 9-12

Prerequisite: Test in 8<sup>th</sup> grade during the spring or interview with a teacher from the Foreign Language Department.

DHS Graduation Requirement: Foreign Language

UC/CSU approved course: Yes (e)

### **Course Description**

Native Spanish 2 is designed as a sequential course for second year heritage speakers of Spanish. It is designed for those students who have had formal training in Native Spanish 1 for a year, have tested at that level or had an interview with an instructor from the Foreign Language Department. The instructor will provide a solid review of the key concepts and lexical items presented in Native Spanish 1, as well as create continued practice and activities throughout this year-long course. Students are expected to develop and expand the four basic skills of learning Spanish: listening, speaking, reading, and writing. The main text for this course is Descubre

II. This is a class which requires daily speaking and classroom interaction; it features interesting on-line activities which will enable students to learn on their own. Students are expected to participate actively by conversing, listening for understanding, completing all written and oral assignments (dialogues, paragraphs and short essays), prepare for assessments and use creativity to present projects to the class. Students expand their social dimension by working in pairs and small groups to accomplish their objectives.

### **Class Requirements**

Students are expected to participate daily in class discussions and to complete all assignments in and out of class. Materials recommended are a spiral notebook with a minimum of 150 pages.

## **Native Spanish 3**

Year: 9-12 Prerequisite: The course is for students who have some prior knowledge of Spanish. They are placed in this course through student interviews or completion of Native 1 and Native 2 with a C or better.

DHS Graduation Requirement: Foreign Language

UC/CSU approved course: Yes (e)

### **Course Description**

Native Spanish 3 is a pre-AP Spanish course and as such is a rigorous class in which students will be exposed to a variety of vocabulary groups and be able to understand, speak, read and write them in the context of new linguistic and grammatical patterns. The class requires a great deal of speaking practice and frequent written work utilizing rich language while at the same time continually integrating idioms and newly acquired lexical items. The main text for this course is Descubre III. Students will use the on-line supersite of the course to complete assignments. Students should have studied a minimum of two full years of Native Spanish or proven ability to be successful in this course through an evaluation/interview with the instructor. Students are expected to participate actively by conversing, listening for understanding, completing all written and oral assignments (dialogues, paragraphs and 200 word essays), prepare for assessments and creatively present projects during class time. Students expand their social dimension by working in pairs and small groups to accomplish their objectives.

### **Class Requirements**

Students are expected to participate daily in class discussions and to complete all assignments in and out of class. Materials recommended are a spiral notebook with a minimum of 150 pages.

## **Native Spanish 4**

Year: 10-12

Prerequisite: This course is for students in grades 10-12 who are competent Spanish readers and writers. Students must pass two semesters of Native Spanish 3 before taking Native Spanish 4 or be assessed through an interview/written test by a teacher in the Foreign Language Department.

DHS Graduation Requirement: Foreign Language

UC/CSU Approval: Yes (e)

### **Course Description**

The aim of this course is to achieve a fluent ability to communicate in Spanish, to read with minimum use of a dictionary, and to write well-organized and logically developed paragraphs and essays with a good command of grammar and vocabulary. Students gain insight into Hispanic cultures and civilizations while improving their listening, speaking, reading, and writing skills. Music, audio CDs, and videos are used to expand listening comprehension. Interpersonal speaking skills are enhanced through discussions, comprehension questions, and dramatizations. Students improve cultural awareness through historical readings, short thematic articles, and various genres: narratives, short stories, poetry, legends, and essays. Post reading activities check for basic comprehension and encourage students to analyze and discuss the readings' plot, characters, themes, and style. Writing skills are developed which enable students to plan, organize, write drafts, give and receive editing feedback before a final draft. Students expand their social dimension by working in pairs and small groups to accomplish their objectives.

### **Class Requirements**

Students must keep a portfolio of all their assignments, organize it chronologically, and submit it at the end of each unit. Students are expected to participate daily in class discussions and complete all assignments in and out of class.

## **AP Spanish Language**

Year: 11-12

Prerequisites: Spanish 4 with a grade of "B" or better; Native Spanish 4 with a grade of "B" or better, or a strong recommendation by teacher from the Foreign Language Department.

DHS Graduation Requirement: Foreign Language

UC/CSU Approval: Yes (e)

## **Course Description**

In this exciting course, students have the opportunity to meet a rewarding challenge: pass the College Board AP Spanish Language and Culture Exam. They develop a strong command of the Spanish language, with ability to integrate language skills and synthesize written and aural materials. Students use the formal writing process, extensive interpersonal and presentational speaking and writing practice. Aural comprehension skills improve with quality, authentic, and level-appropriate audio and video recordings. They are exposed to the world of literature and current events of Spanish-speaking countries through authentic written texts, including newspaper and magazine articles, literary tests, and other non-technical writings that develop students' reading and comprehension skills. Class is conducted completely in Spanish and includes frequent writing and integration of skills with a complete review of grammatical structures. Advanced organizational and analytical strategies are taught. An array of resources is used to facilitate the learning process. A diagnostic test or other means of determining students' strengths and problem areas is completed within the first two weeks of the school year in order to customize instruction. Upon completion of the course, students will be challenged to take the AP Spanish Language Exam. Should they pass with a score of 3, 4, or 5, they will have mastered the skills and knowledge required to receive credit for an advanced level college or university Spanish language course.

## **Class Requirements**

Students must participate actively entirely in Spanish, complete all assigned oral presentations, interpersonal communication, formal persuasive essays and formal, oral cultural comparison projects.

