

# DA VINCI CHARTER ACADEMY

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INNOVATIVE - INCLUSIVE - COLLABORATIVE

## *Course Catalog* *2024-2025*



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# CONTACT US

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### **Administrative Team**

Mr. Peter Newman, Da Vinci Charter Academy Principal

Ms. Marla Bowen, Junior High Principal

Mr. Scott Bell, High School Teaching Vice-Principal

Mrs. Kaitlyn Sangster, High School TOSA

Ms. Amy Hannon-Korynta, Junior High TOSA

Ms. Adela Johnson, High School Administrative Secretary

Ms. Nancy Cardinal, Junior High Administrative Secretary

### **Counselors**

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All staff members can be reached by email. Use the first initial and last name  
(for example, [ajohnson@djUSD.net](mailto:ajohnson@djUSD.net)).

See the "DVCA Contacts" webpage for details:

<http://www.davincicharteracademy.net/contact>

*The Davis Joint Unified School District does not discriminate on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.*

# ACADEMICS

## Prerequisites

Most science, math, music, and language classes require prerequisites. They may include:

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

Students are placed for Fall classes based on their First Semester grades the preceding year. Final eligibility is determined after Spring Semester and summer school grades are posted. Students who do not meet eligibility may be asked to repeat the prerequisite with an improved grade, or select a different available elective option.

## Credits

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

## Grading System

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

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

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

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

## High School Honors & Advanced Placement Courses

AP Computer Science Principles P	World Civilizations Honors P
AP Spanish 5 P	Spanish 4 Honors P
AP Calculus AB P	American Lit Honors P
AP Statistics P	Physics Honors P
AP 2-D Art and Design P	Chemistry Honors P
AP Art History P	

DVCA focuses on balancing our inclusive, project-based instruction approach to learning, and our inclusive school culture along with academic rigor and relevance. Additionally, DVCA is, by definition, a small school. With these constraints in mind, the DVCA course catalog offers a balance of core general education courses along with several high-quality Honors and AP courses for students seeking an extra level of challenge. Students may co-enroll in additional AP courses at DSHS or choose to take community college courses.

# ACADEMICS

## Grade Reporting

Progress Reports: Mailed home mid-quarter to students whose work indicates “in danger of failing.” Reports help students and families track grades and assignments.

Quarter Grades: Mailed home about the 10th week of the semester. These grades are formal reports, but they are not permanent grades and do not carry any credit. They are not part of permanent student records.

Semester Grades: Mailed home about three weeks after the end of the semester. These grades carry final credit and are considered permanent, becoming part of the student’s official record (transcript).

Parents and students may view academic progress online through Canvas. ([djUSD.instructure.com](http://djUSD.instructure.com))

**An Advanced Placement (AP) Course** is a special college level learning experience. It is challenging and thought provoking, and often takes more time, requires more work, and goes into greater depth than other high school courses. Students will be required to submit a contract acknowledging receipt of thorough descriptions of course demands and time commitments.

Advanced Placement Examinations are given each May at Da Vinci Charter Academy High School and at Davis Senior High School to students who wish to take them. Exams are given in 23 subject areas and are also open to those students who have not been enrolled in AP courses. Colleges and universities may accept AP Examination grades for credit. The cost for each examination is \$100.00. However, some students who plan to take an AP exam may be eligible to participate in the AP Test Fee Payment Program. See your counselor for more information about this program.

## Deadline for Dropping Courses

A student who drops a course by the second Friday of school may do so without any entry on their transcript. A student who drops a course after the drop deadline may receive a F grade on their transcript, unless otherwise decided by the principal or designee. (DJUSD Administrative Regulation 5121) \*For extenuating circumstances, please see your counselor.

Change requests require a form that is available on the DVHS website until 9/6/24. Changes are not guaranteed. If problems arise, parents and students are advised to speak first with the classroom teacher to identify strategies for success.

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

## Schedule Changes

Up to the second Friday of school, September 6, 2024, students may request a schedule change according to the following guidelines:

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

## Internship Program

The DVCA Internship Program not only allows students the chance to experience the work world, but it also provides an opportunity for Da Vinci to make strong connections with the Davis business community and UC Davis. Students complete 45 hours on-site and successful evaluations to receive 2.5 credits in a semester. Many Davis businesses and non-profits have already welcomed and mentored Da Vinci students through this program, and we are looking for more ways to strengthen these relationships. Students who would like to enroll in an internship and businesses or community members who would like to host an intern should contact Judy Wong-Chen, Internship Specialist, for more information at [jwongchen@djUSD.net](mailto:jwongchen@djUSD.net).

# ACADEMICS

## Dual-Enrollment

Dual Enrollment is a program that allows current high school and adult school students to take classes at Sacramento City College. Dual Enrollment students may enroll in 11 units each semester (across the Los Rios district). Applications must be submitted to each individual college.

Note: The term "Dual Enrollment" replaced "Advanced Education" beginning in Summer 2023.

- The student has started the 9th grade or will be at least 14 years old by the first day of instruction (visit the [Academic Calendar](#) to find the first day of the full term).
- The course the student wants to take is not available at their high school (applies to the summer term only).
- The student is prepared for advanced study as recommended by the high school principal or their designee.
- If a high school student, then the student has parental consent to be admitted and enrolled at the college.

Students will be concurrently enrolled in two institutions and must abide by the rules of both. Since they are full-time high school students and DVCA is their primary school, students must choose college classes around the DVHS class schedule and school calendar. They must maintain a minimum of five classes at DVHS. DJUSD allows 10 credits of outside coursework on a student's transcript, equal to one dual-enrollment course. The student will have a separate college transcript. All dual-enrollment grades earned can be reported on an official transcript to Da Vinci, even if they do not receive credits toward graduation.

## HSI-Early College Dual Enrollment

The HSI Early College Program is a Dual Enrollment partnership with DJUSD and Sacramento City College that allows eligible high school students to enroll in community college classes and earn college and high school credits simultaneously. Students who participate in the program are exempt from tuition and enrollment fees and have access to free course textbooks. Each course a student completes, he/she/ they will receive college credits as well as 10 DJUSD elective credits per course.

Additional program services include a designated college counselor, assistance from Student Support Specialists, College Success Workshops, closed courses with Sac City College, tutoring, and access to Sac City student services. More information and the application process can be found here:

<https://scc.losrios.edu/student-resources/hsi-early-college-program>

## Concurrent Enrollment at UCD Open Campus

High school juniors and seniors with the necessary prerequisites may participate in most regular courses, when space is available. More information is available at [www.extension.ucdavis.edu/opencampus](http://www.extension.ucdavis.edu/opencampus). Fees are computed individually by course according to the number of units offered. This program provides an opportunity for students to earn college credits while still in high school. It also provides an opportunity to take advanced courses beyond what is available in the high school program.

# ACADEMICS

## Graduation Alternatives

DJUSD offers educational alternatives for students.

- Martin Luther King High School (age 16 and over)
- Discovery ChalleNGe Academy
- Davis Adult School
- Einstein Educational Center

[www.djvinctraderacademy.net](http://www.djvinctraderacademy.net)

Contact the student's school counselor to explore these options.

## The California Proficiency Program (CPP)

The California Proficiency Program (CPP) will replace the California High School Proficiency Exam (CHSPE) established by California Education Code Section 48412. The CPP utilizes the State Board of Education approved GED® or HiSET® subtests for language arts and mathematics to measure proficiency.

For the new CPP, students will have the option of taking the exam at a testing site with paper and pencil, or on the computer. The second option is that students may take the CPP at home, online, with live proctoring. The new CPP will also be offered in English and Spanish. Students that are interested in taking a proficiency test this fall may go to either HSE vendor's webpage and utilize their prep materials to study for the mathematics and language arts subtests. Each vendor provides a list of testing accommodations, test specifications, and test proctoring guidelines.

After passing the language arts and mathematics subtests of the proficiency program, the student will earn a State Board of Education issued Certificate of Proficiency which is the legal equivalent to a high school diploma issued by the state of California. After passing the CPP, the student may choose to remain in high school or exit with parent or guardian's permission to begin attending higher education or their career. Once an individual has taken the CPP, passed both language arts and mathematics subtests, and exited high school, they may choose to take the remaining HSE subtests to earn their HSE Certificate, opening even more doors than the Certificate of Proficiency alone. The CPP is referred to as a program because it acts as a stepping stone for individuals that may choose to earn their HSE Certificate.

The CPP tests will serve the same population as the previous CHSPE. Eligible students may be either excelling or struggling in high school and need to take the CPP tests in order to exit high school to begin attending higher education or start their career.

A person is eligible to take a CPP test if they are currently enrolled in high school and either:

- 16 years of age or older, or
- They have completed one year of enrollment in grade ten, or
- They will have completed one year of enrollment in grade ten at the end of the semester during which the next exam is administered.

Students who successfully pass the CPP are permitted to exit high school--with parent permission--and attend a community college. They are not eligible to attend most 4-year colleges, including UC/CSU immediately following passing the CPP.

# ACADEMICS: HUMANITIES

To enhance learning, rigor and relevance at Da Vinci, **English and Social Studies are combined**. All students are required to complete a variety of project-based activities. Examples include, but are not limited to, panel presentations, persuasive speeches, mock trials, museum creation, and documentary production. Following the Da Vinci project-based learning model, projects will be linked between the two courses and students will earn a combined grade for both History and English. **The exception to this is the 9th grade humanities curriculum.**

[www.davinicharteracademy.net](http://www.davinicharteracademy.net)

## **WORLD STUDIES 7**

Grade Level: 7

Course Codes:

Z65700 (Social Studies)

Z20710 (English)

1 year: 10 credits

## **SOCIAL STUDIES 7**

In conjunction with 7th grade English, Social Studies is a continuation of 6th grade World History. Students will study the history and geography of medieval societies that developed concurrently throughout our world. Topics of study primarily include the social, cultural, and technological changes occurring in Europe, Africa, Asia, and the Americas from approximately 500 CE to 1700 CE. Students interpret and analyze historical texts and sources to uncover the growing connections between societies with the exchange of ideas, beliefs, technologies, and commodities. Revisionist history is applied throughout the course, wherein students encounter sources exhibiting the experiences of diverse groups of people throughout the medieval age.

## **ENGLISH LITERATURE AND WRITING 7**

This course focuses on the Common Core State Standards in reading, writing, speaking, listening, and language skills in conjunction with 7th grade history. Students are also expected to read widely in both fiction and nonfiction work ranging from excerpts to novels. In the writing process, seventh graders work to develop written fluency, extend sentences, construct paragraphs, improve composition skills, and sharpen their usage and knowledge of English grammar and mechanics. In addition, students will conduct research, give oral presentations, collaborate with diverse teams, and use interpersonal communication skills.

## **AMERICAN STUDIES**

Grade Level: 8

Course Codes:

Z65800 (US History)

Z20800 (English)

1 year: 10 credits

## **UNITED STATES HISTORY**

The required 8th grade course combines the study of U.S. history, geography and government. It emphasizes the time period from 1775 to 1877. Critical thinking and group participation skills are developed within the context of the course.

# ACADEMICS: HUMANITIES

## **ENGLISH 8**

English 8 focuses on the Common Core State Standards in reading, writing, speaking, listening and language skills. In literature study, students explore novels, short stories, plays, non-fiction, workplace documents, and poetry. Novels studied include, but are not limited to, *The Giver* and *Numbering All the Bones*, in addition to many primary source documents. Students are expected to read widely in both fiction and non-fiction works, and to maintain a reading record. In the writing process, students will develop a focused essay establishing a controlling theme, with evidence and examples, and write a conclusion that reflects key points and a main idea. Students will also learn and practice revision and editing skills. Students also write newspaper articles, professional letters and proposals in accordance with Da Vinci's emphasis on teaching real-world 21st century skills.

***Freshman Program--Courses are not integrated in 9th grade curriculum***

## **ETHNIC STUDIES P**

Grade Level: 9-12

Course Code: Z65850

UC/CSU Approved: A

1 semester: 5 credits

The Ethnic Studies course is one semester and aims to humanize and empower all people by honoring the histories and cultures of historically marginalized groups. This course will define Ethnic Studies, explore facets of identity and intersectionality, critically analyze systems of oppression, resistance, and liberation, and promote community engagement through action in solidarity with others. Ethnic studies provides students with the opportunity and tools to grow an understanding of themselves in relation to their community and society. This course meets the California graduation requirements established by Assembly Bill 101.

## **ENGLISH 9 P**

**Grade Level: 9**

Course Code: Z20900

UC/CSU Approved: B

1 year: 10 credits

English 9 focuses on the Common Core State Standards in reading, writing, speaking, listening, and language skills. Students explore novels, short stories, poetry, and extensive works of non-fiction to strengthen their reading fluency and ability to understand complex texts. Ninth graders practice the skill of writing summaries, and work to develop a focused essay that establishes a controlling theme, demonstrates ideas with evidence and examples, and ends with a conclusion that reflects key points and a main idea. Students will also learn and practice revision, editing and citation skills using MLA format. Academic vocabulary and grammar are taught and practiced throughout the year.

## **World Studies - 10th grade**

### **MODERN WORLD CIVILIZATIONS P**

Grade Level: 10

Course Code: Z66500

1 year: 10 credits

Prerequisites: Sophomore standing

UC/CSU Approved: A

Using project-based learning, this course examines the major turning points that have shaped the world from the time of Ancient Greece to the present. It is designed to meet the abilities of college bound sophomores with an emphasis on research, analysis, and critical thinking. Long-term projects are combined with English 10, students collaborate in teams, and will require additional planning and research. Students are expected to utilize effective time management skills to keep pace with the course.

# ACADEMICS: HUMANITIES

## World Studies - 10th grade

### HONORS MODERN WORLD CIVILIZATIONS P

Grade Level: 10

Course Code: Z67160

1 year: 10 credits

Prerequisites: Sophomore standing

UC/CSU Approved: A

Students enrolled in Honors World Civ will:

- 1) Maintain their enrollment in the general World Civ and English 10 course.
- 2) Collaborate with their peers in mixed-level teams.
- 3) **Attend a weekly meeting during Period Seven** (a total meeting time of 1.5 hours per week).
- 4) Work on activities meant to engage them in deeper learning on topics covered in the general course.
- 5) Participate in one public debate project.
- 6) Earn a weighted grade (i.e., earn up to a 5.0 in their GPA) on the History side of the course. Whilst they are still linked to English 10 there will be no honors weighting for the English side of the course.

During the weekly meeting, students will take part in seminar-style discussions and readings. During the first semester, The seminar will also be modelled on, and use materials from the respected organization, Intelligence Squared. Along with analyzing debates that complement project content in the general course, students will take part in one public Oxford-style debate on a topic that uses course content and allows for a demonstration of mastery of oral communication, critical thinking, collaboration, and curricular literacy. There will be mini-projects that support/supplement projects in the general course. To gain further insight into course content, students will have supplemental readings from the magazine National Geographic History. **Students must request a free 7th period.**

## ENGLISH 10 P

Grade Level: 10

Course Code: Z21100

1 year: 10 credits

Prerequisite: Sophomore standing

UC/CSU Approved: B

English 10, a yearlong college preparation course, combines the study of international literature with history and project-based learning. Students write regularly in a number of modes, including literary analysis, narrative and expository writing. The course includes extensive reading of a variety of texts, with an emphasis on college preparatory writing, critical thinking and discussion. Vocabulary development and grammar skills will also be addressed.

# ACADEMICS: HUMANITIES

## **American Studies-11th MODERN US HISTORY P**

Grade Level: 11

Course Code: Z67100

1 year: 10 credits

Prerequisites: Junior standing

UC/CSU Approved: A

This course is integrated with American Literature and based on a series of projects beginning with the founding documents of the United States and progressing to issues in contemporary American society. Curriculum will focus on the social, political, economic, and cultural development of modern America with a particular emphasis on the 20th and 21st centuries. Students will also examine the contributions of America's diverse population groups and examine the changing role of the United States within a global context.

## **AMERICAN LITERATURE P**

Grade Level: 11

Course Code: Z21400

1 year: 10 credits

Prerequisites: Junior standing

UC/CSU Approved: B

American Literature, a core course of the eleventh grade English curriculum, gives students a solid foundation in the literature of the early Americas and contemporary United States. Students study works from various periods of American history and develop skills in a variety of writing techniques including: personal narrative, critical evaluation, interpretation as well as continued development of listening and speaking skills. Class activities include lecture, discussion, presentations, projects, video, and current print media. Vocabulary development and grammar skills are also addressed.

