



COURSE CATALOG

VILLAGE OAKS HIGH SCHOOL

2024 - 2025

Contact Us : 209-953-8740



WE ARE THE VILLAGE!

Follow us



vo.lusd.net

About Us

We work together toward the common goal of preparing students for adulthood while creating safe spaces for individuality.



Our Advantage

- ✓ Individualized Attention
- ✓ Counseling/Mentorship/Outreach
- ✓ Credit Recovery starting in 10th grade
- ✓ Athletics, activities, and leadership for all interested students
- ✓ All seniors graduate with a Post-Graduate Plan





THE VILLAGE



At Village Oaks, we strive to provide support for students who are wanting to meet the requirements of a high school diploma. We provide intense levels of supports to assist students in developing their purpose for life after high school. Our students have the benefit of being in smaller class sizes than a traditional high school and have immediate access to resources, such as counseling, assistance with assignments, and opportunities for credit recovery. All students have the opportunity to participate in sports (flag football, volleyball, basketball, softball, soccer, and e-sports), clubs, student government, and school-wide events. Annually, we hold the following events:

- VO Rally - Kick-off event for school spirit
- Viking Carnival - Carnival activities, karaoke, and haunted house
- Village STEAM Day - Art, music, science activities, and awards assembly
- Viking Day - Dodgeball tournament, awards assembly, BBQ

All seniors complete a Post-Graduate Plan which includes presenting to staff and community members. Senior Night is held to honor all seniors and families with awards and dinner. We are The Village, one diverse group, working together toward the common goal of developing skills for adulthood and at the same time creating safe spaces for individuality.





GRADUATION REQUIREMENTS

The California Education Code and the Rules and Regulations of the State Board of Education require instruction in certain specific topics in all California public high schools. The Lincoln Unified School District Board of Trustees has adopted additional requirements for graduation from high school. (District Policy No. 6146.1[a]) LUSD establishes diploma requirements that are above the minimum requirement established by California. Village Oaks High School, beginning in 2023-2024 will offer two paths to a diploma as described below.

Village Oaks High School Diploma

Students earning a Village Oaks High School Diploma must complete the same requirements as Lincoln High School to earn 230 credits. This diploma path allows the student the opportunity to take additional coursework in preparing for college and careers. Students on track for earning 230 credits, who are not truant, will have option of returning to Lincoln High School if desired. **Students who complete their senior year at Village Oaks High School and earn 230 credits will be able to participate in the Lincoln High School/Village Oaks High School graduation.**

Village Pathway Diploma

We recognize that life circumstances can impede students from earning a high school diploma on time. In order to assist students with the opportunity to graduate on time, we offer a diploma requiring 200 credits. This diploma is above the state minimum of credits needed. The same sequence of core courses are required; however, students will earn less **elective** credits. Eligibility for this diploma will be determined by Village Oaks administration at the end of a student's junior year. **Students will not have the option of returning to Lincoln High School but will participate in the Lincoln High School/Village Oaks High School Graduation.**





GRADUATION REQUIREMENTS

	Village Oaks High School Diploma 230 Credits	Village Pathway Diploma 200 Credits
English	40 Credits (4 years)	40 Credits (4 years)
Math	20 Credits 1 year of a course meeting the Math 1 requirement	20 Credits (1 year of Math 1) 1 year of a course meeting the Math 1 requirement
Social Science	30 Credits (3 years) 1 year of World History AND 1 year of U.S. History AND 1 semester of American Government AND 1 semester of Economics	30 Credits (3 years) 1 year of World History AND 1 year of U.S. History AND 1 semester of American Government AND 1 semester of Economics
Health	5 credits 1 semester of Health	5 credits 1 semester of Health
Science	20 Credits (2 years) 1 year of Physical Science AND 1 year of Biological Science	20 credits (2 years) 1 year of Physical Science AND 1 year of Biological Science
Physical Education	20 credits (2 years) 2 years of Physical Education	20 credits (2 Years) 2 years of Physical Education
Foreign Language	10 credits Foreign Language OR	10 credits Foreign Language OR
Visual & Performing Arts	Visual & Performing Arts OR	Visual & Performing Arts OR
CTE	Career Technical Education	Career Technical Education
	<u>And</u> 85 credits of choice from any area to count towards elective credits <i>Note: Each year students will designate their preferences for these courses; however, VO reserves the right to place students in order to accommodate student and school needs.</i>	<u>And</u> 55 credits of choice from any area to count towards elective credits <i>Note: Each year students will designate their preferences for these courses; however, VO reserves the right to place students in order to accommodate student and school needs.</i>

Beginning with the graduating Class of 2029 all students in Lincoln Unified School District will be required to take 3 years of math (30 credits), 2 years of a foreign language (20 credits), and 1 year of VAPA (10 credits).