# **VISUAL and PERFORMING ARTS**

## **Ceramics 1**

Year: 9-12

Prerequisite: None

DHS Graduation Requirement: Fine Art

UC/CSU: Yes (f)

## **Course Description**

Ceramics involves making sculptures and some pottery pieces that are hand built from clay. Students learn technical skills involved in creating their own creative sculpture as well as some independent projects creating pottery. The creative process is explored as well as historic and cultural aspects. Students will learn to express their thoughts in clay.

## **Ceramics 2**

Year: 10-12

Prerequisite: Ceramics I and Instructor approval

DHS Graduation Requirement: Fine Art

UC/CSU: Yes (f)

## **Course Description**

Students complete advanced projects using the skills learned in Ceramics 1 as well as explore their own personal direction. Students will develop personal style and express themselves in more mature ways.

## **Ceramics 3**

Year: 10-12

Prerequisite: Ceramics 1 and 2

DHS Graduation Requirement: Fine Art

UC/CSU: Yes (f)

## **Course Description**

Students must have a strong interest in Art. Students complete sculptures of advanced personal direction. Students will work independently on assigned projects in class and meet at the same time as Ceramics 2 students.

## **AP Ceramics**

Year: 11-12

Prerequisites: Ceramics 1 and 2 and a portfolio submission

DHS Graduation Requirement: Fine Art

UC/CSU: Yes (f) VPA

## **Course Description**

AP Ceramics is a class designed for those students interested in creating a portfolio of work of professional caliber. The class requires students to employ the skills learned in previous Ceramics courses. AP Ceramics is a college level course and students are expected to submit a portfolio to the College Board for credit approval.

## **Class Requirements**

Students are required to complete a summer project which is turned in the 1<sup>st</sup> day of class. Students will be keeping an ongoing sketchbook of project ideas. There are written assignments that are to be done outside of class.

## **Choir**

Year: 9-12

Prerequisite: None

DHS Graduation Requirement: Fine Arts

UC/CSU: Yes (f)

## **Course Description**

A full year course designed to increase the vocal skills and performance levels of each student. Students will develop a working knowledge of beginning singing techniques, music theory and history, and ability to read music. Students will sing a wide range of literature from various periods such as European Renaissance and Classical as well as a variety of American genres i.e. Spirituals, Jazz, Folk and Pop.

## **Class Requirements**

Daily participation in rehearsals, evening concerts and other special events. Attendance at these performances and dress rehearsals are a course requirement.

## **Drama**

Year: 9-12

Prerequisite: None

DHS Graduation Requirement: Fine Arts

UC/CSU: Yes (f)

## **Course Description**

The course is designed to introduce the art of the actor through performance. Through various processes each student will discover what is encompassed in the history of drama and the dramatic profession. Through reading of the textbook and scripts; writing essays and scripts; design, acting, and lecture students will have a beginning understanding of the history of drama and the dramatic profession.

## **Class Requirements**

Students will be required to participate in class activities including one public, evening performance each semester.

## **Drawing 1 & 2**

Year: 9-12

Prerequisite: None

DHS Graduation Requirement: Fine Art

UC/CSU: Yes (f) Visual Performing Art

## **Course Description**

Drawing 1-2 introduces students to the basics of the realistic drawing, composition and creative thinking. This class is designed for students with no previous experience, as well as those who have never drawn before. Vocabulary and writing projects help students analyze their work and the work of other. Students learn to draw from observation of real objects and how to add values to show form. We will view DVDs, watch demonstrations and read about great artists. The elements and principles of design are emphasized in each project. Students complete a portfolio of 20 drawings and paintings.

## **Class Projects**

Folder design, Contour drawing of feathers, cartoons, watercolor exercises, contour drawing of hands, perspective exercises, still-life in charcoal and pencil, reading and notes, outdoor drawings of trees, a horse, a car, digital photo project, flower in watercolor, tools-mixed media design Project, vocabulary notes, quizzes, and final exam.

## **Instructional Materials**

*Creating and understanding Drawings* by Gene Mittler and James Howze, Slides, DVD's, Demonstrations, Art Prints, and Scholastic Magazines.

## **Drawing 3 & 4**

Year: 10-12

Prerequisite: Drawing 1/2

DHS Graduation Requirement: Fine Art

UC/CSU: Yes (f) Visual Performing Art

### **Course Description**

This is an advanced art class that has Drawing 1-2 as a prerequisite. Students will continue to explore media to express their thoughts in a visual way. Students can expect to improve their skills in design and composition. Emphasis is placed on the elements and principles of design.

### **Instructional Materials**

*Scholastic Magazine, Art in Focus* by Gene Mittler, Slides, DVD's, and Art Prints

## **Art Studio**

Year: 11-12

Prerequisite: Drawing 3/4

DHS Graduation Requirement: Fine Art

UC/CSU: Yes (f) VPA

### **Course Description**

Students must have completed Drawing 3-4 and have a strong interest in art. Students complete advanced drawing and painting projects that are assigned. They work during a Drawing 3-4 class but are independent from the class.

## **AP Drawing**

Year 11-12

Prerequisites: Studio Art

DHS Graduation Requirement: Fine Art

UC/CSU: Yes (f) VPA

### **Course Description**

AP Drawing is a class designed for those students interested in creating a portfolio of work of professional caliber. The class requires students to employ the skills learned in all previous Drawing classes.