## **AMERICAN LITERATURE HONORS P**

Grade Level: 11

Course Code: Z21530

1 year: 10 credits

Prerequisites: B grade or higher in English 10

UC/CSU Approved: B

This course is an advanced college-prep course for which students receive weighted grade points. This course is paired with the Modern US History Course. In addition to the coursework of American Literature, students will complete extensive readings giving students a deeper understanding of American Studies projects. Students will write additional analytical essays responding to the literature in the context of the project, along with writing in a variety of other genres. Students will refine listening and speaking skills, and further develop vocabulary and grammar skills. **Students must request a free 7th period.**

## **Political Studies-12th**

### **US GOVERNMENT & POLITICS P**

Grade Level: 12

Course Code: Z68110

1 semester: 5 credits

Prerequisites: Senior standing

UC/CSU Approved: A

Students will study the American political process and learn about economic functions and theories. Students will examine the institutions, theories, practices, and current events that shape their current world. Further, students will read substantial English and American novels and short writings to better understand the political, social, and economic side of the course. All students are required to complete a variety of research based assignments and projects (examples include, but are not limited to: creating government based videos, creating a business, constructing a call to action civics project, dealing with personal finance, and learning about the judicial system) in a group based environment which cultivates collaboration.

### **ECONOMICS P**

Grade Level: 12

Course Code: Z69610

1 semester: 5 credits

Prerequisites: Senior standing

UC/CSU Approved: A or G

Economics is the study of choice. It involves the processes by which people choose to use scarce resources to produce goods and services. This course will focus on an introduction to economic decision-making - what it is and how it works. Fundamental analytic concepts and skills, economic institutions and theories, policies and policy alternatives, and international economics will be emphasized. All students are required to complete a variety of research based assignments and projects (examples include, but are not limited to: creating a business, dealing with personal finance, and learning about the national economy). All seniors will complete a culminating portfolio in the Spring.

### **SENIOR WRITING SEMINAR P**

Grade Level: 12

Course Code: Z24000

1 year: 10 credits

Prerequisites: Senior standing

UC/CSU Approved: B

In this year-long college preparatory course, students will read and discuss classic English-language works as well as non-fiction for historical background. The Senior Writing Seminar portion of Political Studies is a challenging course which covers non-fiction writing genres and helps students develop their unique voices as writers. Students prepare for college and the workforce by writing in the following forms: reflection, persuasion and argumentation, comparison/contrast, exposition, analysis, and research. Students are expected to engage in the writing process of drafting and revising while working in small teams. They will work on peer editing and respond to readings while refining grammar, usage, and language skills. All seniors will complete a 10-page research paper.

# ACADEMICS: MATHEMATICS

## **COMMON CORE MATH 2**

Grade Level: 7

Course Code: Z40770

1 year: 10 credits

Prerequisites: none

This class meets 7th grade Common Core Mathematics Standards. Instruction will focus on four critical areas: 1) develop understanding and applying proportional relationships; 2) mastery of operations with all forms of rational numbers and developing understanding of algebraic expressions and equations; 3) solve problems involving scale, informal geometric constructions, and work with two and three dimensional geometric shapes; and 4) draw inferences about populations based on samples and probability models. Students should have demonstrated strong study skills and the ability to work independently as well as in cooperative learning groups.

## **COMMON CORE MATH 2/3**

Grade Level: 7

Course Code: Z40770

1 year: 10 credits

Prerequisites: 6th grade teacher recommendation

This rigorous course meets both the content and practices of the California Common Core Standards for grades 7 and 8 (CC Math 2 & CC Math 3). Successful completion will prepare students for the CCSS High School Integrated Math I course. Students in this course need to work at an accelerated level: less time and practice is provided to attain mastery of a topic, and students must be able to retain prior learning and complete more work in a given period. Some lessons can be combined to cover more material. Students should have demonstrated strong study skills and the ability to work independently as well as in cooperative learning groups.

## **COMMON CORE MATH 3**

Grade Level: 8

Course Code: Z40780

1 year: 10 credits

This course includes portions of the previous HS Algebra 1 course and meets 8th grade Common Core mathematics standards. Instructional time will focus on four critical areas: 1) writing and solving equations; 2) formulation and reasoning about expressions and equations, including modeling an association in bivariate data with linear equations and systems of linear equations; 3) function concepts and using functions to describe quantitative relationships; 4) analyzing figures in two- and three- dimensional space using distance and angle relationships, similarity, congruence and applying the Pythagorean Theorem.

## **INTEGRATED MATH 1 P**

Grade Level: 8-12

Course Code: Z40790

1 year: 10 credits

Prerequisites: Common Core 3 or Common Core 2/3 with a grade of C- or better

UC/CSU Approved: C

This course includes studying the concepts found in California Common Core Integrated Mathematics 1. Both graphing and scientific calculators will be used in class, and students are recommended to have their own. Integrated Math 1 will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) extend understanding of linear relationships; (4) apply linear models to data that exhibit a trend; (5) establish criteria for congruence based on rigid motions; and (6) create and graph equations involving exponential expressions.

## **MATHEMATICS 1 A**

Grade Level: 9-12

Course Code: Z40800

1 semester: 10 credits

Prerequisites: Common Core 3

UC/CSU Approved: G

This is the first in a two-part course that integrates the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics. **Students will be enrolled in two periods of Mathematics 1 A during the first semester.**

Coupled with Mathematics I B, these two courses are the equivalent of a two-year Mathematics I course. The problem situations, models, and technology used will foster connections to the eight Standards for Mathematical Practice, which develop conceptual understanding from multiple perspectives. Mathematics I A topics focus on the interconnectedness of function elements, tables, graphs, and equations; comparing and contrasting and decision-making using Algebraic models, and modeling using mathematical probability. In addition, students will be provided with online and in-class intervention to fill in any gaps in mathematical knowledge needed for success in Mathematics I A.

## **MATHEMATICS I B**

Grade Level: 9-12

Course Code: Z40810

1 semester: 10 credits

Prerequisites: Mathematics I A

UC/CSU Approved: C

This is the second in a two-part course which integrates the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics. **Students will be enrolled in two periods of Mathematics 1 B during the second semester.** Coupled with Mathematics I A, these two courses are the equivalent of Mathematics I. The problem situations, models, and technology used will foster connections to the eight Standards for Mathematical Practice which develop conceptual understanding from multiple perspectives. Mathematics I B topics focus on exponential relationships, geometric transformation and congruence, the properties of lines, angles, and triangles, along with the applications of these properties; and quadrilaterals and coordinate proof. In addition, students will be provided with online and in-class intervention to fill in any gaps in mathematical knowledge needed for success in Mathematics I B.

# ACADEMICS: MATHEMATICS

## **INTEGRATED MATH 2 P**

Grade Level: 8-12

Course Code: Z40795

1 year: 10 credits

Prerequisites: Integrated Math 1 with a grade of C- or better.

UC/CSU Approved: C

This course includes studying the concepts found in the California Common Core Standards for Integrated Mathematics 2. Scientific calculators will be used in class, and students are recommended to have their own. Topics include quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships. Integrated Math 2 will focus on six critical areas: (1) developing an understanding of complex number systems; (2) extend and understand quadratic functions and their models; (3) create and solve equations, inequalities, and systems of equations; (4) compute and interpret theoretical and experimental probabilities; (5) understand similarity of triangles, use similarity to solve problems and explore a variety of formats for writing geometric proofs; and (6) apply properties and prove basic theorems about circles. Students are expected to communicate mathematics effectively in both oral and written format.

## **INTEGRATED MATH 3 P**

Grade Level: 9-12

Course Code: Z40797

1 year: 10 credits

Prerequisites: Integrated Math 2 with a grade of C- or better.

UC/CSU Approved: C

This course will include studying the concepts found in the California Common Core Standards for Integrated Mathematics 3. Students are expected to communicate mathematics effectively in both oral and written format. Both graphing and scientific calculators will be used regularly in class, and students are recommended to have their own. Topics include: exponential, radical, polynomial, rational and trigonometric expressions; equations and functions; right triangles and trigonometry; modeling with geometry; probability and inferential statistics.

## **ACCELERATED INTEGRATED MATH 3 P**

Grade Level: 9-12

Course Code: Z40798

1 year: 10 credits

Prerequisites: Integrated Mathematics 2 with a grade of A and teacher recommendation.

UC/CSU Approved: C

This is an intensive, accelerated course intended for dedicated, math-oriented students. This course includes studying the concepts found in the California Common Core Standards for Integrated Mathematics 3 and most of the concepts found in the Precalculus course. Students are expected to communicate mathematics effectively in both oral and written format. Both graphing and scientific calculators will be used regularly in class, and students are recommended to have their own. The subsequent course is AP Calculus AB.

This class will focus on these critical areas:

- expanding understanding of functions to include polynomial, exponential, logarithmic, trigonometric, rational, radical functions, and inverse functions;
- expanding right triangle trigonometry to include general triangles, co-functions, inverse functions and the unit circle and graph transformations of trigonometric functions using radians;
- developing an understanding of limits of sequences and functions, and continuity of functions; and
- consolidating functions and geometry to create models and solve contextual problems.

# ACADEMICS: MATHEMATICS

## **TQR - TRANSITION TO QUANTITATIVE REASONING**

Grade Level: 12

Course Code: Z40789

Prerequisites: Integrated Math 2

UC/CSU Approved: G

The units of study revisit previous math concepts, such as functions, inequalities and exponents to provide opportunities for students to develop a greater perspective of the underlying structures of mathematics and how to connect mathematical topics. This enables students to continue to persevere through problem solving and begin to develop their quantitative reasoning skills for success in college-level courses or the workplace. The course culminates with a relevant, in-depth unit on financial mathematics. The National Common Core Standards for Mathematical Practice are an integral part of each lesson and specific high school Common Core State Standards are the focus of the mathematical content. Through a facilitative teaching approach, the lessons and tasks provide students with opportunities to solve challenging problems in which they gather, analyze, and evaluate information, work effectively in groups to make decisions using critical reasoning skills, as well as opportunities to communicate concisely through written and oral language.

Students who typically enroll in this course:

-May not have planned on taking a senior year math course.

-May have originally been placed into IM 3.

-Could move beyond a "just got by" status from IM 1 and 2 and improve their preparation to succeed in college-level mathematics.

-Are currently not considering a STEM/math intensive major.

## **PRECALCULUS P**

Grade Level: 9-12

Course Code: Z41710

1 year: 10 credits

Prerequisites: Integrated Mathematics 3 P with a grade of C-

UC/CSU Approved: C

The department strongly advises that any student expecting to study university calculus take this course. The course will include studying the concepts found in the California Mathematics Content Standards for Mathematical Analysis. Students are expected communicate mathematics effectively in both oral and written format. These include: extending the depth of knowledge of polynomial, exponential, logarithmic, circular and trigonometric functions and their graphs; demonstrating how real and complex numbers are related both arithmetically and graphically; applying polar coordinates and vectors in the plane; solving problems using vector concepts; extending the understanding of the arithmetic fundamental counting principles to compute combinations and permutations; knowing the binomial theorem and using it to expand binomial expressions; developing an understanding of functions and equations defined parametrically and be able to graph them; becoming familiar with the notion of the limit of a sequence and the limit of a function as the independent variable approaches a number or infinity; and giving proofs using the technique of mathematical induction.

# ACADEMICS: MATHEMATICS

## **AP CALCULUS AB P**

Grade Level: 9-12

Course Code: Z41800

1 year: 10 credits

Prerequisites: Accelerated Integrated Math 3 or Precalculus with a B- or better

UC/CSU Approved: C

This course includes all the topics included in the College Board AP (Advanced Placement) Calculus AB course description. The content is comparable to the material typically covered in the first two quarters of a college calculus series. The goals of the course include students being able to: work with functions represented in a variety of ways (graphical, numerical, analytical or verbal); compute and apply the concept of limits to make sense of definitions and features of functions and their graphs; understand the meaning of the derivative in terms of a rate of change and be able to use derivatives to solve a variety of problems; understand the meaning of the definite integral and be able to use integrals to solve a variety of problems; communicate mathematics effectively in both oral and written format; model a written description of a physical situation with a function, a differential equation or an integral; use technology to help solve problems, experiment, interpret results, and verify conclusions; justify solutions using definitions, theorems, and corollaries and determine the reasonableness of solutions. The expectation is that all students will take the AP Calculus AB exam in May. A summer assignment is required prior to the start of the course.

## **AP STATISTICS P**

Grade Level: 9-12

Course Code: Z41670

1 year: 10 credits

Prerequisites: Completion of Integrated Math 3/3+ with a grade of B- or better; or completion of Integrated Math 2 with a A- or better and concurrent enrollment in IM3+.

UC/CSU Approved: C

AP Statistics is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course covers four main themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use graphing calculators and a variety of online tools to conduct investigations, simulations, and run inference testing. Students are expected to communicate mathematics effectively in both oral and written format. A summer assignment is required prior to this course. The expectation is that all students will take the AP Statistics exam in May.

# ACADEMICS: SCIENCE

## **SCIENCE 7**

Grade Level: 7

Course Code: Z55700

1 year required

Prerequisites: None

Science 7 is a yearlong general science course that integrates various fields of science including chemistry, geology, cell biology, and ecology. It is intended to provide a broad understanding of science and engineering practices, cross-cutting concepts, and core ideas identified in the Next Generation Science Standards through Project Based Learning, inquiry based laboratory investigations and observations, class discussions, and reading and writing assignments. The course develops an understanding of the scientific principles that underlie our lives in the universe.

## **SCIENCE 8**

Grade Level: 8

Course Code: Z55810

1 year required

Prerequisites: None

This is a one-year integrated life and physical science course. Topics include: earth, moon and sun system, space exploration, waves, natural selection, inheritance in addition to motion and forces. Students will be immersed in a broad understanding of science and engineering practices, cross-cutting concepts, and core ideas identified in the Next Generation Science Standards through Project Based Learning, inquiry based investigations and observations, class discussions, and reading and writing assignments.

## **BIOLOGY P**

Grade Level: 9-12

Course Code: Z56100

1 year: 10 credits

Prerequisites: required for grade 9

UC/CSU Approved: D (life science)

Biology is a one-year, laboratory science course designed to provide an introduction to the biological sciences. This course is required for 9th grade students. The course covers the formation of earth, life, its process and the effects of humans on the system as a whole. The science content is taught through Project Based Learning, laboratory investigations, lectures, class discussions, readings and related assignments. Students will develop research skills, conduct experiments and analyze results to draw conclusions. This course serves as a prerequisite for advanced life science courses.

# ACADEMICS: SCIENCE

## **PHYSICS P**

Grade Level: 10-12

Course Code: Z62000

1 year: 10 credits

Prerequisites: Completion of Biology; Integrated Math 2 with a C or above

UC/CSU Approved: D (physical science)

Designed for the college-bound student, this project-based physics course emphasizes the areas of Newtonian Mechanics, Waves, Energy and Electricity/ Magnetism. Laboratory experience and mathematical problem solving are a significant part of the course work.

## **PHYSICS HONORS P**

Grade Level: 10-12

Course Code: Z62100

1 year required: 10 credits

Prerequisites: Integrated Math 2 with a B or better

UC/CSU Approved: D (physical science)

This project-based course is designed for the college-bound student who will be specializing in the sciences, mathematics, engineering, or technology. This rigorous course emphasizes the following areas: Newtonian Mechanics, Waves, Energy and Electricity/Magnetism. Compared to Physics P, this course places a much greater emphasis on mathematical problem solving; students should be prepared to apply a variety of higher mathematical skills. Laboratory experience is a significant part of the course work. Students should expect between 30 minutes and 1 hour of homework per night.

## **CHEMISTRY P**

Grade Level: 10-12

Course Code: Z61500

1 year: 10 credits

Prerequisites: Completion of Integrated 1; Grade of B or higher strongly recommended

UC/CSU Approved: D (physical science)

This is a challenging project-based course for college-bound students and involves considerable applied math and laboratory work. This course covers all Next Generation Science Standards. Quantitative problem solving and real-world applications are both significant portions of the course. Projects include coffee making, cooking/food science, and creating bottle rocket cars. General topics include atoms, molecules, properties and functions of molecules, energy, chemical reactions, and nuclear chemistry.