MEET THE ENGLISH DEPARTMENT



Ms. Healey
Mr. Davis
Ms. Young



WHY TEACH

I saw people like me doing the work and it seemed achievable; why I stay teaching is that I love helping young people figure out where they are headed next once they graduate.

--Mr. Davis

WHY TEACH

I teach because I love seeing students learn new skills, using skills taught that can be used in the real world.

-- Ms. Young

Who Were You in High School?

Goofy and Optimistic

--Mr. Davis

Your Path

I started college at age 28 after working in the restaurant industry for many years. I attended community college at College of the Redwoods in Eureka, CA, and transferred to UC Santa Cruz where I earned a BA in History. --Ms. Healey

Who Were You in High School?

In high school, I struggled with motivation and was always told I “worked below my potential,” but I really enjoyed theater and was part of several productions. --Ms. Healey.

Who Were You in High School?

The “good” student and an athlete.

-- Ms. Young

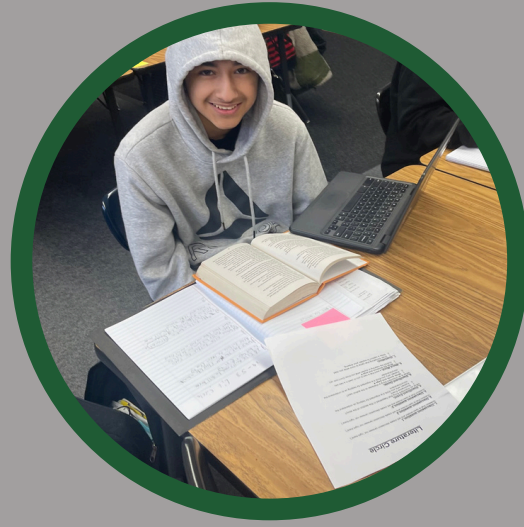


English 10**Grade Level: 10****Prerequisite: None****10 Credits****Textbook: *My Perspectives Grade 10* UC Approved “B”**

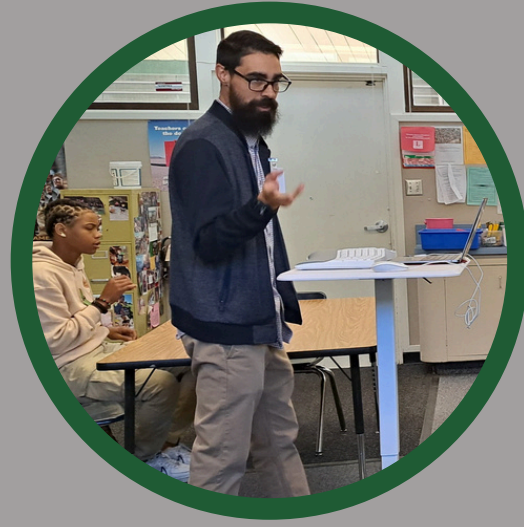
English 10 is guided by the Common Core State Standards for grade 10 and builds upon the skills acquired during the previous year’s English course. This course concentrates on the writing process, literacy analysis, reading strategies, and speaking and listening skills. The literature genres covered are: short stories, essay, novel, poetry and drama. The literature is used as a stimulus for writing and discussion. Spelling, grammar, and mechanics are taught within the context of the writing process. Vocabulary study is part of literature study. Supplemental resources are used to support student understanding.

**A1030 American Literature****Grade Level: 11****Prerequisite: None****10 Credits****Textbook: *My Perspectives Grade 11* UC Approved “B”**

American Literature (English 11) is guided by the Common Core State Standards for grade 11. Students will be exposed through various activities to significant American masterpieces and major American authors. Students will learn, appreciate and understand the main currents in American thought, as well as the values and goals of the individual in our changing and challenging society. Literature is used as a stimulus for writing and discussion. Spelling, grammar and mechanics are taught within the context of the writing process. Vocabulary study is part of the literature process. Students will also read short stories, poetry and essays and informational pieces. Supplemental resources are used to support student understanding.

**A1038 British and World Literature****Grade Level: 12****Prerequisite: None****10 Credits****Textbook: *My Perspectives Grade 12* UC Approved “B”**

British and World Literature (English 12) is guided by the Common Core State Standards for grade 12 and will explore works from both classical and contemporary British and world authors. Through readings, writings, discussions, projects and presentations, students will develop a deeper understanding and appreciation for both human diversity and solidarity. Literature is used as a stimulus for writing and discussion. Spelling, grammar, and mechanics are taught within the context of the writing process. Vocabulary study is part of literature study. Students will complete a comprehensive senior project during spring semester that they will present at the end of the year. Supplemental resources are used to support student understanding.