## **Symphonic Band**

Year: 9-12

Prerequisite: Two years previous playing experience

DHS Graduation Requirement: Fine Arts

UC/CSU: Yes (f)

### **Course Description**

The Symphonic Band is Dixon High School's largest instrumental performing group. Members perform as the Symphonic Band and as the Ram Marching Band, participating in local concerts and out-of-town competitions and festivals. Members also provide entertainment at home football games. The main focus of the class throughout the year is the study and subsequent performance of band literature.

### **Class Requirements**

Students must participate in rehearsals and performances outside the school day. Students are also expected to practice individually in preparation for tests and performances.

## **Wind Ensemble**

Year: 9-12

Prerequisite: At least four years of playing experience and consent of instructor.

DHS Graduation Requirement: Fine Arts

UC/CSU: Yes (f)

### **Course Description**

The Wind Ensemble is Dixon High School's top instrumental performing group. Members are selected by audition from the Symphonic Band. These students perform advanced band literature as the Wind Ensemble and combine with the symphonic band class to make up the Dixon High Symphonic Band and the Ram Marching Band. The group performs in local concerts and out-of-town competitions and festivals. The main focus of the class throughout the year is the study and subsequent performance of advanced wind ensemble literature.

## **Class Requirements**

Students must participate in rehearsals and performances outside the school day. Students are also expected to practice individually in preparation for tests and performances.

## **Jazz Ensemble**

Year: 9-12

Prerequisite: At least four years of playing experience on the saxophone, trumpet, trombone, guitar, bass or piano and consent of instructor.

DHS Graduation Requirement: Fine Arts

UC/CSU: Yes (f)

## **Course Description**

The Jazz Ensemble performs both traditional and contemporary Big Band music. It performs at the high school, within the community, and at out-of-town jazz festivals. All students study jazz theory and improvisation.

## **Class Requirements**

Students must participate in performances outside the school day. Students are also expected to practice individually in preparation for tests and performances.

# **CAREER TECHNICAL ED/FAMILY CONSUMER SCIENCE**

## **Family Consumer Science Culinary 1**

Year: 9-12

Prerequisite: None

DHS Graduation Requirement: Vocational Elective

UC/CSU: Yes (g)

## **Course Description**

Culinary 1 is like a fine tapestry of interweaving culinary skills, applied mathematical skills, academic reading skills, the science behind the cooking process, and the pleasure and purpose of eating (often referred to as the nutritional value of food). This course involves individual work completion along with the importance of working effectively as a team. In this course the students will learn the basic skills needed to prepare a variety of food items that they can use throughout their lives while they gain skills and techniques that will enhance their future careers and professional life.

## **Course requirements**

Culinary 1 students are encouraged to be actively involved in Family, Career and Community Leaders of America (FCCLA), a student leadership organization that gives students opportunity to build leadership skills and show off their knowledge and skills at competitive recognition events.

## **Family Consumer Science Culinary 2**

Year: 10-12

Prerequisite: Culinary 1 or instructor approval, English 9 required, and Integrated Math 1 recommended

DHS Graduation Requirement: Vocational Elective

UC/CSU: Yes (g)

## **Course Description**

This course builds on the foundations established in the culinary I course and adds a business component. We begin the year with all students receiving their California food handler certification. In culinary II students learn how to build a business through our Ram Town Grab and Go business established in 2014 where students make products and meals to sell to teachers. The school year begins with learning how to preserve foods and then market and sell the products they have made as; jam, canned tomatoes and peaches, beef jerky, soup mixes, and fruit leather. The business component continues throughout the year as they learn variety of culinary skills and transfer those skills into making meals for teachers such as; Shepherd's pie, Chicken pot pie, Lasagna, and Chili. The year ends with the students building a business plan for a Food Truck final where students present and sell their business concept to the senior Avid class to gain a financial advantage to the day they actually make and sell their food products to those same students. The culinary II class is also encouraged to be actively involved in Family, Career and Community Leaders of America (FCCLA), much of the funding raised through our Ram Town Grab and Go helps fund student involvement in this leadership organization.

## **Course Requirements**

With the successful completion of Culinary 1 and with the instructor's approval the student must be reliable, self-motivated and responsible. Culinary 2 students are strongly encouraged to be a part of the Family, Career and Community Leaders of America (FCCLA) student organization, since much of what we do in class is tied to participation in FCCLA events.

# **CAREER TECHNICAL EDUCATION/AGRICULTURE**

## **Agriculture Leadership**

Year: 10-12

Prerequisite: Any DHS Ag Course in grades 9-10. Students must be concurrently enrolled in another DHS Ag course.

DHS Graduation Requirement: Vocational Education

UC/CSU approved course: No

### **Course Description**

Agricultural Leadership is designed to specifically train students as team leaders for the workplace. This is an activity-based course designed to help students develop responsibility, initiative, creativity, school pride and leadership. This course will help acquaint the student with the theories and principles of personal leadership development and growth, and allow the student to integrate such skills to his/her own life and decision-making processes. The student will acquire practical skills and knowledge by exploring elements and principles of cooperative and group dynamics, advanced planning, parliamentary procedure, public speaking, sales and marketing, as well goal-setting. Students will help plan and carry out the FFA chapter's Program of Activities including events and fundraisers.

### **Class Requirements**

The National FFA Organization is the premier youth development organization for school-based agricultural education students that provides life-changing experiences for its members. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Students enrolled in any Agriculture course are automatically "FFA Members". FFA Participation and an FFA Project account for a nominal 10% of a student's overall semester grade. There are a multitude of activities that take place monthly to accommodate students.