## **CHEMISTRY HONORS P**

Grade Level: 10-12

Course Code: Z61600

1 year: 10 credits

Prerequisites: Completion of Integrated 1 with Grade of B or higher

UC/CSU Approved: D (physical science)

This Chemistry Honors course follows the Next Generation Science Standards and Da Vinci's project-based learning. This course will cover characteristics of matter, energy transformations during physical and chemical changes, atomic structure, periodic table of elements, behavior of gasses, bonding, nuclear fusion and fission, oxidation-reduction reactions, chemical equations and reactions, solutes, properties of solutions, acids and bases. It will develop skills for writing persuasive and informative texts such as essays, reports, proposals, and memoranda as well as research and presentation of information in a variety of media. In addition to the depth in topics, this course will put more emphasis on lab technique as curriculum and assessment to prepare students who are interested in STEM for post-secondary success.

## **ENVIRONMENTAL CHEMISTRY P**

Grade Level: 10-12

Course Code: Z61510

1 year: 10 credits

Prerequisites: Completion of Biology

UC/CSU Approved: D (physical science)

Environmental Chemistry is an introduction to the fields of environmental studies and chemistry. This course is aligned with High School California Chemistry and NGSS standards, and provides practical lab applications concentrating on environmental processes. Qualitative and quantitative aspects of environmental processes are studied. Topics include atmospheric processes (including those involving carbon dioxide and ozone), air pollution, soil composition, acid rain, water quality and water pollution, and the fate and transport of chemical compounds in the environment. Where possible, examples involving local issues and current events are studied.

## **PHYSIOLOGY AND ANATOMY P**

Grade Level: 10-12

Course Code: Z56600

1 year required: 10 credits

Prerequisites: Biology with a grade of C or better

UC/CSU Approved: D (life science)

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

## **ZOOLOGY AND BOTANY P**

Grade Level: 10-12

Course Code: Z56350

1 year required: 10 credits

Prerequisites: Biology with a grade of C or better

UC/CSU Approved: D (life science)

This course offers classical exploration of plants and animals. The first 2/3 of the year is devoted to zoology, with emphasis on the diversity, morphology, ecology, and reproduction of invertebrates. The animal kingdom is studied in survey style, including detailed study of sponges, cnidarians, worms, mollusks, arthropods, echinoderms, and chordates. The course includes numerous dissections, microscope labs, and live animal activities. Assignments include a bio-assessment which involves multiple field trips to local Davis ponds, a parasite podcast, and writing to the E.P.A. to save the Great Barrier Reef. The botany portion of the course emphasizes the diversity of higher plants as well as the anatomy of flowering plants. Specific botany projects include a leaf collection, a fruit and flower dissection and grafting, and a small garden. Also included in the course is an optional 3-day field trip to Catalina Island Marine Institute in the Spring Semester.

# ELECTIVES: PHYSICAL EDUCATION

## PHYSICAL EDUCATION 7

Grade Level: 7

Course Code: Z50700

1 year required: 10 credits

The theme of this course is Meeting Challenges and Making Decisions. This program takes into account the importance of the transition from sixth to seventh grade and the rapid physical, social, and emotional changes occurring at this level. Students are beginning to look for a sense of belonging within their peer group and community even as they are gaining more confidence in individual activities. They have an eagerness to test themselves, both individually and in groups. This course introduces individual sports rather than focusing exclusively on team sports. Typical activities may include badminton, pickle ball, recreational games, non-traditional games, bowling, project adventure, volleyball, creative games, medieval games, self-defense, folk dancing, Frisbee games, and track and field.

## PHYSICAL EDUCATION 8

Grade Level: 8

Course Code: Z50800

1 year required: 10 credits

Prerequisites: none

At this stage, students are able to focus on a common group or team goal over the long term, working together to solve problems during group activities. The emphasis in 8th grade physical education moves toward team sports, including defensive and offensive strategies. Students are encouraged to continue participation in group activities because all aspects of their personal development, both physical and mental, are still evolving. Typical activities may include volleyball, football, basketball, mission impossible, lacrosse, soccer, team handball, field hockey, American dances, track and field, and ultimate Frisbee.

## PHYSICAL EDUCATION 9

Grade Level: 9

Course Code: Z50900

1 year required: 10 credits

Prerequisites: none

This is a stage at which students are able to synthesize much of what they have learned in the earlier grades, including knowledge of human growth, development, and physiology. Affiliation, a feeling of being connected and involved, is of primary importance to ninth graders. Students develop a willingness to acknowledge and respect stylistic differences, gain an appreciation of others' achievements no matter how large or small, and to expand their ability to adapt to the needs of the group and demonstrate fairness toward all. Typical activities may include gymnastics, multicultural games, tennis, weight training, golf, badminton, softball, aerobics, bowling, swing dancing, and track and field. All students in the 9th grade take the California Physical Fitness Test (PFT).

## PHYSICAL EDUCATION

Grade Level: 10-12

Course Code: Z50000

1 year required: 10 credits

Content areas include movement skills and movement knowledge, physical fitness, personal development, as well as personal and social responsibility. Team and individual sports are emphasized. A collaborative project-based experience is integrated once per semester. ***Students who have not passed 5 of the 6 physical fitness tests in 9th grade must enroll in a yearlong physical education course as a 10th grader.*** Students must complete two years of physical education in grades 9-12.

# ELECTIVES

## **INDEPENDENT STUDIES PE**

Grade Level: 10-12

Course Codes:

Z51810 (Fall)

Z52810 (Spring)

This course is designed to meet the requirements of a High School Physical Education class and allow DVCA athletes the opportunity to earn graduation credit for PE while participating in their DSHS sport. This course has an independent learning environment and takes complete student self-responsibility to be successful.

To qualify, a student must:

- Be on a DSHS sports team
- Be in grades 10-12
- Have passed 5 of 6 basic competencies in state physical fitness tests in 9th grade.
- Must sign up for ILS Period 7 in the season of their sport.
- Agree to attend all sports team practices/competitions/events as assigned by the coach and turn in all assignments on time as required by the Independent P.E. instructor.

## **WORLD LANGUAGE**

Da Vinci students may co-enroll at Davis Senior High School for Spanish 6, Japanese, Chinese or French. Da Vinci students enrolled concurrently in these world languages may not be able to take the second year of language in sequence, due to scheduling constraints.

Level 1 Spanish has no prerequisites. Level 2 courses and above require the prerequisite listed below. Students with previous Spanish experience may take a proficiency exam to determine appropriate placement in classes. Da Vinci Junior High School students may co-enroll in Emerson Junior High School courses. If your school records indicate that you are a heritage speaker of Spanish, consult with your counselor about the possibility of taking an immersion class.

### **SPANISH 1 P**

Grade Level: 7-12

Course Code: Z29100

1 year: 10 credits

Prerequisites: Proficiency Level Elementary 1 ACTFL Novice Low—Mid

UC/CSU Approved: E

Students learn to speak, read and write elementary Spanish and use their skills in a wide variety of activities. They will acquire an appreciation of various aspects of culture in Spanish-speaking countries. Class participation is emphasized for skill mastery.

# ELECTIVES: SPANISH

## **SPANISH 2 P**

Grade Level: 7-12

Course Code: Z29200

1 year: 10 credits

Prerequisite: Successful completion of Spanish 1 course with a C- or better

UC/CSU Approved: E

Students continue to speak, read and write elementary Spanish as well as develop their ACTFL levels of proficiency in grammar, vocabulary and listening. ACTFL levels of proficiency Instruction will be delivered in both English and Spanish. They also will learn more specific aspects of the Spanish and Latin American Culture. The culture of Spanish speaking countries is emphasized through short literary selections and cultural projects that are relevant to the themes studied in their textbooks. Examinations are comprehensive and include a balance of grammar, vocabulary, writing and reading.

## **SPANISH 3 P**

Grade Level: 7-12

Course Code: Z29300

1 year: 10 credits

Prerequisite: Successful completion of Spanish 2 course with a grade of C- or better

UC/CSU Approved: E

This course will build extensively upon grammatical concepts. Students will continue to develop listening, reading, writing and speaking skills. Instruction will be delivered in both English and Spanish. The culture of Spanish speaking countries is emphasized through short literary selections and cultural projects that are relevant to the themes studied in their textbooks. Students use Duolingo, an online platform, to further develop their grammar, vocabulary, and listening skills. Examinations are comprehensive and include a balance of grammar, vocabulary, writing and reading.

## **SPANISH 4 HONORS P**

Grade Level: 7-12

Course Code: Z29450

1 year: 10 credits

Prerequisite: Successful completion of Spanish 3 course with a grade of C- or better

UC/CSU Approved: E

This course provides a survey of Spanish history and culture and familiarizes students with works of major writers and topics in Latinx culture. On average three or four grammar concepts are covered in each chapter and most instruction is provided in Spanish. Students further develop their auditory, speaking, reading and writing skills. This class requires approximately two to three hours of homework per week and eight hours of independent practice per semester. Students should expect to complete summer work prior to the start of this course.

## **AP SPANISH 5 P**

Grade Level: 7-12

Course Code: Z29500

1 year: 10 credits

Prerequisite: Successful completion of Spanish 4 course with a grade of C- or better, B recommended

UC/CSU Approved: E

The AP Spanish Language course is conducted completely in Spanish and it is designed to help students become proficient in the Spanish language in order to successfully pass the AP Spanish Language Examination. Students broaden their knowledge of literature, grammar, vocabulary and culture. The course expects students to read, write and speak only in the target language. This class requires approximately three to four hours of homework per week and ten hours of independent practice per semester. Students are expected to take the AP examination in May.

# ELECTIVES: VISUAL AND PERFORMING ARTS

## **AP ART HISTORY P**

Grade Level: 9-12

Course Number: Z14670

1 year: 10 credits

Prerequisites: None

UC/CSU Approved: F

This course introduces world art history, from prehistoric art through the Renaissance and into modern times, through lecture, films, slides, and independent student research. Presentations on the works for each unit is a key component to the class, and students are expected to deliver these presentations on a regular basis for course credit. This course prepares students for the Advanced Placement exam by utilizing the College Board's pre-determined list of 250 works of art that span across human history. This class may include a trip to San Francisco as well as visits to local galleries. Students are expected to take the AP exam in May.

## **INTRODUCTION TO MEDIA ARTS P**

Grade Level: 9-12

Course Number: Z14700C

1 year: 10 credits

Prerequisites: None

UC/CSU Approved: F

This year long course will combine competencies in photography, digital media, video/film, as well as foundational knowledge in design, which will come from exploration of art elements of line, shape, form, color, space, and texture. Students will then proceed with the exploration of interactions between media sources in live, recorded, and web-based productions. Students will develop skills in digital art design, film and video production, lighting, sound, print media, and photography. Students will develop an appreciation for photography and art using digital media and understanding of the role of contemporary visual means today. After introduction to software that is common in the industry such as Adobe Photoshop/Illustrator and Premiere Pro, students will work individually and in groups to design, create, critique, and present digital media art projects. Students will also explore career options within the Arts, Media, Entertainment Industry sector. This is an introductory level class which will allow students to learn and discover their main interests in art and develop curiosity for further knowledge.

## **INTERMEDIATE MEDIA ARTS P**

Grade Level: 10-12

Course Number: Z14720C

1 year: 10 credits

Prerequisites: Introduction to Media Arts P

UC/CSU Approved: F

This course builds on competencies in Video/Film, photography, digital art design, live production as well as foundational knowledge in design that are taught during the introductory course. Coursework will focus on careers in the multimedia, photography, and digital art design workforce. Instruction will focus on the interaction between media sources in live, recorded, and web-based production. Curriculum is geared toward students who want to use and develop their creative expression skills in conjunction with professional level media software techniques to create digital and physical products. Deeper exploration of Adobe Premiere Pro, Photoshop and Illustrator will allow students to further their knowledge in the Graphic Design, Video/Film and Media industries. Students will get accustomed to collaboration, experimentation and critiques while working individually and in groups to gain real-world experience. The course is appropriate for high school level students interested in pursuing digital arts, multimedia, and video/film related work or college study after high school graduation. Students will be able to create artwork digitally while focusing on refining their final product in the applications they enjoy most.

# ELECTIVES: VISUAL AND PERFORMING ARTS

## **ADVANCED MEDIA ARTS P (Capstone/Certification)**

Grade Level: 11-12

Course Number: Z14730C

1 year: 10 credits

Prerequisites: Intro and/or Intermediate Media Arts

UC/CSU Approved: F

This capstone course in the Media Arts sequence applies learning from Introductory and Intermediate Media Arts in a project-based environment. Course work will focus on creative components in Video/film, digital art design, and live production application in both the educational and work-based setting.

Instruction will focus on applying students' knowledge of digital art design, print media, and video/film production in industry environments. Students will think creatively in developing, designing new applications, ideas, relationships, systems, and products. Students will create a professional portfolio, personal logo, resume, and design for their own business cards which demonstrates entry level workforce skills and comprehensive knowledge of industry practices. In this class students will have an opportunity to get Adobe Certified in a specific program of their choosing such a Photoshop, Illustrator or Premiere Pro. As possible, students will have opportunities to collaborate with local businesses through demonstrations and guest speakers to learn about professional skills and commercial applications of digital arts in order to development potential career pathways and explore areas of interest.

## **AP 2-D ART AND DESIGN P**

Grade Level: 10-12

Course Numbers: Z14740

1 year: 10 credits

Prerequisites: Minimum of one previous art course or teacher approval

UC/CSU Approved: F

This advanced placement level course provides students with the opportunity to employ their art and digital media skills to develop an individual portfolio that showcases their artistic development and style at the collegiate level according to College Board criteria. The course curriculum will support students to develop 15 Sustained Investigation pieces, and 5 Selected Works that will compose the final portfolio submission and course grade. Students can take this course for two years, but all must submit the AP 2-D Portfolio to College Board.

# ELECTIVES: VISUAL AND PERFORMING ARTS

## **DIGITAL SOUND DESIGN P (Intermediate)**

Grade Level: 9-12

Course Numbers: Z40820

1 year: 10 credits of Elective

Prerequisites: None

UC/CSU Approved: F (Pending)

This course serves as one of two concentrator courses for DVHS Arts Media and Entertainment (AME) Sector in the Design, Visual and Media Arts Pathway. Students will expand upon their learning from the intro course with a closer focus on how sound can be created, recorded, edited and produced to enhance a range of digital media products such as film, newscasts, podcasts and websites. Students will revisit some familiar concepts such as rhythm and meter, and then move into scales, chords, arpeggios, and harmonics through the use of a DAW and MIDI piano keyboard. Students will then move into learning about orchestration, surveying all of the instruments found in a typical orchestra or big band, as well as a variety of world instruments from such cultures as African, Indian, Cuban/Latin, Middle Eastern, and Asian instruments. Students will practice incorporating these instruments in their own works and work toward the culminating project where they score a short film.

## **OTHER MUSIC**

Da Vinci students may co-enroll at Davis Senior High School or Emerson Junior High School for music courses. Some courses may require auditions. Please note that this is not always possible due to scheduling constraints. See your counselor for further information.

# ELECTIVES: PRACTICAL ART/CTE

## **COMPUTER SCIENCE DISCOVERIES P**

Grade Level: 8-12

Course Number: Z18630

1 year: 10 credits of Practical Art/Career Technical Education

Prerequisites: none

UC/CSU Approval: G

CS Discoveries is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. The course inspires students as they build their own websites, apps, games, and physical computing devices.

## **CS1 P**

Grade Levels: 9-12

Course Number: Z18750C

1 year: 10 credits

Prerequisites: None

UC/CSU Approval G

This course is designed for students with algebra readiness skills. No prior programming experience is required. It is inspired by a highly successful Intro Computing course (15-112, Fundamentals of Programming and Computer Science) that has been taught at Carnegie Mellon University for the past 10+ years. It is predicated on the notion that learning about programming and computer science should be fun and engaging. This requires interesting problems to solve, as computational problem-solving is the core of computer science. It is why we choose to first expose students to graphical problems in CS1: they are visually engaging, allow for multiple correct solutions, and provide visual cues when a solution goes awry. Computer Science and computational problem solving are fundamental skills for engaging the 21st-century marketplace of ideas and economies. We believe that all students should have the opportunity to learn these skills as they will use them in whatever career they enter.

## **AP COMPUTER SCIENCE PRINCIPLES P**

Grade Levels: 9-12

Course Number: Z18800C

1 year: 10 credits of Practical Art/Career Technical Education

Prerequisites: none

UC/CSU Approval: D2

This course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. The course also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. This course will prepare students to take the AP exam in May. 11th/12th Grade students will have the opportunity to earn college credit at Sacramento State University through the Accelerated College Entrance program if they receive a B or higher.