**Myth, Metaphor and Symbolism in the World of Harry Potter****Grade Level: 9, 10 (Replacement Credit)****Prerequisite: None****10 Credits*****Pending* UC Approved “B”**

This course examines the culture, folklore, and mythology in J.K. Rowling’s Harry Potter series, focusing on themes as developed in the books, films, and fan responses. Students will engage in critical reading and analysis of the novels and related critiques, exploring deeper meanings and broader cultural impacts. Additionally, they will practice writing skills through analytical essays and reflective assignments. The course aims to enhance critical reading, literary appreciation, and writing proficiency, equipping students for greater academic success.



MEET THE MATH DEPARTMENT

WHY TEACH

I had wonderful math teachers who really helped me to understand the material. I have always enjoyed mathematics, but it has not come easy to me. I struggled often, and I appreciated my teachers who took the time to break down the problems so that I could grasp and be successful.
--Mrs. Conklin

Mrs. Conklin
Ms. Saelee



Who Were You in High School?

Nerdy with cool shoes.
--Ms. Saelee

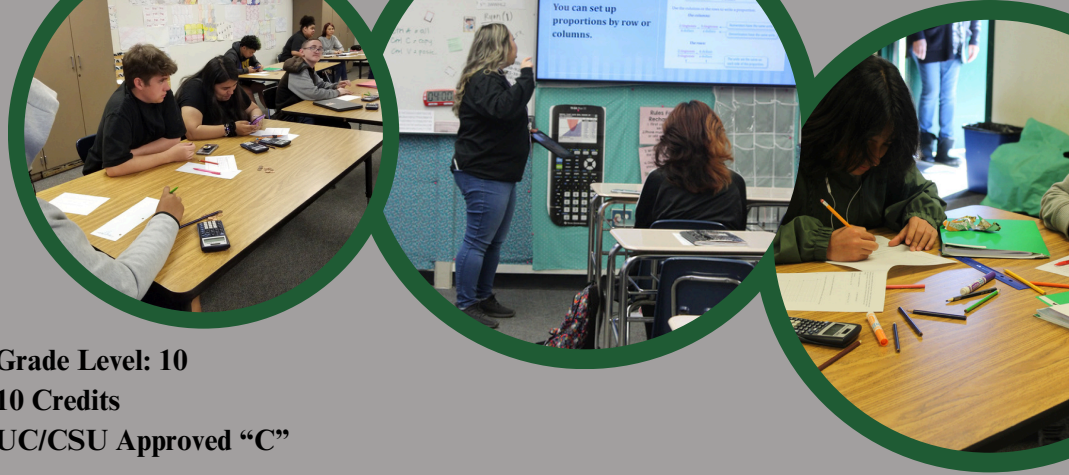
Who Were You in High School?

In high school I enjoyed school, loved being social, and worked at a restaurant. I especially loved going to school sporting events, activities, and dances.
--Mrs. Conklin

YOUR PATH

I grew up with two immigrant parents. Going to college was pretty much forced upon me, but I ended up at UC Berkeley and have worked in education since I graduated.
--Ms. Saelee





Math I

Prerequisite: None

Textbook: CPM Integrated 1

Grade Level: 10

10 Credits

UC/CSU Approved "C"

Math I is the first year of college preparatory mathematics at Village Oaks High School. The course aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems of equations. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data. The course is balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, and strategic competence (problem solving), and adaptive reasoning (extension and application). The curriculum features a mixed, spaced practice approach which re-visits concepts previously taught to build and maintain a strong mathematical foundation. Supplemental resources are used to support student understanding.

Math II

Prerequisite: Completion of Math I

Textbook: Core Connections, Integrated 2, CPM

Grade Level: 10, 11, 12

10 Credits

UC/CSU Approved "C"

Math II is the second course in the Integrated Common Core State Standards for Mathematics and follows the completion of Math I. The course aims to formalize and extend the geometry that students have learned in previous courses. Problem-based learning is used to study geometric transformations, similarity, congruence, properties of plane figures, theorems, geometric proofs, and measurement of volume and surface area. Other units of study include probability, a variety of functions, different representations of quadratic functions, a variety of methods for solving quadratic equations, and right triangle trigonometry. The course is balanced among procedural fluency (algorithms and basic skills), conceptual understanding, and strategic competence (problem solving). The curriculum utilizes a mixed-spaced practice approach which interweaves concepts previously taught along with new material to build and maintain a strong mathematical foundation. Technology is integrated into each unit of instruction.