## **Agricultural Mechanics I**

### **(Introduction to Metal Shop)**

Year: 9-12

Prerequisite: None

DHS Graduation Requirement: Vocational Elective

UC/CSU approved course: No

### **Course Description**

Ag Mechanics I is an exciting and engaging course designed to encourage personal growth for both male and female students in a shop setting. This yearlong introductory course features general Career Technical Education (CTE) skills and procedures commonly found in industry. This applied or "hands on" course will engage students in shop safety, hand and power tool identification and usage, basic plumbing, electrical circuits, SMAW (stick) welding, oxygen-acetylene welding and cutting, Plasma Arc cutting and sheet metal work. Students will construct small to medium sized projects throughout the year and perform basic welds.

All assigned student projects are theirs to take home. Individuals wishing to build a personal project must have instructor approval and they must provide their own materials. Personal projects are not required and would be in addition to assigned course projects and no substitutions of assigned course projects will be allowed.

### **Class Requirements**

Attend class regularly and on time. Attendance and participation are a significant part of the overall grade.

Wear PPE (Personal Protective Equipment) and clothing suitable for shop work daily.

Students will provide their own combination padlock to secure a locker in order to store projects and personal shop clothing.

Each student will enter at least one completed shop project (of their choosing) in the Dixon May Fair Ag Mechanics or Industrial Arts Division as part of their second semester course requirements.

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## **Agricultural Mechanics II**

Year: 10-12

Prerequisite: Agricultural Mechanics I

DHS Graduation Requirement: Vocational Elective

UC/CSU approved course: No

### **Course Description**

Ag Mechanics II is a yearlong course and is the second course in the Ag mechanics sequence. Students will continue to engage in skills learned from Ag Mechanics I and develop new skills in the following areas: small engine theory, small engine maintenance and troubleshooting, MIG welding, Plasma Arc Cutting. Students are also expected to advance their skills in the following areas: GMAW and SMAW joints in Flat, Horizontal, Vertical and Overhead positions, Oxy/Acetylene welding and cutting, plasma arc cutting, sheet metal work, use of hand tools and power tools, electricity, plumbing, shop math, project construction utilizing layout and design techniques. Students will learn how to construct medium to large projects. Each student will produce and pass an industry based AWS welding certification test. This performance based certification is recognized throughout the world.

Students will need to purchase or supply their own materials for independent projects.

### **Class Requirements**

Attend class regularly and on time. Attendance and participation are a significant part of the overall grade.

Wear PPE (Personal Protective Equipment) and clothing suitable for shop work daily.

Students will provide their own combination padlock to secure a locker in order to store projects and personal shop clothing.

All students will enter at least one completed shop project into the Dixon May Fair as part of their second semester course requirements. While safety equipment is provided, it is recommended that students bring their own safety glasses if they do not like what is provided. A combination padlock is helpful to secure a locker in order to store projects and personal shop clothing.

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## **Agricultural Mechanics III**

Year: 11-12

Prerequisite: Agricultural Mechanics I and II

DHS Graduation Requirement: Vocational Elective

UC/CSU approved course: No

### **Course Description**

Ag Mechanics III is a course that focuses on using the student's prior knowledge from Ag Mechanics I and II. Students are expected to design, develop accurate scale plans and fabricate independent projects that directly relate to agricultural mechanics. This course is an advanced study and application of the Agricultural Mechanics industry and fabrication.

Students will need to purchase or supply their own metal for their projects. This course may be repeated.

### **Class Requirements**

All students will enter at least one completed shop project into the Dixon May Fair as part of their second semester course requirements. While safety equipment is provided, it is recommended that students bring their own safety glasses if they do not like what is provided. A combination padlock is helpful to secure a locker in order to store projects and personal shop clothing.

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## **Agricultural Practices**

Year: 11-12

Prerequisite: Students must be 16 years old or older.

DHS Graduation Requirement: Vocational Elective

UC/CSU approved course: No

### **Course Description**

This yearlong course is designed to give students a practical background in production agriculture and a basic foundation in entry level skills needed for employment in the field of agriculture and related industries. Students will learn to operate, maintain and repair farm equipment. Students will also be involved in the seasonal production practices on the 13 acre school farm. Students will have instruction in basic hand and power tools used in farmstead maintenance, repair, and construction. Agricultural economics will be

discussed and record keeping will be applied. Students will be allowed to raise individually owned market lambs, hogs, and/or steers. Students will also be encouraged to participate in the community classroom program which places a student under the training and supervision of an agricultural business or in the internship program which allows students to gain experience in a real world setting.

### **Class Requirements**

Students are expected to complete daily work assignments at the school farm. Students are required to provide their own work clothes and safety items, transportation is provided.

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### **Floral Design**

Year: 10-12

Prerequisite: None

DHS Graduation Requirement: Fine Art

UC/CSU approved course: Yes – (f) VAPA

### **Course Description**

Floral Design is a UC approved introductory Floriculture class taught by a California Certified Florist. The class is based off of a student run business and the California Agriculture Education approved floral curriculum. In this class students have the unique opportunity to market and sell their own subscriptions, design the arrangements, and deliver a finished product to the customer. Students who participate in this class get a hands on experience of all aspects of the industry including major art principles and historical periods applying to floral design, tools, flowers and plants used in the industry, a wide variety of floral designs including corsage and boutonniere, business skills, pricing and marketing, floral industry processing, and delivery of finished product. This class is taught in preparation for the California Certified Florist exam and students who enroll will receive an industry recognized, career read iCEV certification.