# ELECTIVES: PRACTICAL ART/CTE

## **PROJECT INVENT P (Capstone/Certification)**

Grade Levels: 10-12

Course Number: Z18900C

1 year: 10 credits of Practical Art/Career Technical Education

Prerequisites: AP Computer Science Principles with a B or higher; completed application

UC/CSU Approval: G

Project Invent empowers high school students to go into their communities and invent technologies that make a difference. Students gain the tools and mindsets of change-makers while learning the engineering, social-emotional, and problem-solving skills to be future ready. This course will culminate with a trip to the Bay Area in May to participate in Project Invent's Demo Day, an annual pitch event where student teams showcase their innovations to investors and tech executives for a chance at funding. Students develop software, applications, web resources to solve problems, as well as utilize a variety of tools within a makerspace to design, prototype, test, and revise their innovations. Students will develop relationships with community partners to better understand the needs of their users and best practices within the industry. Through a combination of in-class instruction, online learning modules, interactions with community experts, and student led exploration, students will gain experience with a wide-variety of digital technologies. This is the capstone/certification course in the Software and Systems Development Pathway.

## **STUDENT GOVERNMENT P**

Grade Levels: 9-12

Course Number: Z69400

1 year: 10 credits of Practical Art/Career Technical Education

Prerequisites: Application Required

UC/CSU Approval: G

This course in practical government enables student leaders to develop programs and coordinate school events that best promote the interests and welfare of the student body. All students work in committees that work to build culture and community for the school climate. Students enrolled in the course will be REQUIRED to attend ALL events outside of class time such as meetings, fundraisers, or other special events. Students are required to complete a set number of hours of school service and community service as part of campus beautification and community development. ASB Officers must be enrolled in the class and participate in training and planning prior to the start of school. Due to the nature of the student-led structure, all potential leadership students must fill out an application and meet the following qualification standards: 96% attendance rate the previous year; maintain 2.5 GPA; and complete interview with the Activities Director for admission. The class is a privilege and must be treated as such. Students may risk being removed from the class if work, behavior, or class qualifications are not met.

## **STUDY/TRANSITION SKILLS**

Grade Level: 7-12

Course Number: Z74500

1 year: 10 credits of Practical Art/Career Technical Education

Prerequisites: Must have case-manager approval

Course curriculum includes goal setting, test preparation, organizational skills, study skills strategies, self-advocacy skills, career exploration, and post-secondary planning. Students work on individual educational goals, transition plans, and participation in educational planning. Students are also offered tutorial assistance with work from other classes.

# ELECTIVES: PRACTICAL ART/CTE

## **COMMUNITY SERVICE VOLUNTEER**

Grade Levels: 9-12

Course Number: Z76300

1 year: 10 credits of Practical Art/Career Technical Education

Prerequisites: none

In this course, students read one-on-one with preschool age children in the Children's Center on the Da Vinci campus. Students are trained to interact with young children using books based on early-childhood themes, exposing the preschool children to vocabulary and language and helping to foster in them a love of books and reading. Students will learn how to work with young children in the classroom setting as well as how to use the techniques of Dialogic Reading to engage young children in conversations about the books they are reading.

## **TEACHING ASSISTANT**

Grade Level: 8-12

Course Number: Z77020

1 year: 10 credits of Practical Art/Career Technical Education

Prerequisites: Consent of instructor or office staff for whom student will work.

Students are assigned as a teacher assistant for faculty or an office assistant. Service as a T.A. is a position that requires responsibility, organization, accountability, and self-direction. Students will receive a P/NP grade for this course.

## **PEER TUTORING**

Grade Level: 11-12

Course Number: Z74500

1 year: 10 credits of Practical Art/Career Technical Education

Prerequisites: Consent of instructor

The peer tutoring program is composed of juniors and seniors who are referred by their counselors to the program. Peer tutors are placed in classrooms, typically the study skills class, where they can support students to keep track of assignments, offer reminders to stay on task, and assist in assignment completion.

## **INTERNSHIP**

Grade Level: 9-12

Course Number: Z76400

1 semester: 2.5 credits of Practical Art/Career Technical Education

Prerequisites: None

This course is designed for sophomores, juniors and seniors interested in experiencing the realities of the work world by completing a 45-hour unpaid internship off-campus. This experience will help students explore career interests, enhance occupational skills, and teach professional expectations for real-life jobs. Students will be placed at worksites based upon their interests and abilities, with the goal of making decisions about college and future career pursuits. The Internship Specialist will assist students in contacting the placement sites and setting up the internship opportunities. Interns also meet weekly on campus to practice job application skills, conduct career assessments, discuss and reflect. Verified hours, successful evaluation and a written reflection are also required for credit. A free 7th period is required.

## **RESEARCH & COMMUNICATION (RES COM)**

Grade Levels: 7 (year-long)

Course Number: Z24300

This required course for all 7th grade students will prepare them for success at Da Vinci Charter Academy by teaching the following skills/content: study skills, public speaking, fundamental technological literacy skills, healthy living skills and strategies, the fundamentals of computer art/graphics, computer applications utilized at DVCA, and effective collaboration and communication skills and strategies. 7th grade Health is integrated into this course.

# ADDITIONAL ELECTIVES

## HEALTH

Grade Level: 9

Course Number: ZZ74500

Graduation Credit: Health

Prerequisites: None

This course is required for all 9th grade students. Students will take an integrated approach to health issues, with emphasis on the California State Standards for Health Science: Accepting personal responsibility for health, respecting and promoting the health of others, understanding the process of growth and development, using health-related information, products and services wisely. Current scientific information is presented in an active format throughout all units of study including nutrition, fitness, prevention and treatment of disease, injury prevention/safety, substance abuse, mental health, sexual health and healthy relationships.

## PSYCHOLOGY P

Grade Levels: 9-12

Course Number: Z69320

1 year: 10 credits

Graduation Credit: Elective/World Geography

Prerequisites: none

UC/CSU Approved: G

This project based elective uses extensive class discussion, guest speakers, films and research to explore why people behave the way they do. The first semester looks at different theories of psychology and the scientific methods of studying human behavior, the structure and function of the brain and its impact on our psychology, and the study of happiness. The second semester includes the study of psychological disorders and challenging the stigmas around mental health issues, the fascinating study of our sensation and perception, and an opportunity to choose your own area of study in a Free Choice project.

## JOURNALISM 1 P

Grade Levels: 9-12

Course Number: Z23450

Prerequisites: A minimum of a B grade in previous English classes.

UC/CSU Approved: G

This rigorous writing course teaches the journalistic style of writing, which emphasizes editing, creating reader interest, accuracy, and objectivity. Students learn how to write for publication in print and online. A research component about issues in journalistic law, history, and ethics is required for successful completion of the course. Students produce a quarterly newspaper, The Vitruvian, maintain the newspaper webpages, and produce the school yearbook. In this course students will gain skills in page design, advanced publishing techniques, copywriting, editing, and photography while producing a creative, innovative yearbook which records school memories and events. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. Students will be given challenging real world projects and assignments typical of the graphic design and publishing industries. Classroom activities will include reading, research, projects, and problem solving. Students will often work in teams, but will be expected to complete individual assignments in relation to the team's work.

Note: Journalism 1 is a prerequisite for Publications.

# ADDITIONAL ELECTIVES

## **PUBLICATIONS**

Grade Levels: 10-12

Course Number: Z23460

Prerequisites: Journalism 1 and a B grade in previous English classes.

1 year: 10 credits of Elective

This is the second year of journalism. Students research, report on, write, edit, and proofread articles on a broad range of subjects, including those beyond the DV campus. Student editors design the newspaper, webpages, and yearbook, using knowledge of legal and ethical standards to determine and review content. Work is published and available to the public, meeting professional standards of design. (May be repeated for credit).

## **CRIMINAL LAW/MOCK TRIAL**

Grade Levels: 9-12

Course Number: Z77200

Prerequisites: None

1 year: 10 credits of Elective

Criminal & Constitutional Law / Mock Trial class is designed for students interested in the legal system, court procedures, and understanding law in everyday life. Additionally, students will develop public speaking and critical thinking skills necessary for conducting a Mock Trial. Using the popular "Street Law" curriculum and Mock Trial case materials developed by the Constitutional Rights Foundation (these are the same materials used by California high schools, and throughout the country in annual mock trial competitions), students will learn about the American legal system through traditional study and by preparing and participating in an in-class criminal Mock Trial. Students who elect to be on the Mock Trial team must enroll in this course. (May be repeated for credit).

## **ACADEMIC SUCCESS CLASS**

Grade Level: 7-12

Course Numbers:

9-12th: Z21114

7/8th: Z21186

1 year: 10 credits of Elective

Prerequisites: None

Academic Success Class (ASC) will serve general education students in grades 7 – 12. The course supports the development of Study Skills and College Readiness. Lessons focus on time management, outlining, note taking, organization, active listening, research methods and test-taking strategies. The course also provides students with the opportunity to receive extra academic support and guidance to help students achieve success in their academic work both at the secondary and postsecondary levels.

## **ACES READING**

Grade Level: 9-12

Course Numbers: Z21112

1 year: 10 credits of Elective

Prerequisites: Counselor approval required.

This class is designed to support students in their core academic classes, with a focus on improving literacy. Students enrolled in ACES will be simultaneously enrolled in their language arts and social science classes. ACES provides strategies to improve reading comprehension while building vocabulary and background knowledge. The class reinforces difficult concepts in English and social science through explicit direct instruction and guided tutorial sessions.

# CTE PATHWAYS

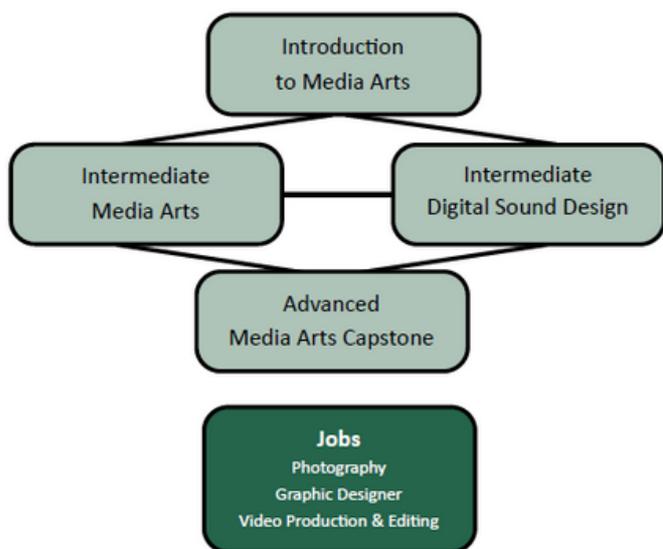
A CTE Pathway is a set of Career and Technical Education courses to be taken in sequence that takes at least 4 semesters to complete. Pathways are defined by the California Department of Education and are aligned to current and future labor market needs. All pathways must include options to complete as either a 2-course or 3-course program consisting of an introduction, concentrator, and capstone.

All concentrators and capstones are full-year courses, and each concentrator leads to one specific capstone. More information about state-defined CTE courses and pathways can be found at [cde.ca.gov/ci/ct/sf/ctemcstandards.asp](http://cde.ca.gov/ci/ct/sf/ctemcstandards.asp).

Da Vinci offers two different pathways:

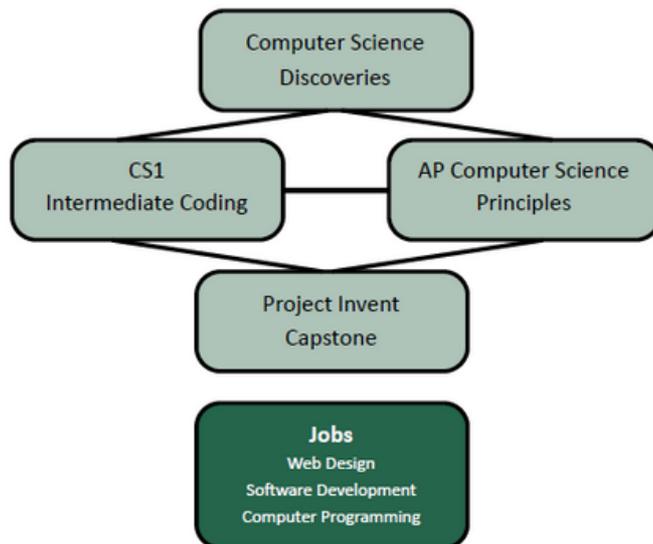
**Industry Sector:**  
**Arts, Media, and Entertainment (AME)**

**Pathway:**  
**Digital Arts (DA)**

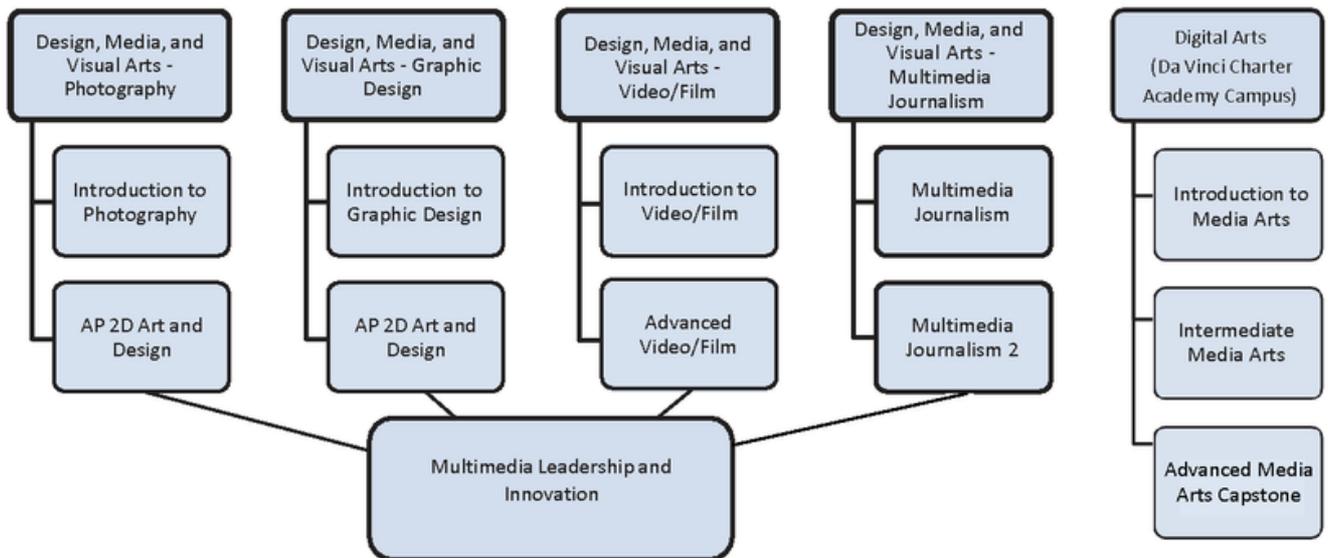


**Industry Sector:**  
**Information & Communications Technology (ICT)**

**Pathway:**  
**Software & Systems Development (SSD)**



# DJUSD CTE PATHWAYS



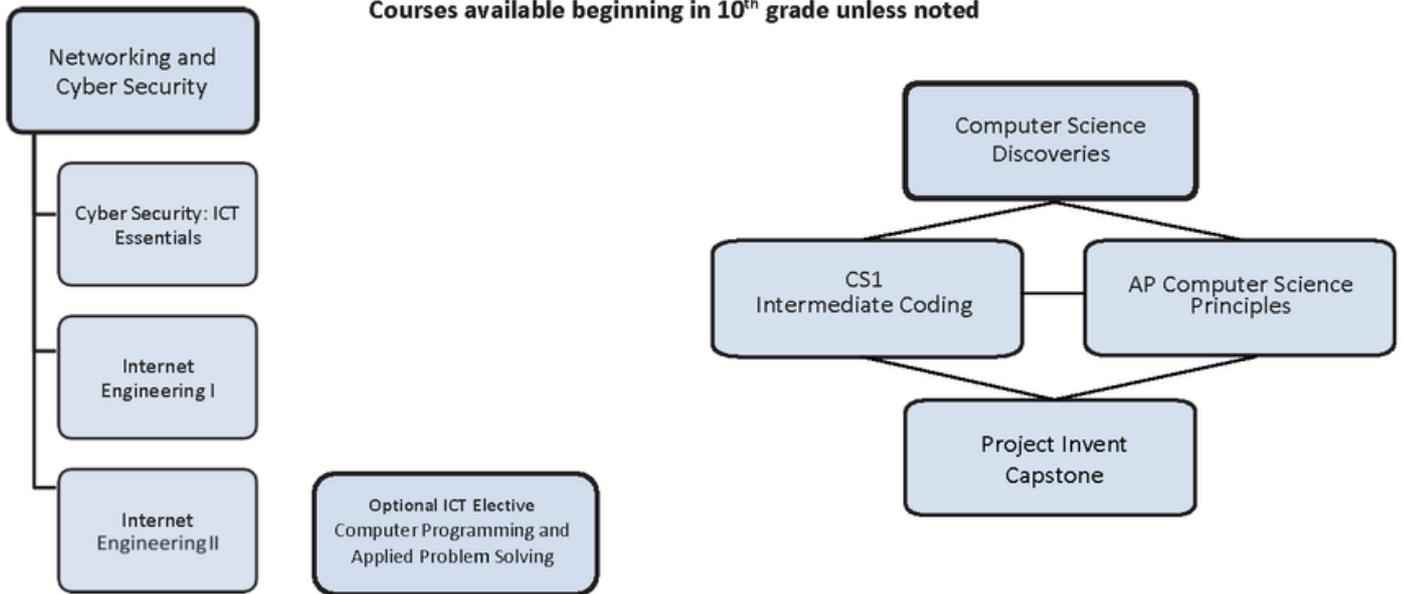
Honors Elective Option for 3<sup>rd</sup> Year