Financial Literacy

Prerequisite: None

Textbook: Foundations in Personal Finance

Grade Level: 10, 11, 12

10 Credits

UC/CSU Approved "C"

Financial Literacy is an algebra-based, applications-orientated personal finance course that utilizes mathematical modeling. This course makes use of high school mathematics topics that are applied to real-world situations. A variety of problem-solving skills and strategies will be used as students make conjectures about budget choices and understand how those choices impact their future financial health, learn about investing, taxes, and the basics of credit and banking. In addition, students will examine various economic systems, including the movement of goods and services, supply and demand, and production chains. Supplemental resources are used to support student understanding. **Course may be taken for algebra recovery credit, general math credit, or elective credit.**

Additional Math Courses

Students wanting to enroll in advanced math courses may be able to do so through choosing one of two options if their schedule can be accommodated and they meet any prerequisites. With administrator and counselor approval, the student can enroll in Math II, Math III, Algebra II, or Geometry with LUSD's approved online program.



MEET THE SCIENCE DEPARTMENT

Ms. Huiras
Mr. Thomas

WHY TEACH

I was coaching water polo at Lincoln before becoming a teacher. I really enjoyed working with the high school students, so I decided to try teaching too.
--Mr. Thomas



Who Were You in High School?

In high school I was very quiet, anxious, and tried my best to not be noticed. (I didn't particularly enjoy high school even though I got decent enough grades. That is probably another reason I went into teaching – to try my best to help kids have a more positive experience than I did.) --Mrs. Huiras



Biology NGSS

Prerequisite: None

Textbook: STEMScopes

Grade Level: 10, 11, 12

10 Credits

UC Approved "D"

Successful completion satisfies the LUSD graduation requirement for Life Science. This course represents "The Living Earth" component of the NGSS Three Course Model, integrating the earth and life sciences. Units of study include: Introduction to Lab Safety; the Scientific Method and the Metric System; Molecules of Life; the Compound Microscope; Structure, Function and Growth (from cells to organisms); Inheritance of Traits; Evidence of Evolution; the History of the Earth's Atmosphere: Photosynthesis and Respiration; Ecosystem Interactions and Energy; and Ecosystem Stability and the Response to Climate Change. Supplemental resources are used to support student understanding.



Integrated Physical Science

Prerequisite: None

Textbook: STEMScopes

Grade Level: 10, 11, 12

10 Credits

UC Approved "D"

Integrated Physical Science is a laboratory science course that will give students an overview of the fundamental concepts in the physical sciences, which includes physics, chemistry, and earth & space science. Students will explore these concepts through inquiry based labs and activities which will build skills needed to carry out the NGSS Science & Engineering Practices (SEPs), and ultimately teach students to become scientifically literate citizens. The goals of this course are to give students the opportunity to experience all of the physical sciences, while still having the ability to complete their LUSD graduation requirement for completing a physical science. Supplemental resources are used to support student understanding. **Course may be taken for physical science credit or elective credit.**



Additional Science Courses

Students wanting to enroll in advanced science courses can do so through choosing one of two options, if their schedule can be accommodated and they meet any prerequisites. With administrator and counselor approval, the student can enroll in Chemistry, Physics, or Environmental Science with LUSD's approved online program. The student also may have the option of completing additional science courses through Dual Enrollment with Delta College.





MEET THE SOCIAL SCIENCE DEPARTMENT

Ms. Alvarez
Mr. Villeda
Ms. Trigg



YOUR PATH

I dropped out of high school when I was only 14 years old. I inevitably found my way back through my attendance at Liberty, an alternative high school in Lodi. I wanted to attend college, but instead found myself pregnant at 17. Thereafter, I made the best of the decisions I had made for myself and eventually managed to attend and graduate college. Looking back on my life, it occurred to me that most of the adults in my young life had failed me. Therefore, I was inspired to go back to school and become a teacher. I feel like I can relate to students on some level and am dedicated to helping them on their unique path to success.

--Ms. Trigg



Why Teach

I was born and raised in Modesto and my family is from El Salvador. The main reason I decided to become an educator is because I wanted to be a person who believes in young people and their potential. Growing up I underachieved in my education and I feel like the vast majority of my teachers either overlooked me or made negative assumptions about my character. My goal is to teach students who have struggled in our education system and be a positive force in their life, by believing in them, and by bringing a little joy into their lives every day.

--Mr. Villeda

YOUR PATH

I grew up in Stockton, and attended Stagg High School. Throughout my time in high school and undergraduate studies, I had many mentors who inspired me to come back to Stockton and give back to my community.