### **Class Requirements**

Students must be willing to spend extra time as needed to complete required designs. Students are required to display their work or projects at the school art fair and the Dixon May Fair. The National FFA Organization is the premier youth development organization for school-based agricultural education students that provides life-changing experiences for its members. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Students enrolled in any Agriculture course are automatically “FFA Members”. FFA Participation and an FFA Project account for a nominal 10% of a student’s overall semester grade. There are a multitude of activities that take place monthly to accommodate students.

### **Advanced Floral Design**

Year: 10-12

Prerequisite: Floral Design

DHS Graduation Requirement: Fine Art

UC/CST approved course: Pending

### **Course Description**

Students in Advanced Floral will learn professional florist skills for employment in the floral field. Students will explore the floriculture industry on a more technical and advanced level including the proper care and handling of flowers, plants, and foliage; evaluate floral materials and arrangements; utilize floral tools, supplies and products to apply design principles to floral medium; construct arrangements for all occasions; display, price and market floral designs; and preserve floral materials as students run their own floral shop. The art elements and principles of design will serve as a foundation for each unit covered. After completion of this class, students will be prepared to secure a job in the floral industry. Students will be exposed to careers in the Floriculture and Horticulture industry. Students will automatically become members of the FFA and participation in FFA activities and supervised agricultural experience programs will be a graded component of this course.

### **Class Requirements**

Students must be willing to spend extra time as needed to complete required designs. Students are required to display their work or projects at the school art fair and the Dixon May Fair. The National FFA Organization is the premier youth development organization for school-based agricultural education students that provides life-changing experiences for its members. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Students enrolled in any Agriculture course are automatically “FFA Members”. FFA Participation and an FFA Project account for a nominal 10% of a student’s overall semester grade. There are a multitude of activities that take place monthly to accommodate students.

## **Sustainable Agriculture Biology (also in Science)**

Year: 9

Prerequisite: None

DHS Graduation Requirement: Life Science

UC/CSU approved course: Yes – (d)

### **Course Description**

This one year course, organized into four major units, integrates biological science practices and knowledge into the practice of sustainable agriculture. The units will address the following questions: What is sustainable agriculture? How does sustainable agriculture fit into our environment? What molecular biology principles guide sustainable agriculture? How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit, specific life science principles integrate with agricultural principles, as students gain knowledge of how the two disciplines inform each other.

### **Class Requirements**

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## **Agricultural Chemistry (also in Science)**

Year: 10-12

Prerequisite: Living Earth or Sustainable Agriculture Biology

DHS Graduation Requirement: Physical Science- This course meets the same graduation and UC/CSU requirements as Chemistry and the Environment.,

UC/CSU: Yes (d)

### **Course Description**

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students develop an Agri-Science research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agri-science research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program is an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course.

### **Class Requirements**

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## **Animal Science (also in Science)**

Year: 10-12 (recommended 11-12)

Prerequisite: Living Earth or Sustainable Agriculture Biology and a Chemistry course, minimally concurrent

DHS Graduation Requirement: Life Science

UC/CSU approved course: Yes (d)

### **Course Description**

This course will provide the student with principles in Animal Science focusing on the area of mammalian production, anatomy, physiology, reproduction, nutrition, respiration and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Frequent opportunities are given to develop and apply rational and creative thinking processes of observing, comparing, organizing, relating, inferring, applying and communicating. Also, there is an emphasis on developing values aspirations and attitudes that promote the student’s understanding personal involvement with the scientific discoveries of the future. There are ample opportunities for hands on class participation with animals in this class to enable students to demonstrate their knowledge of restraint, handling, behavior, etc. Additional emphasis will be placed on industry practices to include record keeping, public relations and communications. Students will have a basic knowledge of animal anatomy and physiology, nutrition, breeding, and genetics. Students will be able to properly handle livestock of varying species. Students will gain

an understanding of issues facing animal agriculture. Students will be prepared to enter a career or course works related to animals and/or agriculture. Students will gain hands on experience working directly with animals.

### **Class Requirements**

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## **TECHNOLOGY**

### **Computer Technology**

Year: 9

Prerequisite: None

DHS Graduation Requirement: Computer Literacy

UC/CSU Approval: No

### **Course Description**

The Technology class will enable students to improve their keyboarding skills with basic introduction of proper technique and practice. Students will learn the basics of MS Word, Excel, and PowerPoint. MS Word will be used to teach desktop publishing with students creating several assignments in various layouts. Students will learn to create PowerPoint slide shows and will practice delivering oral presentations to the class. Basic information literacy and research skills are taught, culminating in the research, creation and oral delivery of a major research assignment enhanced by a PowerPoint presentation. Information on preparing individuals for college and examining career interests and skills will be emphasized.

### **Class Requirements**

This is a daily participation class as the introduction of skills and daily practice will be done in class; therefore, daily attendance is essential. Absences must be made up outside of school time in order to earn back lost daily participation credit. Some work outside of class time may be required to meet important deadlines.