## Industry Sector: Information and Communications Technology (ICT)

## Pathway: Software & Systems Development (SSD) (Da Vinci Charter Academy Campus)

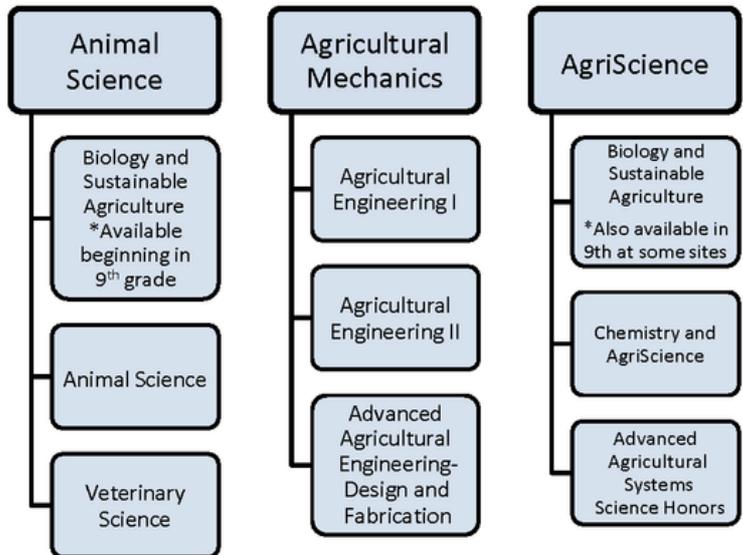
Courses available beginning in 10<sup>th</sup> grade unless noted



# DJUSD CTE PATHWAYS

## Industry Sector: Ag and Natural Sciences

Courses available beginning in 10<sup>th</sup> grade unless noted



**Careers**

- Veterinarian Technician
- Animal Caretaker
- Kennel Operator
- Animal Breeder
- Ranch Manager
- Feed Nutritionist

**Careers**

- Ag. Engineer
- Welder
- Equipment Fabricator
- Machinist
- Equipment Operator

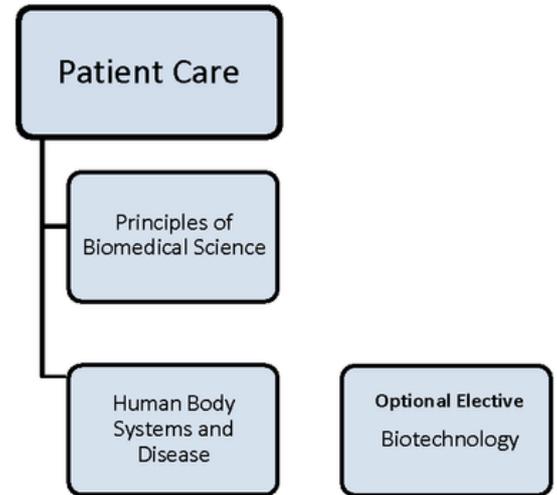
**Careers**

- Research Assistant
- Water Quality Specialist
- Plant Scientist
- AgriScience
- Teacher
- Entomologist



## Industry Sector: Health Sciences and Medical Technology

Courses available beginning in 10<sup>th</sup> grade unless noted

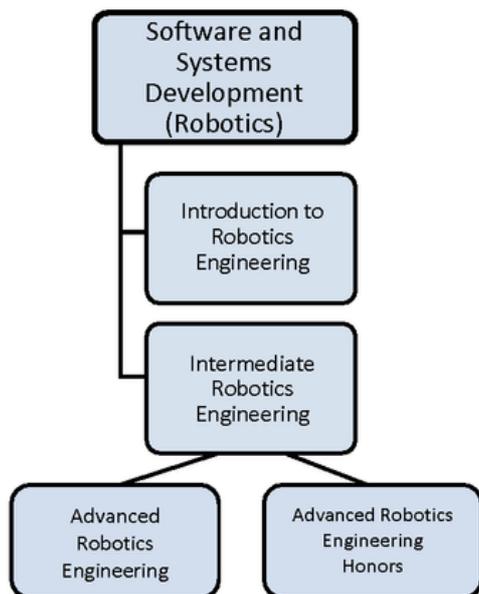


**Careers**

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

## Industry Sector: Information & Communications Technology (ICT)

Courses available beginning in 10<sup>th</sup> grade unless noted

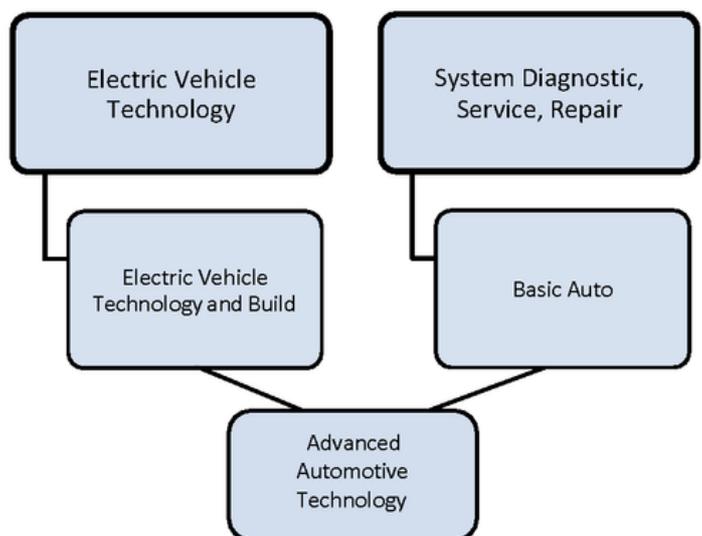


**Careers**

- Software Technician
- Software Engineer
- CAD Design Tech
- Mechanical Engineer

## Industry Sector: Transportation

Courses available beginning in 10<sup>th</sup> grade unless noted



**Careers**

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

# DVJH/EJH ELECTIVE COURSES FOR GRADES 7-8 ONLY

Da Vinci Junior High School shares a campus with Emerson Junior High (EJH) which allows us to expand our elective options. The following courses are taught by EJH teachers and give all students an opportunity to expand their learning and work collaboratively with others.

## VISUAL AND PERFORMING ART COURSES

### EXPLORING ART

Grade Level: 7 & 8 (semester)

Prerequisites: None

Exploring Art 7 is a general art survey course exploring art-making, art history, art criticism, and aesthetics, using various media and covering some of the basic elements of art, line, color, texture, and shape.

### ART SURVEY

Grade Level: 8 (semester)

Prerequisites: None

Art Survey is the general exploration of art. No prior art experience is necessary. Experience is gained in areas of color theory, composition, perspective (use of space), design, drawing, and painting.. Projects are designed to emphasize the development of a positive, personal attitude toward art and creative individual expression through art.

### ART/CERAMICS

Grade Level: 8 (semester)

Prerequisites: None

Ceramic methods and techniques are emphasized. A number of different forms and concepts in clay will be explored.

### DRAMA

Grade: 7-8

Prerequisite: None

This course introduces acting as a craft, offering training in basic acting techniques, stage movement, vocal projection, characterization, and introduction to dramatic conflict through active participation in theater games, improvisation, and scene work. Each student will participate in class discussions for self and group evaluation. Students also will be exposed to production techniques. Regular writing assignments are required.

## CAREER TECHNICAL EDUCATION (CTE)/PRACTICAL ART COURSES

### AGRICULTURAL ENGINEERING A

Grade Level: 8 (semester)

Prerequisite: None

The course provides an introduction to a broad spectrum of skills that provide a foundation for applied engineering careers, creative expression, and technical expertise. Students are guided through practical applications of math and science while developing technical expertise required in industry. Importance is placed on preparation for post-secondary success while an introduction to a broad range of practical skills is provided. Practical experience and personal development are integral components. Safety, oxy-fuel cutting, arc welding, metal fabrication, and project construction are emphasized. As part of normal homework, FFA and SAE projects are assigned.

# DVJH/EJH ELECTIVE COURSES FOR GRADES 7-8 ONLY

## **AGRICULTURAL ENGINEERING B**

Grade Level: 8 (semester)

Prerequisite: None

Whether they are engineers or artists, students interested in improving their skills and developing advanced techniques are able to continue what they started in Agricultural Engineering A, though enrollment in Agricultural Engineering A is not required. Students review basic topics, are assigned progressive shop responsibilities, and work toward developing advanced skills in areas that are of key interest. Students receive advanced instruction and routinely use advanced pieces of equipment. Students develop focused practical experiences and specific leadership behaviors. Electrical work, construction techniques, metalworking, engine theory, and fabrication are emphasized. As part of normal homework, FFA and SAE projects are assigned.

## **COMPUTER PROGRAMMING WITH ROBOTICS**

Grade Level: 8 (semester)

Prerequisite: None

This is an introduction to computer programming in Python and Vex IQ using robot kits. Students will learn to plan and write structured computer programs, and to apply their programming skills to solve problems in robotics. Students will assemble and control robots in teams. Students will learn about the wide variety of careers available in computer programming, robotics, and electronics. Students will be expected to work cooperatively in groups and with partners.

## **SAVE (Scientific and Vocational Exploration)**

Grade Level: 7 (semester)

Prerequisites: None

SAVE is an elective class also known as Scientific and Vocational Exploration. It is recommended for students who have an interest in hands-on service or project experiences. In this class, small work teams will explore different careers and learn hands-on project skills. Teams will decide on a project, explore materials and resources, develop a budget, learn the skills needed to do the work, complete and install the project. Field work and skill development is supported by classroom instruction, development of tool use and safety procedures, shop time, and/or library assignments, films, and guest speakers from specialized fields.

## MUSIC

### **INTERMEDIATE BAND**

Grade Level: 7 (year-long)

Prerequisite: One year experience on a band instrument in elementary school or in private lessons

The junior high school band program provides opportunities for students to continue learning to play the instrument they began in elementary school. All students are expected to provide their own instruments including percussion sticks and mallets. The school provides some large instruments when available. Intermediate Band offers the student playing experience through which they may develop proficiency in the basic fundamentals of musicianship and build technical skills on the band instrument. The student will gain skills in music reading and learn to follow a conductor. One of the goals of this class is to prepare students to continue in the junior high school band program, leading toward eventual participation in the high school band program. Course materials include method books, written materials, and band arrangements. Students will be expected to practice at home and are required to participate in scheduled performances (including some weekends) which determine a percentage of the grade in the course.

### **CONCERT BAND P**

Grade Level: 8 (year-long)

Prerequisite: Completion of Intermediate Band or 2 years of experience in private lessons

Concert Band is the middle level in the sequence of band courses offered at the junior high school level. All students are expected to provide their own instruments including percussion sticks and mallets. The school provides some large instruments when available. The curriculum prepares students for more advanced individual performance in many areas including reading of notes and rhythms, playing in more difficult key and time signatures, improved critical listening skills, expanded playing range and use of proper tone quality. Course materials include method books, written materials and band arrangements. Students are given an opportunity to perform several times a year, including adjudicated festivals, winter and spring concerts, and other public performances. Students will be expected to practice at home and are required to participate in scheduled performances (including some weekends) which determine a percentage of the grade in the course.

### **JAZZ BAND P**

Grade Level: 8 (year-long)

Prerequisite: Approval of Instructor from audition

The Jr. High Jazz Band is a performing musical group specializing in playing works for the standard big band. Membership in the Jazz Band is determined by the instructor. Students are expected to master big band music including increased range and more difficult rhythms than the other bands. Curriculum prepares students for participation in the DHS Jazz Band. Students are expected to provide their own instruments. Course materials include method books and sheet music of individual charts. The band performs several times during the year including festivals, winter and spring concerts and other various performance opportunities. Students are expected to practice at home and are required to participate in scheduled performances, which determine a percentage of the grade in the course.

## **CONCERT CHOIR P**

Grade Level: 7-8 (year-long)

Prerequisite: None

The class curriculum is aligned with California State Music Standards. Students will learn basic techniques in vocal production and develop skills in understanding all elements of music. Choral diction will be studied in a variety of languages. Students will learn to sing in small and large groups. Students will be required to participate in performances and community outreach opportunities, as scheduled by the director.

## **INTERMEDIATE ORCHESTRA**

Grade Level: 7 (year-long)

Prerequisite: Elementary strings program or equivalent experience (minimum 1 year) with instrument

The Intermediate Orchestra is open to 7th grade players of orchestral string instruments (violin, viola, cello, and bass) who have participated in at least one year of the elementary program or have equivalent experience in their instrument. Development of technical instrumental skills, including note reading, bowing and fingering skills, intonation, ensemble playing, and general musicianship are addressed through the use of a wide variety of programmed music selections and practical music theory. Students are required to practice outside of class as homework for 80 minutes every week and expected to spend more time if needed to master the demands of their instrument, the repertoire, and the expectation of excellence the program represents; therefore access to an instrument for use at home is essential. School instruments are available for use at school and at home and will be assigned to all students who need to use one; information will be sent home to request the use of an instrument, and they will be assigned shortly after school begins. The Intermediate Orchestra will participate in several concerts during the school year, outside of class time. This may include rehearsals set outside of the school day. All outside concerts and concert-prep rehearsals are mandatory and will be part of students' grades. Each year, the Intermediate Orchestra will participate in annual Winter and Spring Concerts, and will perform the DSOMA sponsored Wennberg Music Festival (held at the Mondavi Center), and other various school events. The Intermediate Orchestra also involves a variety of fun team and musicianship building educational field trips scheduled throughout the year. All rehearsal and performance dates are announced the first week of school via classroom handouts, websites, and email list serves.

# DVJH/EJH ELECTIVE COURSES FOR GRADES 7-8 ONLY

## **ADVANCED ORCHESTRA P**

Grade Level: 8 (year-long)

The Advanced Orchestra is open to players of orchestral string instruments (violin, viola, cello, and bass) who have participated in the Intermediate Orchestra for one year or have equivalent experience in their instrument. Advanced development of technical instrumental skills, including note reading, bowing and fingering skills, intonation, ensemble playing, and general musicianship, are addressed through the use of a wide variety of programmed music selections and practical music theory. Students are required to practice outside of class as homework for 80 minutes every week and expected to spend more time if needed to master the demands of their instrument, the repertoire, and the expectation of excellence the program represents; therefore access to an instrument for use at home is essential. School instruments are available for use at school and at home and will be assigned to all students who need to use one; information will be sent home to request the use of an instrument, and they will be assigned shortly after school begins. The Advanced Orchestra will participate in several concerts during the school year, during, and outside of class time. This may include rehearsals set outside of the school day. All outside of class concerts and concert-prep rehearsals are mandatory and will be a part of students' grades. Each year, the Advanced Orchestra will participate in annual Winter and Spring Concerts, will perform at the DSOMA sponsored Wennberg Music Festival, held at the Mondavi Center, and will travel to the elementary schools to perform for the elementary students. The Advanced Orchestra also involves a variety of fun team and musicianship building educational fieldtrips scheduled throughout the year. All rehearsal and performance dates are announced the first week of school via classroom handouts, websites, and email list serves.