--Ms. Alvarez



World History**Prerequisite: None****Textbook: TCI World Connections****Grade Level: 10****10 Credits****UC Approved "A"**

This course is designed to provide students a survey of the major historical events that have shaped Western Civilization and the modern world. In this course, students analyze and interpret the development of Western political thought from the Enlightenment to the rise of nationalism; the industrial, national and social developments of Western society; Western imperialism: periods of crisis in the Western and modern world such as the rise of totalitarian states, WWI, WWII, genocides, and the Cold War; the creation of the global capitalist system; and the rise of non-Western states in the 19th and 20th centuries. The student will analyze and interpret primary and secondary sources, perform individual and group activities, and be assessed using a variety of teacher selected methods. Supplemental resources are used to support student understanding.

United States History**Prerequisite: None****Textbook: US History, Prentice Hall****Grade Level: 11****10 Credits****UC Approved "A"**

The course briefly reviews the major themes and events in the United States History during the 18th and 19th Centuries. Major emphasis will be on identification and analysis of social, political, economic, and cultural issues in the 20th Century. Students will examine such topics such as Industrialism, the Age of Progressivism and Reform, the 1920s, The Great Depression, the Civil Rights era, the 1960s, American's Modern Wars, and current issues and problems. The student will analyze and interpret primary and secondary sources, perform individual and group activities, and be assessed using a variety of teacher selected methods. Supplemental resources are used to support student understanding.

A1038 American Government/Economics**Prerequisite: None****Textbooks: Principles in Action, Magruder's American Government****Grade Level: 12****10 Credits****UC Approved "A" and "G"***American Government (First Semester)*

The students will pursue a deeper understanding of the institutions of American Government. They will focus on the philosophy of those who framed the constitution and the bill of rights. They will examine the roll of the judiciary branch and how the courts have interpreted the Bill of Rights. Students will examine the world of modern legislative and executive systems. Students will analyze the rise of political parties, presidential campaigns, propaganda techniques, and the scope and limits of presidential power.

Principles of Economics (Second Semester)

Students will deepen their understanding of the economic problems and institutions of the nation and world in which they live. They will make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, members of civic groups and as a nation.



LANGUAGE OTHER THAN ENGLISH (LOTE)



Spanish I
Prerequisite: None
Textbook: *Avancemos Level 1*

Grade Level: 9, 10, 11
10 Credits
UC/CSU Approved “E”
Pending

This beginning level course introduces students to basic vocabulary and grammatical forms of the Spanish language and to Hispanic culture. Students will learn to speak, read, write and understand spoken Spanish via teacher-student directed activities, meaningful interaction among students, authentic material, projects, videos, music, and games. Advanced study and learning strategies to pursue higher levels of cognition will also be developed. Students will also be required to practice the language daily both in class and at home. Thus, this is a demanding college-preparatory course that requires advanced language, mathematical, grammatical and study skills. Finally, students in all classes must demonstrate a basic level of proficiency in the target language by successfully completing common quarterly assessments.

Spanish II
Prerequisite: None
Textbook: *Avancemos Level 2*

Grade Level: 10, 11, 12
10 Credits
UC/CSU Approved “E” Pending

Instruction continues to emphasize all four language skills: comprehension, speaking, reading and writing. The vocabulary and grammatical structure are more extensive and complex. The preterite and imperfect are added as tenses. Supplemental readers may be used to increase the vocabulary and recognition of the indicative tenses. Students are expected to master the topical objectives mentioned in Spanish 1 as well as spatial relationships and directions, rooms in a house, chores, holidays, family events, restaurant, animals, environment, foods, stores, childhood activities, travel, transportation, furniture, grooming and recreation. In addition, the study of the geography, culture and history of Central and South America is included in the curriculum.

American Sign Language 1
Prerequisite: None
Textbook: *TBD*

Grade Level: 10, 11, 12
10 Credits
UC/CSU Approved “E” Pending

This is an overview of American Sign Language (ASL), its basic vocabulary, structure, syntax and grammar. Students will focus on mastering the basics of fingerspelling, numbers, colors, facial grammar and sentence structure; students will also learn conversational/cultural behaviors necessary to hold a beginning-level conversation in ASL, with deaf/hard-of-hearing native users of the language. Introductory information about deaf culture will also be presented, along with deaf humor, to provide students with a broad picture of language and culture.





MEET THE PHYSICAL EDUCATION/ATHLETICS DEPARTMENT

Mr. Murray



WHY TEACH

I decided to teach because I enjoyed working with young people, so many people had given so much to me as a young person and I wanted to give back if I could.

--Mr. Murray



Physical Education 9**Prerequisite: None****Grade Level: 10, 11, 12****10 Credits**

Students study and participate in a variety of team and individual sports with emphasis on promoting physical growth and development through vigorous activity. Units of instruction may include: basketball, football (touch), soccer, volleyball and softball. Fitness activities are included throughout the year.