### **Multimedia Art I**

Year: 10-12

Prerequisite: None

DHS Graduation Requirement: Fine Art and Vocational Elective

UC/CSU approved course: Yes (f)

### **Course Description**

This course teaches beginning through advanced multimedia techniques involved in project planning, production elements, project completion and presentation skills. Students work individually and in groups to create dynamic graphic design, original digital art, short video clips, and structured web pages using industry standard professional software. Students expand their knowledge of graphic editing, graphic design, video production, and web design. Throughout the course, students will maintain an electronic portfolio of their work. The class is structured around projects emphasizing the Elements of Design line, shape, form, space, value, color, and texture. It will introduce the students to the Principles of Design including repetition, movement, proportion, balance, contrast, emphasis, and unity. The projects will also explore the areas of social and cultural emphasis and impact of multimedia. Students will analyze digital art and multimedia graphics using the Four Steps of Art Criticism. Students will also explore areas of personal and professional career growth and skills, and will create a digital portfolio of projects.

### **Multimedia Art 2**

Year: 10-12

Prerequisite: Multimedia 1 or Teacher Recommendation

DHS Graduation Requirement: Fine Art and Vocational Elective

UC/CSU approved course: Yes (f)

### **Course Description**

This class takes the knowledge and skills acquired in Multimedia I to the intermediate and advanced levels. Students will work independently on many new projects, both simulated and real-life business scenarios and have the opportunity to experiment and explore new technology. The course is designed to foster effective communication through visual mediums. The Multimedia II class

will challenge students to explore design from concept to creation, presentation to implementation. Students will explore a wide spectrum of design projects including 2D and 3D art, special effects for digital publishing, typography, page layout, create motion graphics and video game content, portfolio web site design and much more. Students will also have the opportunity to become an Adobe Certified Associate, an industry standard in the graphic design and media fields. An Adobe Certified Associate credential certifies entry-level skills to plan, design, build, and maintain effective communications using different forms of digital media.

## **Multimedia Studio**

Year: 11-12

Prerequisite: Multimedia 2

DHS Graduation Requirement: Fine Art and Vocational Elective

UC/CSU approved course: No

### **Course Description**

Multimedia Studio is for students who have completed Multimedia 2 and who are seriously interested in the practical experience of Graphic Design, the Digital Arts and the Multimedia field. Multimedia Studio students will complete advanced graphic design projects, digital art projects and Multimedia projects that are assigned or independently developed. Students will also develop a professional portfolio for use in entering a career path in a graphic design, digital art or Multimedia career field. Some of their portfolio will include completed graphic design or digital art jobs for the Dixon High School community and for community businesses/organizations. Students will work on the course during a Multimedia Art 1 or Multimedia Art 2 class but will be independent from the class.

## **Multimedia 2 - Publications (Yearbook)**

Year: 9-12

Prerequisite: Class application. Multimedia 1 recommended but not necessary.

DHS Graduation Requirement: Fine Art and Vocational Elective

UC/CSU approved course: No

### **Course Description**

The Dixon High School Yearbook is a student-produced account of clubs, sports, academics, student life, and people at Dixon High School. Students in this course will work under the guidance of the faculty adviser to produce a publication that is held in high regard by students, parents, and members of the community. In this class, students will address the techniques and knowledge needed to produce and manage a professional publication. The central focus of the course is related to a successful production of the school yearbook. This class is primarily a workshop where we will combine both work on this year's yearbook along with the learning of new skills and concepts. Students will work on building a publication and learning essential skills in all of the following areas: yearbook and journalism basics, writing copy, graphic design, photography, and business. Editor positions are available for students interested in taking on a leadership role for the yearbook production.

## **AP Computer Science Principles**

Year: 10-12

Prerequisite: "C" or higher in Integrated Math 1

DHS Graduation Requirement: Vocational Elective

UC/CSU approved course: Yes (g)

### **Course Description**

AP Computer Science Principles is designed to introduce students to various aspects of computer science and computational thinking. Topics covered include abstraction, data and information, the internet, programming, algorithms and the global impact of computing. There is a heavy emphasis on creativity and problem solving, as well as communication and collaboration. The course is designed to develop skills that can be applied within a variety of STEM (Science, Technology, Engineering and Math) fields, and not just within computer science. Students are encouraged to take the AP exam in the spring, and will complete the AP performance tasks in class.

### **Class Requirements**

The course will be heavily project-based, with a focus on problem solving. Students need to be prepared to complete challenging tasks and work well with others. There will also be a significant amount of reading and writing relating to course goals and preparation for the AP exam.

## **AP Computer Science A**

Year: 11-12

Prerequisite: "C" or higher in Integrated Math 1; "C" or higher in AP Computer Science Principles strongly recommended

DHS Graduation Requirement: Vocational Elective

UC/CSU approved course: Yes (g)

## **Course Description**

AP Computer Science A is a course covering object-oriented programming and problem solving using the Java programming language. The course material covered is similar to that of an introductory college-level course in a Computer Science major. Topics covered include program design, implementation and analysis; algorithms, and data structures. The course is intended for students with a strong interest in pursuing Computer Science or a related major in college, and will cover material necessary to prepare for the AP exam. Students are encouraged to take the AP exam in the spring.

## **Class Requirements**

The course will be heavily project-based, with a focus on problem solving. Students need to be prepared to complete challenging tasks and work well with others. Students should be ready to complete programming assignments outside of class if needed.

## **Advanced Topics in Computer Science**

Year: 12

Prerequisite: Completion of AP Computer Science A or teacher approval

DHS Graduation Requirement: Vocational Elective

A-G Approved: no (to be submitted 2019-2020)

## **Course Description:**

Advanced Topics in Computer Science is for students who have demonstrated strong interest in computer science and are considering pursuing postsecondary studies in the field. Students will follow the Project Based Learning (PBL) model to complete projects in a variety of areas, including: app development, game design, data analysis, hardware design, 3D design and modeling and graphics and animation. Students will collaborate with each other, as well as with local businesses and community groups. Students will also present their projects in a variety of formats.