## **LEADERSHIP**

Grade Level: 7-8 (year-long)

Prerequisites: Application Required

This elective is designed for the student who wants to develop skills in team-building, communication, value setting, leadership, problem solving, time management, goal setting, project planning, stress management, and personal development. Activities will include leading and working on student committees and events, such as rallies, Day on the Green, lunchtime activities, and service projects. ASB Officers must be enrolled in the class and participate in training and planning prior to the start of school. Due to the nature of the student-led structure, all potential leadership students must fill out an application and meet the following qualification standards: 96% attendance rate the previous year; maintain 2.5 GPA; and complete interview with the Activities Director(s) for admission. The class is a privilege and must be treated as such. Students may be removed from the class if work, behavior, or class qualifications are not met.

## **OTHER ELECTIVES**

## **READING LAB**

Grade Level: 7-8 (year-long)

*\*\*Students may be recommended by their English teacher or self-select to enroll in the course.*

*\*\*Eligible students are students whose reading scores on district-based or state level assessments reveal they are significantly below level, or are students who have failed English the previous year.*

*\*\*Students may exit the class at the semester if they have made measured progress in the iLit program and/or have met grade level reading expectations.*

Reading lab is a place for learners to build confidence and reading stamina. The course focuses on involving students in choice about their reading progress, using both digital and print books. Students will have access to the digital program iLit20, a supplemental literacy program that helps individually address reading challenges and build reading stamina and confidence. A library of over 3000 digital texts is also available for self-selected reading plus iLit20 can automatically assign 9 different tiers of leveled readers and provide instant student data to help students accomplish their reading goals.

## **YEARBOOK/PUBLICATIONS**

Grade Level: 7-8 (year-long)

Prerequisite: None

Students will provide input on what gets covered in the annual yearbook and possibly other publications, such as a school newspaper or literary magazine. Created throughout the school year and distributed in late May or June, the yearbook covers all the events, people, places, and excitement that make each year special. This elective course teaches reporting, writing, photography, design, layout, marketing, and business skills. To enroll in this class, a signature may be needed from the instructor of the class. Students should be organized, have a good command of written language, work independently, and be able to meet uncompromising deadlines. Artistic expression welcomed!

## **JOURNALISM/PUBLICATIONS**

Grade Level: 7-8 (year-long)

Prerequisite: None

This course introduction to Journalism. Students will practice skills that are essential for reliable, accurate, and independent news reporting. This course addresses the fundamental skills associated with journalistic writing and presents students with the essential issues facing journalism today.

## **PEER HELPER**

Grade Level: 7-8 (year-long)

Prerequisite: None

This elective is designed for the student who wants to develop skills in team building, communication, empathy, value setting, leadership, problem-solving, discussions on stereotyping, goal setting, healthy relationships, presentation skills, project planning, stress management, and personal development. To enroll in this class an application is required.

## **SPANISH LANGUAGE**

### **SPANISH LEVEL 1 P**

Grade Level: 7-8 (year-long)

Prerequisite: None

This is the first course in the language sequence. The students will begin a systemic study of the language through listening, speaking, reading, and writing. Students will learn about the people and countries related to the language and will develop practical communication skills. Students should expect homework on a regular basis.

### **SPANISH LEVEL 2 P**

Grade Level: 7-8 (year-long)

Prerequisite: completion of level 1 with a C or better or written consent of level 1 teacher

This course is a continuation and expansion of level 1 studies. The students will converse, read and write about selected subjects. Interesting cultural topics will be presented in the target language. Communication skills through vocabulary and more complex grammatical structures will be further developed. Spanish 2 is strongly recommended for most native speakers and Spanish Immersion students who will be attending Da Vinci, Harper or Holmes Jr. Highs. This is the critical year for the study of explicit grammar and language structure.

### **SPANISH 3 P**

Grade Level: 7-8 (year-long)

Prerequisite: completion of level 2 with a C or better or written consent of level 2 teacher

Level 3 will expand the students' vocabulary base and help them develop a deeper understanding of the language's grammatical structures. Students will continue to perfect their reading and speaking skills through daily practice in their study of Spanish speaking cultures. Short literary selections will also be read.

## SPANISH IMMERSION STUDENTS

### SPANISH Intermediate 1 Honors P /Spanish for Spanish Speakers Honors P (ACTFL 35)

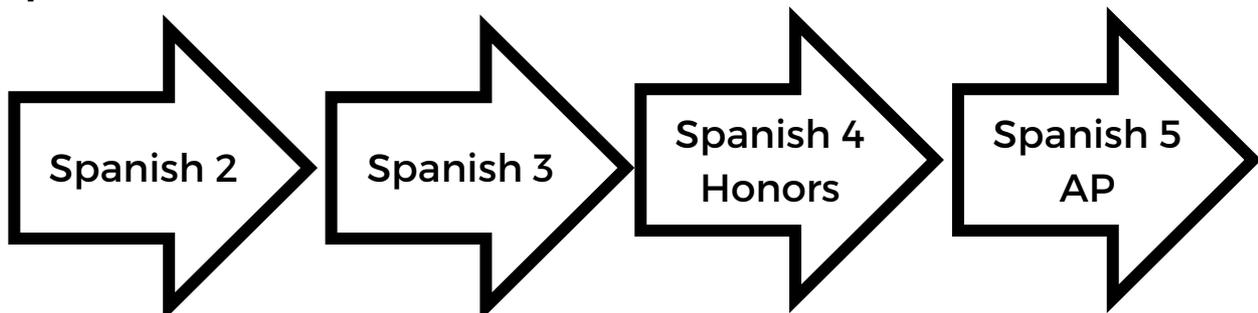
Grade Level: 8

Prerequisites: K-6 Spanish Immersion or demonstrate minimum of ACTFL Novice High (3.7) in all skills or equivalent placement by examination.

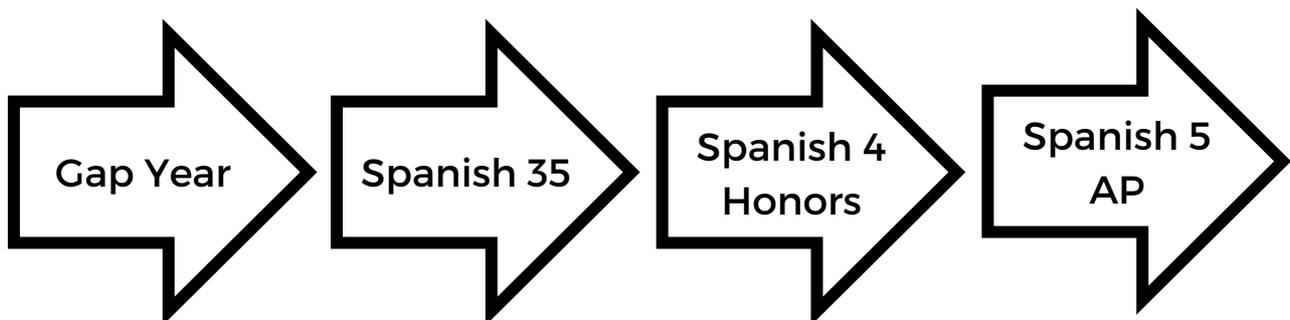
This is the second accelerated and in-depth course in the secondary sequence of studies designed for immersion students and/or high proficiency native speakers. Taught entirely in Spanish, the curriculum culminates the K-8 immersion experience, effectively preparing students for success in higher courses. This is an accelerated course that engages students in high-level critical thinking as they study a variety of authentic works and genres and continue to develop their high-level communicative fluency and proficiency. Students will broaden their knowledge of literature and culture, hone their oral and composition skills and refine and build upon their grammar and vocabulary base through a curriculum that exceeds what is expected in the standard Spanish secondary offerings at a similar level. This class is student-centered and differentiated, integrating individual, group and class projects to provide a challenging and rewarding program for all Spanish-speaking students, including high-achievers and gifted and talented students.

## DA VINCI JUNIOR HIGH PATHWAYS FOR SPANISH IMMERSION STUDENTS

### Option #1



### Option #2



*Note: Heritage speakers (first language of Spanish) placement will be determined by the Spanish Department Chair and school counselor.*

# COUNSELING SERVICES

The DVCA Counselors follow the National Standards for School Counseling in providing comprehensive guidance services. The counseling team provides services in the following three areas:

## **Personal/Social Domain**

The counselors assist students by providing support and guidance to improve school performance. Counselors are available on a daily basis to discuss personal concerns with students.

Counselors:

- Provide personal counseling and guidance
- Provide assistance and guidance via individual parent meetings
- Provide crisis intervention and appropriate mental health referrals
- Identify students for intervention strategies
- Provide conflict mediation services
- Refer to Manager of Prevention and Wellness as needed
- Refer to school psychologist or nurse as needed
- Facilitate Restorative Practices

## **Academic Domain**

The counselors assist students and their parents with high school educational planning to ensure students have an appropriate secondary education. Counselors assist students in selecting coursework that supports their post-secondary educational and vocational goals.

Counselors:

- Advise students with regard to course selection and planning
- Assist students with graduation requirements
- Provide individual academic counseling to students and parents
- Identify and refer students to academic intervention programs
- Conduct parent information meetings
- Arrange Student Study Team (SST) meetings for students who need extra support
- Case manage 504 Accommodation Plans

## **College/Career Domain**

Counselors assist students by providing information and guidance pertaining to college admissions, college entrance requirements, testing, scholarships, financial aid, and the completion of college applications.

Counselors:

- Demonstrate Family Connection/Naviance to students and parents
- Assist students with the college selection and application process
- Provide college workshops
- Provide Summer College Boot Camp
- Provide college letters of recommendation, secondary school reports, and mid-year reports
- Provide letters of recommendation and GPA verification for scholarships
- Provide information regarding SAT/ACT registration
- Monitor fee waivers and in-house scholarships for low-income students
- Provide updated college information to students and parents
- Monitor and assist students with NCAA eligibility and registration

# CLASS SELECTION

**NEW TO DA VINCI? APPLY** to Da Vinci Charter Academy. See our website at [www.davincicharteracademy.net](http://www.davincicharteracademy.net) for application information.

## CURRENT STUDENTS

**PREPARE** for registration by reviewing your transcript and getting information about courses for the next school year. Counselors will inform students through class presentations and office hours. Counselors will advise students on meeting both graduation and college admission requirements. ***Current DVJH 8th graders do not need to apply to 9th grade at DVHS.***

**REVIEW** this catalog and your separate course request sheet for relevant information. Talk to teachers if you have questions about courses, and discuss your choices with a parent. Grades 7-10 must be enrolled in at least six periods per semester. All students must be enrolled in a minimum of five Da Vinci courses. Students may not have more than seven classes in total.

**OBTAIN** parent/guardian permission while completing your course request sheet. For high school students, be sure to complete your Four-Year Plan. Course selections should be considered a permanent choice based on your Four-Year Plan.

**LOGIN TO** the Q Student Connection if you are a current Da Vinci student at [www.student.sis.djUSD.net](http://www.student.sis.djUSD.net) during the open portal period. Be sure to select next year's grade level from the dropdown menu, then enter your FIRST CHOICE course selections.

**SUBMIT** your course request sheet by the due date.

**THE DVCA MASTER SCHEDULE** is built based on student requests. You may enroll in elective courses at Emerson (Grades 7- 8) and Davis Senior High (Grades 9\*\*-12) as long as it does not conflict with your Da Vinci course schedule and space is available. You must be enrolled in at least five Da Vinci courses. \*\*9th graders may enroll in Agricultural Biology and World Language courses ONLY.

**IN LATE AUGUST**, you will receive your full class schedule.

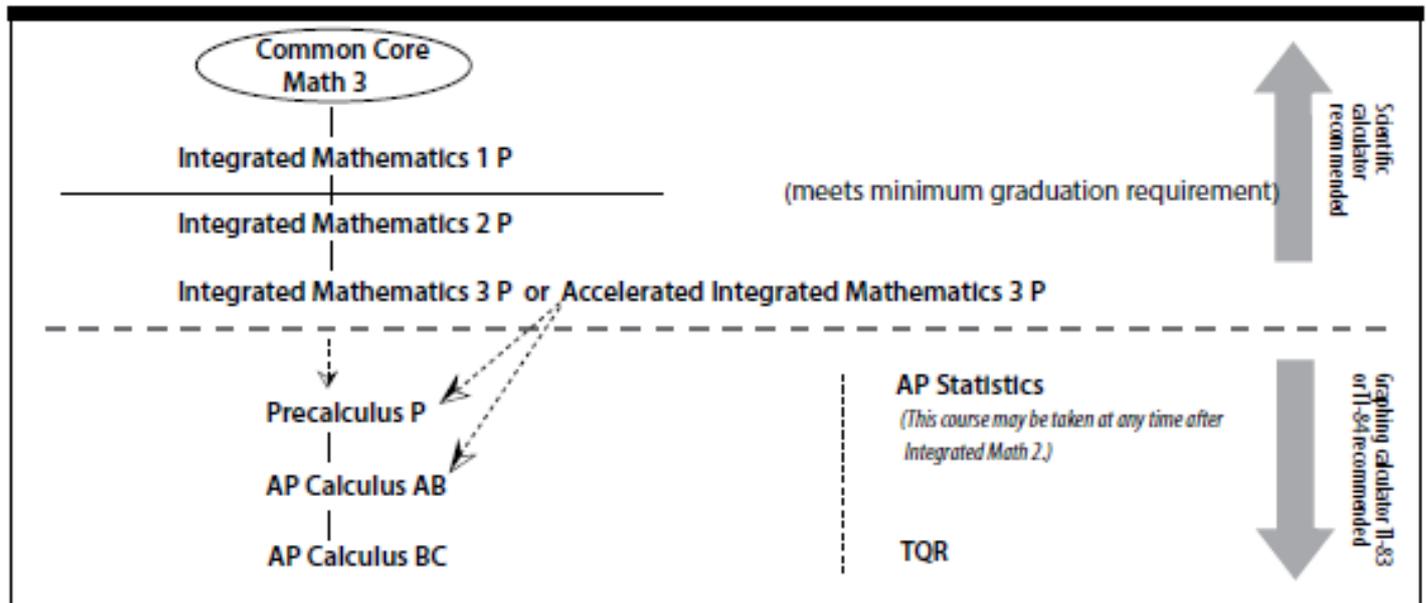
**SCHEDULE CHANGES** requested after the Course Request Form has been submitted and within the **first 8 days** of school will be considered only for the following reasons:

- Senior needs to make up deficient graduation credits
- Student is in the incorrect course level
- Course requested will not be offered due to budgetary restraints or low class size
- Student lacks prerequisite for the class
- Student received a D or F grade and needs to repeat the class for high school graduation requirements or to improve GPA for college eligibility requirements

**All students in grades 7-12 who enroll in the Fall are expected to complete the Fall semester.**

# MATH COURSE SEQUENCING

## MATH OFFERINGS



## COMMON CORE COURSE IMPLEMENTATION

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

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

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

\*Course offered at DSHS or Community College

TQR



# SAMPLE COURSE SELECTION

Consult the catalog for additional course descriptions and see your counselor for more information regarding your student's 4-year plan. Courses below are offered on the Da Vinci High School campus. *Italicized classes are required.*

\*\* Agricultural Biology may be offered at Holmes JH.