**Physical Education 10****Prerequisite: None****Grade Level: 10, 11, 12****10 Credits**

Students study and participate in a variety of sports and activities, some involving lifetime sports/recreational skills. Units of study may include: individual conditioning and basketball, football (touch), soccer, volleyball and softball. Fitness activities are included throughout the year.

Athletic Fitness I**Prerequisite: Approval from Administration****Grade Level: 10, 11, 12****10 Credits**

Students focus on conditioning, muscular strength, endurance, flexibility, and safety. Weight room safety, warm up/cool down procedures, lifting technique, and major muscle identification are the focus.

**Athletic Fitness II****Prerequisite: Approval from Administration****Grade Level: 10, 11, 12****10 Credits**

Students continue the foundational work they learned in Athletic Fitness I and develop individual fitness goals and track progress. They will also serve as mentors to students who are enrolled in Athletic Fitness I.

Mindful Movement for Life**Prerequisite: Approval from Administration.****Grade Level: 10, 11, 12****10 Credits**

This course is designed to introduce students to different forms of movement and mindfulness practices that aim to promote consistent lifelong exercise and mindfulness habits which are proven to support overall mental and physical well-being. Some forms of movement and mindfulness that students will experience are: Yoga, walking, circuit and interval training, exercise and dance videos, guided meditation, breath work, stretching, and Pilates. Students will be asked to thoughtfully and honestly reflect on their experiences to help guide them to finding exercises that they enjoy.

**Sports Credits****Prerequisite: None****Grade Level: 10, 11, 12****1 credit for every 12 hours**

Students can earn elective credits for participating on sports' teams. We offer co-ed flag football, volleyball, basketball, softball, soccer, and e-Sports and compete against other alternative education high schools.



MEET THE ELECTIVES DEPARTMENT

Mr. Davidson
Mrs. Agardy
Ms. Bowen
Ms. Cherry



Who Were You in High School?

When I was in high school, I was the quiet girl who was in all the art classes. It was the early 90's, and as a country kid I embraced the grunge aesthetic since that's what I wore anyway.

-Ms. Bowen



YOUR PATH

I started my higher education at Delta College for two years then transferred to Cal Poly, SLO. Didn't really know what I wanted to become at this time. I graduated and then went to SJ Teachers college and received my teaching credential. I am still learning and growing in my education.

--Mrs. Agardy

Why Teach

I decided to become a teacher because it first chose me. After years of serving in education in other roles, I had not realized the seeds of teaching were being planted. Then one day an opportunity for blooming presented itself. Now here I am sowing, reaping, and growing in this beautiful role, teaching.

--Ms. Cherry



Acting

Prerequisite: None

This course introduces students to all the aspects involved in acting in a variety of scenes and productions. Students put together a Haunted House for the school and collaborate on a variety of productions. Due to the commitment of hours outside the school day, a student can earn 10 or more credits by applying hours to community service.

Art 1 and 2

Prerequisite: None

UC/CSU Approved "F" - Pending

Art 1 is an exploratory class. The principles of design will be stressed throughout the course and applied to a variety of two-dimensional mediums including pencil, charcoal, pastel, pen and ink, scratchboard and acrylic. Basic drawing and painting skills will be emphasized.

In the second year, students use more advanced media and materials. Principles of design will be studied at the more sophisticated level, and art history will be approached in greater depth.

Career Exploration

Prerequisite: None

Students will explore various careers through college degrees, trade certifications, and military enlistment. The ASVAB is required for military enlistment and many trade certifications; therefore, the course will also provide preparation for taking this assessment.

Child Development and Education Foundations

Prerequisite: None

UC/CSU Approved "G"

The course offers exploration of the foundations of child development and education through the lens of culturally responsive practices.

Advanced Child Development and Education

Prerequisite: Child Development & Ed. Found.

UC/CSU Approved "G" - Pending

This double period capstone course is designed for students interested in childcare as a vocation, and for those college-bound students planning a major in child development and/or education.

Culinary

Prerequisite: Food Science, Nutrition 1

UC/CSU Approved "G" - Pending

This course is two periods designed for the student who knows kitchen basics, but wants to learn more about how to cook specific foods. Many international customs and dishes will be introduced. Microwave cooking, food presentation, entertainment projects and nutrition will also be covered. **Note: there will be a \$25 materials donation requested per semester per student**

Dual Enrollment

Prerequisite: Staff Recommendation

Students in Dual Enrollment will be supported by a staff member and the career and college counselor in taking Dual Enrollment San Joaquin Delta College courses online. There are no credits attached to the course, but students are able to earn college units and high school elective credits by passing the Delta College courses.