## **Class Requirements**

Students need to work with a high degree of autonomy. They need to be prepared to complete projects outside of class time as necessary.

## **Diversified Occupations/Work Experience**

Year: 11-12

Prerequisite: Must have a job

DHS Graduation Requirement: Vocational Elective

UC/CSU approved course: No

## **Course Description**

Students receive high school elective credit for experience gained through employment outside of school. Students secure their own jobs, however assistance and networking occurs in the classroom if they change or lose their job during the semester. They attend a weekly class and complete weekly written assignments pertaining to the world or work. The students learn valuable life and business skills required to be successful in any industry or career choice they make.

## **Instructional Materials**

Students are required to have a 3 ring 1” binder with 10 plastic protected pages.

## **Class Requirements**

You must be in the 11th or 12th grade and be 16 years of age or older and have a “C” average or better the last semester.

# **NON-DEPARTMENTAL**

## **Health**

Year: 9

Prerequisite: None

DHS Graduation Requirement: Health

UC/CSU Approval: No

## **Course Description**

This class will help teach students educational concepts and practical skills about health as it relates to their lives! These content and skills are aligned with the CA Health Education Content Standards for High School. Content areas include but are not limited to Nutrition and Physical Activity, Mental, Emotional and Social Health, Alcohol, Tobacco, and other Drugs, Growth, Development and Sexual Health, Injury Prevention and Safety, and Personal and Community Health. Students will also be practicing life skills such as decision making, stress management, goal setting, conflict resolution and communication skills.

## **Class Requirements**

Health is a semester long class required for DHS graduation. Students will be expected to complete class work as well as to participate in class activities and discussions. Homework is given that will further enhance skills and content taught and practiced in class.

## **Leadership**

Year: 9-12

Prerequisite: Students must be academically eligible to apply. Application and Teacher Recommendations required

DHS Graduation Requirement: Elective

UC/CSU approved course: No

## **Course Description**

Leadership is a course for students who wish to be a part of the organization of student body activities at Dixon High School. Students must submit an application and be selected as a member of the class. All ASB and class officers are required to take this class. The main objectives of this class are to help solve problems and concerns of the student body as well as coordinate student school functions. Most of the class assignments are spent in small groups or committees. Dances, Rallies, school assemblies, spirit weeks, student orientation, community projects, and school elections are among the many projects the Leadership/Student Council coordinates.

## **Class Requirements**

To promote community spirit, 20 hours a semester of community service is required by each student; minimum of 6 in-school hours and 14 out-of-school hours. Students must serve on 6 committees each semester. Each student must maintain eligibility to be a member. Students are expected to follow through on all assigned or volunteered activities.

## **AVID 9-12**

Year: 9-12

Prerequisite: Interview/Teacher Approved

DHS Graduation Requirement: Elective

UC/CSU approved course: No

## **Course Description**

The AVID Program (Advancement Via Individualized Determination) supports average students (2.5 – 3.5 GPA) motivated in attending and succeeding in college. The AVID curriculum centers on the WICOR method (Writing, Inquiry, Collaboration, Organization, Reading) learning organizational and study skills, developing critical thinking skills, and increasing awareness of the college acceptance process. Activities, including focused note taking, quick writes, and tutorial groups, are structured around a Socratic-style approach.

The College Path aids in developing college preparatory and decision-making skills, helping the students to set academic goals and designing a plan to reach them.

## **Class Requirements**

Coming to class prepared with tutorial questions, Focused Notes, and maintaining an organized binder and academic planner. Being motivated to learn, grow, and succeed in school at high levels.

## **AVID Tutor**

Year: 11-12

Prerequisite: Must have completed Integrated 3 Math with a B or better, and an overall GPA of 2.8 or higher

DHS Graduation Requirement: Elective

UC/CSU approved: No

## **Responsibilities**

AVID tutor is a semester elective for students wishing to be tutors in the AVID program. Students will facilitate tutorials for 5-7 AVID students twice a week during the tutorial portion of the AVID elective class, and assist the teacher in providing academic and organizational skills to students on the other 3 days.

Participants will:

- ◆ Identify roles and responsibilities of AVID Tutors.
- ◆ Lead effective tutorial groups.
- ◆ Employ Socratic questioning techniques to help students attain mastery of material.

Reference AVID for scholarship opportunities, personal statement, and add to your resume and college application.

You must request this class when making your course selection for the upcoming school year.

## **FOCAS**

Year: 9

Prerequisite: Teacher Placement

DHS Graduation Requirement: Elective

UC/CSU approved course: No

### **Course Description**

F.O.C.A.S. is an intense intervention program designed and administered for students (primarily 9<sup>th</sup> grade students) who are most “at risk” for not graduating as reflected in a poor grade point average and being identified as “off target”, and having earned insufficient grades to be on target for graduation by the 12<sup>th</sup> grade. The students are in this class to learn academic skills development and receive consistent support from academic mentors.

### **Class Requirements**

During the F.O.C.A.S. class, students will be grouped with 3-5 students and 1-3 mentors who will work together to attain weekly, quarterly and semester goals. The ultimate goal is to have students improve academically, successfully completing required work in core subjects while developing the ability to manage their personal academic success and serve as peer mentors to their fellow classmates.