	9th Grade	10th Grade	11th Grade	12th Grade
<b>Humanities</b>	<i>English 9</i> <i>Ethnic Studies</i> (semester)	<i>English 10</i> <i>World Civilizations/</i> <i>World Civilizations Honors</i>	<i>American Lit/</i> <i>American Lit Honors</i> <i>US History</i>	<i>English 12</i> <i>US Government (sem)</i> <i>Economics (sem)</i>
<b>Mathematics</b>	Integrated 1 Integrated 2	Integrated 1 Integrated 2 Integrated 3 Acc. Integrated 3 Pre-Calculus	Integrated 1 Integrated 2 Integrated 3 Acc. Integrated 3 Pre-Calculus AP Calculus AB AP Statistics	Integrated 1 Integrated 2 Integrated 3 Acc. Integrated 3 Pre-Calculus AP Calculus AB AP Statistics TQR
<b>Science</b>	<i>Biology OR</i> <i>Ag Bio **</i>	Chemistry Envi. Chemistry Chemistry Honors Physics Physics Honors Zoology & Botany Physiology & Anatomy	Chemistry Envi. Chemistry Chemistry Honors Physics Physics Honors Zoology & Botany Physiology & Anatomy	Chemistry Envi. Chemistry Chemistry Honors Physics Physics Honors Zoology & Botany Physiology & Anatomy
<b>World Language</b>	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Honors AP Spanish 5	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Honors AP Spanish 5	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Honors AP Spanish 5	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Honors AP Spanish 5
<b>Visual &amp; Performing Arts</b>	AP Art History Intro Media Arts Digital Sound Design	AP Art History Intro Media Arts Inter. Media Arts AP 2-D Art & Design Digital Sound Design	AP Art History Intro Media Arts Inter. Media Arts AP 2-D Art & Design Digital Sound Design	AP Art History Intro Media Arts Inter. Media Arts AP 2-D Art & Design Digital Sound Design
<b>Other Electives</b>	<i>Health (sem)</i> See Catalog for Electives	See Catalog for Electives	See Catalog for Electives	See Catalog for Electives
<b>Physical Education</b>	<i>PE</i>	PE ILS	PE ILS	PE ILS

# JUNIOR HIGH COURSE LIST

**P = UC/CSU college preparatory approved course**

**Sem = Semester class**

**AY = All Year**

**\*Prerequisite or application required: See course description in the catalog**

## 7th Grade Required Classes

Z20710 English 7 - Literature and Writing: AY  
507000 Physical Education 7: AY  
Z24300 Research & Communication: AY  
Z65700 Social Studies: AY  
Z55700 Science 7: AY

### **Mathematics: AY**

Z40760 Common Core Math 2  
Z40770 Common Core Math 2/3\*

## 7th Grade Elective Class Options

### **World Language**

291000 Spanish 1 P: AY  
292000 Spanish 2 P\*: AY

### **Music**

450500 Beginning Chorus: AY  
452000 Intermediate Band: AY  
454300 Intermediate Orchestra: AY

### **Additional Electives**

Z21178 Academic Success Class: Sem & AY  
245500 Drama P: AY  
694500 Leadership\*: AY  
552520 Scientific & Vocational Exploration (SAVE): AY  
Z130000 Exploring Art: Sem  
Z432000 Journalism/Publications AY  
205251 Reading Lab AY  
\*Study Skills - IEP Required  
810100 Free 1st (late start): Sem & AY  
810700 Free 7th (early dismissal): Sem & AY

## 8th Grade Required Classes

Z20800 English 8: AY  
Z55810 Science 8: AY  
Z65800 United States History: AY  
Z50800 Physical Education 8: AY

### **Mathematics: AY**

Z40780 Common Core Math 3  
Z40790 Integrated Math 1 P\*

## 8th Grade Elective Class Options

### **World Language**

29100 Spanish 1 P: AY  
292000\* Spanish 2 P: AY  
293000\* Spanish 3 P: AY  
293700 Spanish 35\*: AY

### **Music**

454000 Advanced Orchestra P\*: AY  
460500 Concert Band P\*: AY  
480200 Concert Choir P: AY

### **Additional Electives**

763530 Peer Helper: AY  
245500 Drama P: AY  
694500 Leadership/Student Activities\*: AY  
Z18630 Computer Science Discoveries P: AY  
Z21178 Academic Success Class: Sem & AY  
433000 Computer Programming/Robotics: Sem  
384100 Agricultural Engineering A P: Sem  
384200 Agricultural Engineering B P: Sem  
Z130000 Exploring Art: Sem  
Z432000 Journalism/Publications AY  
131600 Art/Ceramics: Sem  
131100 Art Survey: Sem  
761100 Library Assistant: Sem & AY  
205251 Reading Lab AY  
Z76560 Office Assistant: Sem & AY  
810100 Free 1st Period: Sem & AY  
810700 Free 7th Period: Sem & AY

# HIGH SCHOOL COURSE LIST

## HUMANITIES 9

Z65850 Ethnic Studies P  
Z20900 English 9 P

## WORLD STUDIES GRADE 10

Z21100 English 10 P  
Z66500 World Civilization P  
Z67160 World Civilizations Honors P \*\*

## AMERICAN STUDIES GRADE 11

Z21400 American Lit P  
Z21530 Amer Literature Honors P\*\*  
Z67100 US History P

## POLITICAL STUDIES GRADE 12

Z24000 English 12/Senior Writing P  
Z68110 US Govt & Politics P (semester)  
Z69610 Economics P (semester)

## MATHEMATICS

Z40780 Common Core 3  
Z40790 Integrated Math 1 P\*  
Z40795 Integrated Math 2 P\*  
Z40797 Integrated Math 3 P\*  
Z40798 Accelerated Integrated Math 3 P\*  
Z41710 Precalculus P\*  
Z41800 AP Calculus AB P\*  
Z41670 AP Statistics P\*  
Z40789 Transition to Quantitative Reasoning P

## SCIENCE

### *Physical Sciences*

Z61510 Environmental Chemistry P\*  
Z61500 Chemistry P\*  
Z61600 Chemistry Honors P\*  
Z62000 Physics P\*  
Z62100 Physics Honors P\*

### *Life Sciences*

Z56100 Biology P  
Z56600 Physiology & Anatomy P\*  
Z56350 Zoology & Botany P\*

## PHYSICAL EDUCATION

Z50900 Physical Ed 9  
Z50000 Physical Ed 10-12  
Z51810 Fall ILS PE \*\*  
Z51133 Winter ILS PE \*\*  
Z52150 Spring ILS PE \*\*

## SPANISH

Z29100 Spanish 1 P  
Z29200 Spanish 2 P\*  
Z29300 Spanish 3 P\*  
Z29450 Spanish 4 Honors P\*  
Z29500 AP Spanish 5 Language and Culture P\*

## VISUAL & PERFORMING ARTS

Z14700C Introduction to Media Arts P  
Z14720C Intermediate Media Arts P  
Z14730C Advanced Media Arts P  
Z14740C AP 2-D Art and Design P\*

## VISUAL & PERFORMING ARTS

Z14670 AP Art History P\*  
Z40820 Digital Sound Design P

## CAREER TECHNICAL ED/ PRACTICAL ART

Z18630C Computer Science Discoveries P  
Z18750C CS1 P  
Z18800C AP Computer Science Principles P  
Z18900C Project Invent P  
  
Z23450 Journalism 1 P  
Z23460 Publications  
Z76300 Community Service Volunteer (Preschool Literacy Project)  
Z77020 Teaching Assistant  
Z69400 Student Government P  
Z74500 Study/Transition Skills  
Z76400 Internship (2.5 credits/semester) \*\*

## OTHER ELECTIVES

Z77200 Criminal Law/Mock Trial P  
Z69320 Psychology P  
Z21114 Academic Success Class (ASC)  
Z74500 Peer Tutoring  
Z34600 Health  
  
Z81010 Free 1st Period  
Z81060 Free 6th Period  
Z81070 Free 7th Period

## DUAL ENROLLMENT COURSES\*\*

- Students must have a free period for HSI Early College Dual Enrollment.
- Complete application at <https://scc.losrios.edu/student-resources/hsi-early-college-program>.
- Fall 2024 courses TBD.

## NOTES

- \*Course has a prerequisite. See catalog.
- \*\*Free 7th period required.
- Courses with a P or AP are A-G approved for UC/CSU college eligibility as well as the NCAA.
- If required, submit AP/Honors contract with course request sheet.

# SPORTS PARTICIPATION

Many DVHS students participate in Interscholastic Athletics. All students are encouraged to try out for a sport. Interested students should talk to the coaches or the Athletic Director (530-757-5400). Medical forms, signed by a physician, must be completed to try out for all sports. They may be picked up at the front desk in the Main Office at DHS or the Athletic Office. Tryout dates occur at these times: Fall sports-August; Winter sports-November; and Spring sports-February.

## Guidelines for Student-Athletes

- Each student on an athletic team represents Da Vinci High School and DJUSD. Good citizenship throughout all school activities is a prerequisite to participation. Athletes must conduct themselves in a manner so that they will positively represent their team, school, family and community.
- Students must be enrolled in a minimum of five classes and be on track for graduation. Students must have passed at least 20 credits in the last marking period immediately preceding athletic participation. This requirement cannot be waived.
- Student-athletes must earn a grade of a C (2.0) or above during the immediately preceding marking period. Grades will be averaged without regard to a plus or minus sign. A one-time waiver may be possible for this rule, grades 9-12.
- Regular and consistent attendance in all classes is expected of all students. Irregular attendance in any class by a student-athlete may result in suspension or removal from participating in the sport.
- Student-athletes are required to be in attendance in all of their scheduled classes on days of competition until the approved class departure time to participate in the sport activity.
- Any student who is suspended from school for disciplinary reasons shall automatically be excluded for a proportion of athletic competitions as determined by the Athletic Director.
- The use of alcohol, drugs, and all tobacco products violates the training rules of any sport and is not tolerated under any circumstance.
- Athletes who violate these training rules are subject to disciplinary consequences established by the coach and those established by the school—including possible exclusion from the team and from all athletic teams for the remainder of the school year.
- Athletes must adhere to all rules, regulations, and standards set forth by the coaching staff of his/her sport.
- Any athlete who has tested positive for any blood related disease must inform his/her coach of the circumstances involved. This information will remain confidential.

## DHS Athletics

### Davis Senior High Athletic Program

#### Fall Sports (season begins in August)

##### Men + Women

- Cross Country-Varsity, JV, 9/10th
- Water Polo-Varsity, JV
- Cheer-Varsity, JV
- Football –Varsity, JV
- Dance

##### Women

- Field Hockey-Varsity, JV
- Flag Football-Varsity
- Golf-Varsity
- Tennis-Varsity, JV
- Volleyball-Varsity, JV, 9th

#### Winter Sports (season begins in November)

##### Men + Women

- Basketball-Varsity, JV, 9th
- Ski Team
- Snowboard Team
- Wrestling-Varsity, JV

##### Men

- Soccer-Varsity, JV, 9th

##### Women

- Soccer-Varsity, JV

#### Spring Sports (season begins in February)

##### Men + Women

- Diving-Varsity
- Swimming-Varsity, 9th/10th
- Lacrosse –Varsity, JV
- Track + Field-Varsity, 9th/10th

##### Men

- Baseball-Varsity, JV, 9th
- Tennis-Varsity, JV
- Volleyball-Varsity

##### Women

- Badminton-Varsity
- Softball-Varsity, JV

# GRADUATION REQUIREMENTS

## **Senior High School Commencement Requirements**

Students who have completed 230 credits in grades 9-12 and meet all high school graduation requirements may participate in the commencement ceremony. Diplomas are available for pick-up in the DVHS office in mid-July. Diplomas will be held if students have outstanding school obligations for books, services, etc.

## **Graduation Deficiencies**

Seniors who have completed at least 220 of the 230 credits required, at the date of graduation, may participate in the formal graduation ceremonies. Diplomas are held in the DVHS office until requirements have been completed. Students with a 10-credit deficiency will sign a contract with the district and must plan to complete classes during summer session (either King High School, community college, or adult school) to complete graduation requirements. If work is not completed by the end of the summer session following graduation, a diploma will not be issued. Students may appeal to the Student Services Department at the district office for an additional extension.

# COLLEGE AND CAREER PLANNING

Every Winter, DVCA counselors provide an overview of post-secondary options for juniors and their families. In the Spring DVCA, in conjunction with Davis Senior High School counselors, sponsor a College and Career Night for juniors and their parents. In senior year, counselors provide College Boot Camp prior to the start of 12th grade as well as workshops on the college application process, University of California, California State University, community colleges, private colleges and financial aid.

## **Student Request for Private College Recommendations and Transcripts**

Students can request official transcripts through Parchment, an online system to send and receive confidential school transcripts. Students should consult the DVCA website for additional instructions regarding Parchment. UC/CSU (with the exception of SDSU) do not typically require a transcript until matriculation.

Students requesting a letter of recommendation must provide the counselor or teacher **a minimum of 3 weeks notice (not including holidays) prior to the deadline** in order to guarantee that deadlines are met. Students may request up to 2 teacher recommendations.

## **Community Colleges**

Community Colleges have two major purposes: (1) to offer transfer paths, and (2) to provide career training. Studies in these areas may lead to an Associate of Arts or Associate of Science degree or to a certificate of achievement. See [www.cccco.edu](http://www.cccco.edu) for details.

Transfer Courses are equivalent to the lower division (freshman and sophomore) offerings of the 4 year colleges and universities. These courses enable community college students to transfer to a 4 year college for their junior year without loss of credit, provided they have a C average and have taken the required 60 transferable credits. The Los Rios Community College District has Transfer Guaranteed Admission (TAG) agreements with many CSU's and UC's as well as private colleges and universities. The Transfer Center at the Community College provides information about these opportunities or learn more by exploring <http://www.assist.org> and transfer commitment.

Career and Technical Training courses are given in occupations that require post high school courses but do not require a college degree, such as engineering technician or medical secretary. Many community colleges offer certificates of achievement upon the satisfactory completion of occupational curriculum.

The Los Rios Community College District, of which Davis is a part, operates American River College, Consumnes River College, Folsom Lake College and Sacramento City College. SCC has a Davis Center at the UC Davis West complex at 1720 Jade St. Learn about the course offerings at [www.scc.losrios.edu](http://www.scc.losrios.edu).

## **Admission Requirements**

All high school graduates are eligible for admission to public community colleges in California. Non-high school graduates over 18 years of age, who, in the opinion of the administration, would benefit from the institution, may be admitted.

## **Application Dates**

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

## **Application Fees**

The community colleges do not require application fees, but may have enrollment fees. Community college classes are free for students who are currently enrolled in high school.



# COLLEGE ELIGIBILITY

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

## **Calculating Your College GPA for UC/CSU Eligibility**

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

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

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

The universities assign extra grade points for up to four year-long courses of UC/CSU certified honors-level, Advanced Placement courses taken in grades 10, 11 and 12: A=5 points, B=4 points, C=3 points. College-level courses in the “a-g” college preparatory subjects that are transferable to the universities are also assigned honors grade points. A maximum of four semesters of honors courses taken in grade 10 are assigned honors grade points. Grades of D are not assigned extra honors points. At the end of the 12th grade, campuses verify an applicant’s UC/CSU eligibility based on the final high school transcript.

There are 23 campuses in the CSU system. Some CSU campuses have higher standards for particular majors or for students who live outside the local campus area. Many CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and community college that are historically served by a CSU campus in that region. **Applications are due by November 30.**

## **You are eligible for admission if you:**

- 1) Are a high school graduate or equivalent (GED, or have completed the California High School Proficiency Exam.)
- 2) Complete, with C grades or better, the courses in the 15 unit (a-g) comprehensive pattern of college preparatory work.

# COLLEGE ELIGIBILITY

When UC campuses receive more qualified applicants than they have room to accommodate, they use a process called comprehensive review. Comprehensive review consists of more than a dozen academic and personal factors that are considered in the evaluation process. These same factors are considered by other competitive universities. Admission is offered to students who receive the highest rankings.

Factors in UC's comprehensive review are listed below:

- Academic grade point average in all completed “a-g” courses, including additional points for completed UC- certified AP/honors courses
- Number of, content of and performance in academic courses beyond the minimum “a-g” requirements
- Number of and performance in UC-approved honors and Advanced Placement courses
- Identification by UC as being ranked in the top 9 percent of their high school class at the end of junior year (eligible in the local context or ELC)
- Quality of a student's senior year program, as measured by the type and number of academic courses in progress or planned
- Quality of their academic performance relative to the educational opportunities available in their high school
- Outstanding performance in one or more academic subject areas
- Outstanding work in one or more special projects in any academic field of study
- Recent, marked improvement in academic performance, as demonstrated by academic GPA and the quality of coursework completed or in progress
- Special talents, achievements and awards in a particular field, such as visual and performing arts, communication or athletic endeavors; special skills, such as demonstrating written and oral proficiency in other languages; special interests, such as significant community service or significant participation in student government; or other significant experience or achievements that demonstrate the student's promise for contributing to the intellectual vitality of a campus
- Completion of special projects undertaken in the context of a student's high school curriculum or in conjunction with special school events, projects or programs
- Academic accomplishments in light of a student's life experience and special circumstance
- Location of a student's secondary school and home

**To apply:** Students apply online prior to **November 30th** of their senior year. **Typically, UC does not accept letters of recommendation. Grades are self-reported and a transcript is only required upon matriculation.**

Note: While the UC's place the highest importance on academic achievement, this alone does not guarantee admission to a particular UC campus. Because selectivity varies by campus due to the size and academic quality of applicant pools, a student's chance for admission will also vary by campus. **For this reason, it is important for students to review all of their options and choose both carefully and broadly.**

# COLLEGE ELIGIBILITY

## Guaranteed Admission

Two groups of California resident students will be guaranteed admission to a UC campus.