Grade Level: 10, 11, 12

10 Credits

Grade Level: 10, 11, 12

10 Credits

Grade Level: 10, 11, 12

10 Credits

Grade Level: 10, 11, 12

10 Credits

Grade Level: 10, 11, 12

20 Credits

Grade Level: 11, 12

20 Credits

Grade Level: 10, 11, 12

0 Credits



Directed Studies**Prerequisite: Staff Recommendation****Grade Level: 10, 11, 12****10 Credits**

Directed studies is a support/intervention course for students who need extra time and support in all content areas. Students learn organizational skills, time management skills, intrinsic motivation, self-advocacy, and grit. This course also features intensive monitoring of grades and progress. The grade in Directed Studies is tied to grades in other courses. Full credits will only be awarded if the student passes all other classes with a C- or better.

**Electronic Music****Prerequisite: Staff Recommendation****UC/CSU Approved "F"****Grade Level: 10, 11, 12****10 Credits**

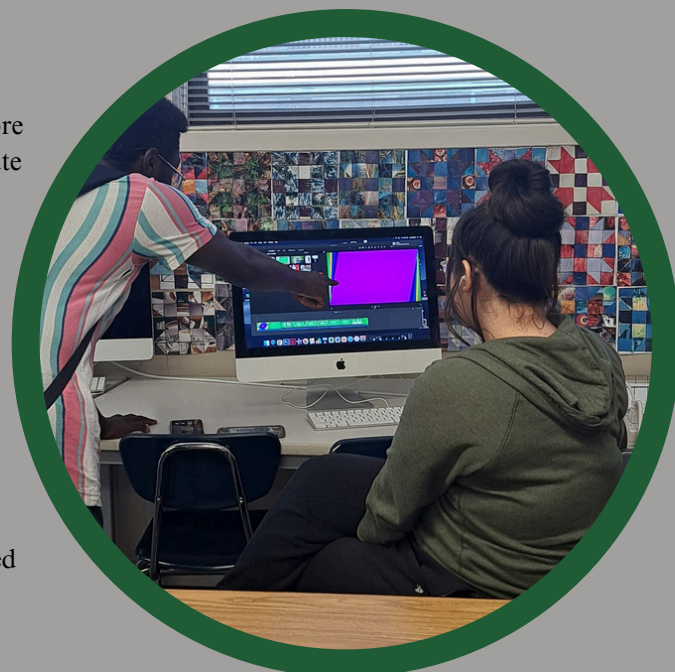
Students will create professional and multi-genre audio productions and be exposed to audio engineering skills such as overdubbing, dynamics, mixdown, mastering, and microphone techniques for live recordings. Students will be promote their art with modern entrepreneurial skills.

**Entrepreneurship****Prerequisite: None**

Students learn how side hustles can help to earn extra income, develop new skills, and become a business owner. They focus on t-shirt design as a business model.

Food Science, Nutrition 1 and 2**Prerequisite: None****UC/CSU Approved "G"****Grade Level: 10, 11, 12****10 Credits**

This course is open to students who are interested in learning how to plan and prepare meals. After taking this class, the student will have skills that will enable him/her to cook in everyday life – for self and others. These skills will enable to student to plan and prepare nutritious meals and snacks. Basic kitchen safety and equipment usage are learned. **Note: There will be a \$25 materials donation requested per semester per student**

**Graphic Design****Prerequisite: None****UC/CSU Approved "F" - Pending****Grade Level: 10, 11, 12****10 Credits**

Students will use design as a creative process in communication. They will explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. Students will gain experiences in advertising, product packaging design, logos, posters, and other forms of visual communication.

Guitar 1 and 2**Prerequisite: None****UC/CSU Approved "F"****Grade Level: 10, 11, 12****10 Credits**

This course offers beginning instruction on the acoustic guitar. Students learn to read chords and tablature, strumming and picking patterns, and playing technique through primarily popular music of all genres. Year 2 teaches advanced guitar techniques, Students explore these techniques through learning more complicated pieces from many genres.

History Through Media**Prerequisite: None****Grade Level: 10, 11, 12****10 Credits**

The goal of this course is to use media such as films and music to look at historical events that have change the course of how people live. Discussions and written assignments will focus on viewing issues and events from different perspectives.

Journalism**Prerequisite: Grade "C" or better in previous English course****Grade Level: 10, 11, 12****10 Credits**

In this class students will learn the fundamentals of journalism including: writing, reporting, page design, desktop publications, and other aspects of the production of newspapers. Students wanting to take this course must have strong written and oral communication skills.

Photography**Prerequisite: None****UC/CSU Approved "F" - Pending****Grade Level: 10, 11, 12****10 Credits**

Students explore the art of visual communication and ways to use photography as a design element and a tool for storytelling.