## **Teacher Assistant**

Year: 11-12

Prerequisite: None

DHS Graduation Requirement: Elective

UC/CSU Approval: No

### **Course Description**

The role of a teacher’s assistant is an important one in helping support the staff of Dixon High School. The school extends opportunities to student’s to serve in these positions for credit and the experience of assisting in a professional setting. An application is required.

# **PHYSICAL EDUCATION**

## **Athletic Participation Credits**

*Athletes who have successfully completed both semesters of PE-9 may earn physical education credit by completing a season of sport during 10-11 grade. Five credits will be awarded for each for up to two seasons of sport credits (maximum of ten credits) and will count toward the Physical education graduation requirement. Only sophomores and juniors may earn PE credit through athletic sport participation.*

*To receive athletic credit, the athlete must at no time of the season become ineligible, academic or otherwise. Additionally, an athlete may have missed no more than two weeks of the season due to the completing the process of getting a physical exam and beginning participation, attending or watching the Substance Abuse Police presentation and completing the initial drug test.*

## **PE 9**

Year: 9

Prerequisite: None

DHS Graduation Requirement: Physical Education

UC/CSU Approval: No

### **Course Description**

The P.E. 9 class is a course based on the California State Framework for Physical Education. It is a required course for all freshmen and fulfills the first of a two-year physical education requirement for graduation from high school. The course emphasis is on preparing each student for lifetime fitness. Individual rather than team sports are the focus of this class. At the completion of the course the student should be able to develop an individual fitness plan based on the individual’s fitness needs. State testing is mandated for year 9 and will be included in this course.

## **Instructional Materials**

Equipment: All students are required to wear Dixon Unified School District physical education uniforms. That means that uniforms purchased for use at Dixon High School must be worn for classes. The cost: \$15 each for short and \$15 for each shirt or loaners will be provided. Any student who is unable to afford the uniform should contact the teacher to arrange a payment plan.

## **Class Requirements**

Students are expected to suit-up daily and complete daily class assignments. Materials recommended are a combination lock, notebook, paper, pens, pencils for class work and testing. Passing four semesters of P.E. is a California state requirement for graduation.

## **PE 10-12**

Year: 10-12

Prerequisite: PE 9

DHS Graduation Requirement: Physical Education

UC/CSU Approval: No

## **Course Description**

P.E. 10-12 is a course based on the California state P.E. frameworks. This class and fulfills half of the Dixon High two-year physical education requirement for graduation. It may be taken as a 10th, 11th, or 12th grade student. The focus of this class is to explore team and individual sports, recreation, dance, and weight lifting, as well as address general fitness issues of the student.

## **Class Requirements**

Students are expected to suit-up daily and complete daily class assignments. Passing four semesters of P.E. is a California state requirement for graduation.

## **Instructional Materials**

Equipment: All students are required to wear Dixon Unified School District physical education uniforms. That means that uniforms purchased for use at Dixon High School must be worn for classes. The cost: \$15 each for short and \$15 for each shirt or loaners will be provided. Any student who is unable to afford the uniform should contact the teacher to arrange a payment plan.

## **Weight Training**

Year: 10-12

Prerequisite: PE 9

DHS Graduation Requirement: Physical Education

UC/CSU Approval: No

## **Course Description**

This course's emphasis is on weight lifting techniques and training. Students will learn basic lifting techniques and principles of strength conditioning throughout the course of the year. Students should be prepared to lift and condition four days a week. Students who take this class should be serious about changing/improving their overall strength and conditioning through weight training.

## **Instructional Materials**

Equipment: All students are required to wear Dixon Unified School District physical education uniforms. That means that uniforms purchased for use at Dixon High School must be worn for classes. The cost: \$15 each for short and \$15 for each shirt or loaners will be provided. Any student who is unable to afford the uniform should contact the teacher to arrange a payment plan.

## **Class Requirements**

Students are expected to suit-up daily and complete daily on-line assignments. Materials recommended are a notebook, paper, pens, pencils for class work and testing. Students will complete an extensive group project and a two week long practical final each semester. This class fulfills one year of the two-year physical education graduation requirement.

## **Yoga**

Year: 10-12

Prerequisite: PE 9

DHS Graduation Requirement: Elective

UC/CSU Approved: Pending

## **Course Description**

This course is designed to introduce the beginning level student with minimal or no yoga experience to the basic vocabulary and technical skills required for yoga. Yoga will help students develop basic yoga skills in a variety of styles: Hatha, Vinyassa, Power, Astanga and Iyengar. Additionally, this course will teach how to properly perform each movement, how to breathe correctly, and will also focus on increasing students emotional well-being, self-confidence, and overall health, nutrition, and fitness.

# **SPECIAL EDUCATION**

## **Transition Partner Program (TPP)**

Year: 12

Prerequisite: Must have an Individual Education Plan (IEP) or 504plan

DHS Graduation Requirement: Elective

UC/CSU Approval: No

### **Course Description**

TPP prepares special education students for life after high school.

## **Curriculum Support 9-12**

Year: 9-12

Prerequisite: Individual Education Plan

DHS Graduation Requirement: Elective

UC/CSU Approval: No

### **Course Description**

Curriculum Support class is designed instruct students on improving study skills, organizational skills and test taking strategies.

Application of organizational skills through the use of assignment sheets, binders, and self-monitoring techniques. Students will have instructions in utilizing various learning modalities to strengthen understanding and retention of concepts. Assistance and support in other coursework.