--Those who rank in the top 9 percent of all high school graduates statewide have eligibility in the local context (ELC).

--Those who rank in the top 9 percent of their own high school graduating class at the end of the 11th grade.

These students are not guaranteed admission to the UC campus or campuses to which they apply. Some campuses and majors are extremely competitive and aren't able to accommodate every qualified student who wishes to attend. In those instances, students will be offered admission to a UC campus with available space.

## Grades (scholarship requirement)

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

--The application of every student who has completed 11 of the 15 "a-g" courses with a 3.0 GPA by the end of junior year.

--Mathematics and Languages other than English and completed in 7th and 8th grades count toward the 11 course minimum requirement provided the student earned a C or better in these courses.

--Important Note: Completing the minimum number of courses to be entitled to an application review (11 courses by the end of junior year) should not be confused with being competitive for admission on most campuses.

## Out-of-State Colleges and Universities

Other states have public university and college systems similar to the UC/CSU system; most of these use a total GPA from grades 9-12. Despite residency requirements, some would cost no more than attending a California public school.

In addition, the **Western University Exchange** <http://wue.wiche.edu/> offers a reduced tuition rate for a variety of participating two-and four-year colleges in the Western States. If required, students should download the required forms and submit them to the teacher and counselor and request an official transcript in the DVCA office with a stamped addressed envelope to the college. **Please note that transcript submission varies from school to school and it's critical to visit the university's website to determine the preferred method.**

# COLLEGE ELIGIBILITY

Among the 200 colleges and universities in the state of California, there are approximately 70+ private schools. Private colleges vary greatly in competitiveness for admission: some admit 75% of applicants and some admit 1% of applicants. Private colleges use the cumulative GPA from grades 9-12.

There are thousands of universities throughout the U.S. Many have endowments which provide financial aid. This independence means that they have greater freedom in designing programs, defining admission criteria and procedures, and determining the focus and culture for the school. They are large, medium, or small in size; nonsectarian or religious; greatly selective or modestly selective; traditional or innovative; specialized or liberal arts. Some are nonprofit and others are for-profit businesses.

Many of these colleges use the "Common Application" [www.commonapp.org](http://www.commonapp.org) and may use one application to apply to all colleges, via their website. Some of these colleges require additional essays--check individually with each college for requirements. Some schools have an option of Early Decision or Early Action. This is a good option for students who are 100% sure about the school they want to attend.

Letters of recommendation are usually required. Students may ask up to two teachers for a letter of recommendation, which is uploaded onto the Common Application website by the teacher. Students are required to complete an academic resume, as well as a short interview, in order to receive a counselor letter of rec. Counselors complete the secondary school report after meeting with the student. The counselor uploads the letter, school profile and the student's transcript to the Common Application website. Students must request a letter of recommendation from their teachers and counselor at least three weeks prior to the due date of their application.

Campuses vary widely in location, environment, goals, admission requirements, programs and degrees offered. Students are encouraged to research colleges using Naviance Family Connection.

Some four-year colleges require college admission testing. The ACT or SAT are the two exams that are widely used. All schools will accept either exam. Juniors should plan on taking their first test in the spring of their 11th grade year. Tests should be completed by late-November/early-December of the senior year. *However, while the SAT has historically been an essential component of the college admissions process, many colleges are choosing to be test-optional or test-blind.* The University of California Board of Regents unanimously approved the suspension of the standardized test requirement (ACT/SAT) for all California freshman applicants until fall 2024.

The PSAT is a practice SAT exam which is offered in October and students sign up through the school. The other exams are signed up for on the specific testing agency website. Fee waivers can be provided by counselors for students who qualify. Participation in the PSAT and the SAT is a student/family-based decision. For additional advice or discussion, please reach out to your child's counselor.

ACT: [www.act.org](http://www.act.org)

SAT: [www.collegeboard.org](http://www.collegeboard.org)

## Armed Forces

Recruiters for all branches of the military can inform students of post-secondary options. Military academies for officer training require the recommendation of your congress person. Students take an ASVAB exam. Practice exams are available online. Contact info:

Air Force: (916) 925-5701

Army: (530) 666-9792

Marines: (530) 662-3834

Navy: (530) 661-3482

## Technical Schools

There are many vocational schools, both in and out of California, that do not require specific course work in high school and will train students for careers. Some examples of local vocational schools include:

- Automotive Training Schools
- Community Colleges

## Financial Aid

Seniors are invited to an information night in the Fall of their senior year to learn about deadlines and how to file a Free Application for Federal Student Aid (FAFSA) [www.fafsa.ed.gov](http://www.fafsa.ed.gov). This application must be filed for many different scholarships and school based financial aid. DVCA sends the GPA verification to the state of California for Cal Grant eligibility for all seniors with a California student ID number and students with a 2.0 GPA or above are eligible for free money. There is information about scholarships in the College and Career Center on the Davis High School campus that also serves DVCA students. Numerous scholarships are listed in Naviance for local Davis scholarships. The College and Career Coordinator posts a bulletin on the DHS website listing these scholarships. You should NEVER have to pay money to get a scholarship search. There are scholarships out there for all kinds of students, including community college students, students of different ethnicities, religious affiliation or parent work affiliation. It takes work and energy to find scholarships and often they require an essay, transcript and letter of recommendation. Some colleges require the CSS form in addition to the FAFSA.

## Naviance Family Connection

Da Vinci Charter Academy provides Family Connection/Naviance, a state of the art web-based college/career exploration program high school students can use at home. Students receive a password during the Fall semester of 10th grade. Parents may receive a password upon request.

Family Connection enables students to do a college search and manage their personal college/career portfolio. It connects students and parents to college information, scholarships, career interests, learning styles, and personality type. Current students can see the colleges that former DVHS students have applied to and been accepted to, based on grade point average and SAT test scores. Students with a password use their DVCA email address as a user name and go to [www.connection.naviance.com/davinci](http://www.connection.naviance.com/davinci)

Students can view and register for upcoming college visits on Naviance if interested and get email reminders.

## College Fairs

WACAC hosts college fairs during the Spring, see your counselor and [www.wacac.org](http://www.wacac.org). Also, [www.collegeweeklive.com](http://www.collegeweeklive.com) hosts virtual admissions and live webinars. Attend college visits at the College and Career Center located on the Davis High School Campus. Students must register on Naviance to attend.

Online college fairs are at: [www.collegeweeklive.com](http://www.collegeweeklive.com).

# GUIDELINES FOR POTENTIAL NCAA ATHLETES

The NCAA Eligibility Center certifies the academic and amateur credentials of college-bound students who wish to compete in NCAA Division I or II athletics. Students are advised to plan their courses carefully. Division III doesn't use the Eligibility Center. For detailed information: [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or Toll-free number: 877-262-1492

## **DIVISION I CORE COURSES**

NCAA Division I requires 16 core courses in high school for any student first entering any Division I college or university.

- 4 years of English
- 3 years of mathematics (IM1 or higher)
- 2 years of natural/physical science (1 year of lab)
- 1 year of additional English, mathematics or natural/physical science
- 2 year of social science
- 4 years of additional courses (from any area above or world language)

## **DIVISION II CORE COURSES**

NCAA Division II requires 16 core courses.

- 3 years of English
- 2 years of mathematics (IM1 or higher)
- 2 years of natural/physical science (1 year of lab)
- 3 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above or world language)

## **DIVISION III**

The division does not use the Eligibility Center. Contact your Division III college or university regarding its policies on admission, financial aid, practice and competition.

### **Test Scores**

- NCAA no longer requires students to take the SAT or ACT to be eligible to play, but individual colleges MAY require students to test.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency.

### **Grade-Point Average**

- Division I and II GPA required to receive athletic aid is 2.0.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

Visit the NCAA website to learn more about NCAA eligibility and approved courses at [www.ncaa.org](http://www.ncaa.org).

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

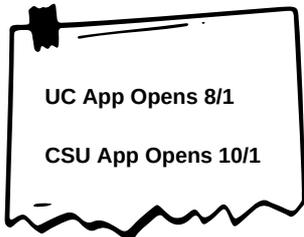
- Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale
- Graduate in the top half of the high school graduation class.

For more information on NAIA eligibility regulation, visit [www.naia.org](http://www.naia.org).

# SENIOR CHECKLIST

## JUNE-SEPTEMBER

- Attend College Essay Guy virtual workshops.
- Attend DVHS College Boot Camp--lower your stress level and get a head start on your applications.
- Update your resume for Common App and UC Activities section.
- Register for the SAT/ACT. Ask your counselor for a fee waiver if needed!
- Map out application and financial aid deadlines--use a spreadsheet!
- Draft college essays and UC insight questions.
- Applying early action or early decision? It's time to get started!
- Ask teachers for letters of recommendation at least 4 weeks in advance. Ask in person; follow up with an email!
- Attend weekly college workshops throughout Fall.
- Attend college representative visits throughout Fall.
- Visit colleges.
- Enter colleges applying to in Naviance.
- Meet with your counselor for support and guidance!



## OCTOBER

- Attend virtual or in-person financial aid workshops.
- FAFSA opens! Apply for your FSAID and complete application.
- Work on UC/CSU applications. Submit applications when they've been checked by a counselor!
- Complete counselor letter of recommendation questionnaire to get a letter of rec.
- Register for December SAT/ACT if needed.
- Start Common Application/Coalition Application.
- Continue working on essays, applications, meeting with college reps, visiting colleges, attending workshops, working with counselor.



## KEY DEADLINES

- 10/15 Letter of rec requests deadline
- 11/1 Early action deadline\*
- 11/30 UC/CSU applications due
- 1/1 Regular decision deadline\*
- 3/2 FAFSA/CADA deadline
- 5/1 Decision deadline

*\*Utilized by many private schools*

## NOVEMBER

- Last chance to register for SAT/ACT!
- Pay attention to private school deadlines.
- Complete the CSS Profile if the college you're applying to requires it.
- Student Athletes: register for NCAA eligibility
- Send your SAT/ACT official scores if required by college.

## DECEMBER

- Visit college campuses over winter break.
- Apply for scholarships.
- Button up the last regular decision applications!

## JANUARY

- File the FAFSA!
- Check that colleges received all required documents.
- Request mid-year transcripts as needed.
- Respond to colleges' request for additional information.
- Send in CSS Profile.
- Monitor the College & Career Center Scholarship Bulletin & apply to as many as possible!

# SENIOR CHECKLIST

## FEBRUARY

- Notify colleges of D/F grades earned in college prep courses. (Acceptance may be rescinded.)
- Notify college of changes in class schedules not reflected on applications.
- Check that all schools have received all materials (applications, letters of recommendation, test scores, financial aid forms, etc)
- Continue to check for and apply for scholarships at the Career Center and in the Counseling Bulletin!
- Login to the different portals to monitor your applications!



## APRIL

- Review college acceptances and financial aid awards.
- Meet with your counselor to help you understand your award letters.
- If possible, visit colleges where you've been accepted to help in final decision.
- Select a school, make a deposit!
- Return all paperwork on time.
- Apply for student housing.
- If you're on a waiting list, decide on your options.
- Notify other colleges that you will NOT attend.
- Register for community college classes.

## MARCH

- File the FAFSA by the March 2 deadline.
- Pay attention for email/regular mail requesting financial verification.
- If going to community college, attend orientation day.

## MAY-JUNE

- Enter in Naviance the college you will be attending.
- Take AP Exams.
- Request a final transcript to be sent to your college using Parchment.
- Notify counselor about scholarships you have received.
- Study for AP exams and final exams--finish strong!
- Student Athletes-send final transcript to NCAA.
- Relax and enjoy Senior Ball, Graduation, and Grad Night.

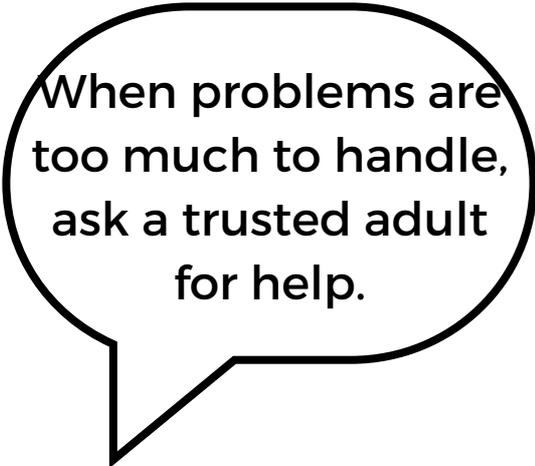


The Da Vinci Charter Academy staff is here to encourage and support you in making healthy choices.

Your school counselor can help you:

- \*build coping strategies
- \*manage stress
- \*problem-solve concerns with friends
- \*support you in developing a lifestyle that enhances wellness.

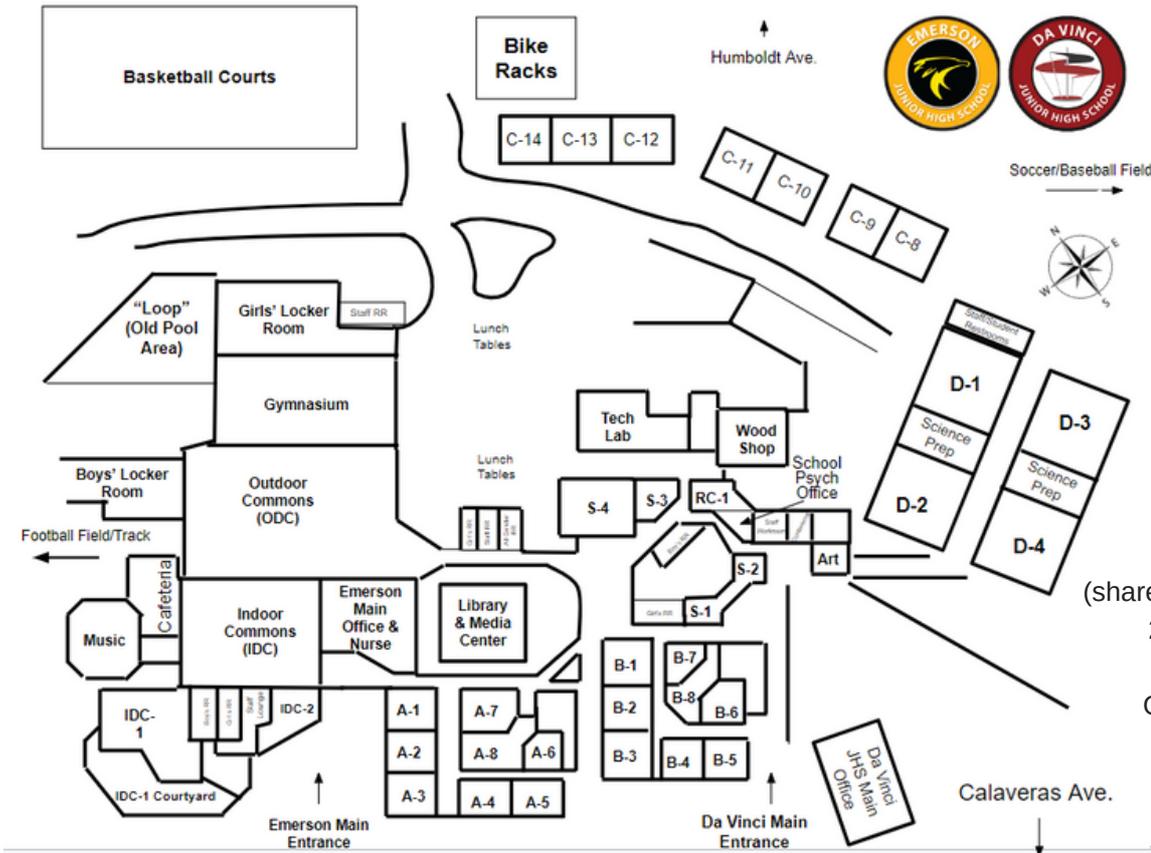
You are not alone. When it comes to mental health, it is important to pay attention to how you are feeling and know when to reach out for help. If you are having a hard time managing daily life and coping with stress, it is a good idea to seek out professional help.



When problems are too much to handle, ask a trusted adult for help.

Check out the many resources available on the DJUSD website [HERE](#).

# DA VINCI CHARTER ACADEMY CAMPUS MAPS



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