Student Government**Prerequisite: None****Grade Level: 10, 11, 12****10 Credits**

Student government is a class designed for students who wish to learn leadership skills while helping to improve the school culture through campus wide activities and projects. Students will be required to participate in events held outside the regular school day session.

Study Skills**Prerequisite: None****Grade Level: 10, 11, 12****10 Credits**

Study Skills is a support class designed for students that have current IEPs. Resource teachers work on individualized goals with students and support students with coursework. Strategies for developing effective study habits and skills are taught and reinforced throughout the year.

Support for English Learners**Prerequisite: None****Grade Level: 10, 11, 12****10 Credits**

Students who are designated as English Learners needing additional support to improve academic English and be able to access core content beyond designated and integrated ELD within the classroom will be placed in this support class.

Yearbook**Prerequisite: None****UC/CSU Approved "G" - Pending****Grade Level: 10, 11, 12****10 Credits**

Students are responsible for the conception, design and production specifications of the yearbook. Students are assigned a key role and are responsible for timely completion. Students will also learn the basis of digital photography.





Dual Enrollment

Village Oaks High School is proud to offer a robust Dual Enrollment Program in partnership with Delta College. This program provides students in grades 10–12 the opportunity to enroll in college courses asynchronously, either independently or with the guidance of a Dual Enrollment Support Class. Aligned with our commitment to college and career readiness, this program is designed to maximize transferable opportunities for our students. We also recognize that many students at Village Oaks High School may be credit deficient and require pathways to recover credits. Dual Enrollment offers a valuable solution, enabling students to recover credits while engaging in the rigorous academic experience of college-level coursework.

Sample Credit Breakdown <i>Based on 2024-2025 Course Offerings</i>			
Semester	Potential Courses	Number of Delta College Units	Number of High School Credits
Fall	COUN 30 COUN 31 PETHEORY 41 BUS 20	1 Unit 1 Unit 3 Units 3 Units	3 Credits 3 Credits 10 Credits 10 Credits
Spring	COUN 30 COUN 31 AJ 21 ECE 21	1 Unit 1 Unit 3 Units 3 Units	3 Credits 3 Credits 10 Credits 10 Credits

The courses offered each semester are subject to change based upon Delta College staffing and enrollment. However, the credit amounts remain the same; for 1 unit courses students will receive 3 high school credits, for 3 unit courses students will receive 10 high school credits.

Child Development 21 will earn 10 credits of Child Development Credit.

All Delta Courses that earn credits through Dual Enrollment will be transcribed as elective credits, unless they are being taken as a replacement for a previously failed English, or History Course.





MEET THE SUPPORT DEPARTMENT

Mr. Smith

Mr. Smith supports students who have an IEP, but the reality is he supports the entire Village with his guidance and mentorship through clubs, sports, and providing in-class support.



WHY TEACH

I wanted a job that mattered in the world and that I could make a positive impact in.
--Mr. Smith





MEET THE COUNSELING DEPARTMENT

Ms. Sharma is our academic counselor. Ensuring all students are enrolled in appropriate coursework and on track for graduation.

Ms. Munoz is our career and college counselor. She provides support to students enrolling in Dual Enrollment, as well as, supporting our students in pursuing future career opportunities.

Both our counselors provides on-going supports for students academically and socio-emotionally. Ms. Sharma & Ms. Munoz have an open-door policy, always welcoming students to see them.

WHY COUNSELING

I chose school counseling as my career path because I have always wanted to work in a role where I can fully support and advocate for students. It is, without a doubt, the most fulfilling and rewarding profession I have ever pursued. My goal is to make a positive impact on students and the community by providing a safe, welcoming space where students can be themselves and receive the guidance and support they need to thrive.

-- Ms. Munoz

Ms. Sharma
Academic Counselor

Ms. Munoz
Career & College Counselor



YOUR PATH

I was a student that struggled A LOT. Academically I would have been fine, but my behaviors in the classroom hindered my success.

-- Ms. Sharma





MEET THE ADMIN DEPARTMENT

Kendall Irey, Principal
Mary Grupe, Office Sup.



Why Teach

As a senior in high school, I realized there was a whole group of students who weren't being effectively served by our education system and instead of realizing the system had failed them, people spoke of the way the students were failing us. In that moment, I decided I wanted to be part of reimagining an education system where all students felt supported and successful.

-- Ms. Irey

Who Were You in High School?

I grew up and attended high school in Honolulu, HI. I graduated from Kalani High School in 1982 and enjoyed English and History courses, but my real passion was hanging at the beach with friends, body surfing. --Mary

WE ARE YOUR VILLAGE!

