

VILLAGE OAKS HIGH SCHOOL

C O U R S E C A T A L O G

2026-2027



CONTENTS

- [About the Village](#)
- [Class of 2028 and Beyond - LUSD Graduation Requirements](#)
- [Class of 2026 & 2027 Graduation Requirements](#)
- [Graduation Requirements & Diploma Offerings](#)
- [Enrollment Expectations](#)
- [Grade Point Average Information](#)
- [Incomplete Grades](#)
- [Schedule Change Policy](#)
- [VOHS Department Introductions & Course Descriptions](#)
- [Dual Enrollment](#)
- [Independent Learning Center](#)
- [Transcripts](#)

About the Village

At Village Oaks High School, we proudly serve students whose educational journeys may not have followed a traditional path. We believe that every student deserves access to a high-quality education, a strong sense of belonging, and the opportunity to succeed, regardless of past challenges or circumstances.

Village Oaks is an intentionally inclusive and equitable community where *all students are welcome*. We recognize that students come to us with diverse experiences, strengths, and needs, and we are committed to meeting each student where they are. Through individualized academic planning, wraparound supports, and strong relationships, we work to remove barriers to learning and provide the support necessary for every student to grow, achieve, and thrive.

Our small class sizes allow for personalized instruction and meaningful connections with staff. Students have immediate access to resources such as counseling, academic support, assistance with assignments, and opportunities for credit recovery, all designed to help students stay engaged, earn credits, and make steady progress toward graduation and post-secondary goals.

In addition to academics, all students are encouraged to participate fully in school life. Students have opportunities to join sports (flag football, volleyball, basketball, softball, soccer, and e-sports), clubs, student government, and school-wide events that foster connection, confidence, and community. Each year, we host school-wide traditions including:

- VO Rally – A school-year kick-off celebrating school spirit
- Viking Carnival – Carnival activities, karaoke, and a haunted house
- Village STEAM Day – Art, music, science activities, and an awards assembly
- Viking Day – Dodgeball tournament, awards assembly, and BBQ

All seniors complete a Post-Graduate Plan, which includes presenting their goals to staff and community members. We proudly celebrate our graduates and their families at Senior Night, honoring each student's perseverance, growth, and accomplishments with awards and a shared meal.

At Village Oaks, we are more than a school — we are The Village. Together, we are one diverse community working toward graduation, future success, and lifelong skills, while creating a safe, supportive environment where students are seen, valued, and empowered to be their authentic selves.

Your Support Team

Counseling Team

Village Oaks High School's counseling team is made up of an academic counselor, Ms. Sharma, and a College and Career Counselor, Ms. Munoz. The Village Oaks Counseling Team is here to support you every step of the way. As you review this course catalog, our counselors will serve as your guides and partners, helping you understand your options and make informed decisions about your academic pathway.

Our counseling and administrative teams work closely with students to ensure they are enrolled in the correct courses, earning credits in order to meet the ultimate goal of an on time graduation for every student. Through regular communication, check-ins, and individualized planning, counselors help students stay focused on their goals and build a clear plan for success.

We believe that student success is a shared effort. That's why we work collaboratively with families, providing ongoing communication and support to ensure everyone understands each student's progress and graduation plan. Together, we are committed to helping every student reach graduation with confidence and a strong vision for what comes next.



Administrative Team

The Village Oaks Administrative Team, including the Principal (Kendall Irely) and Assistant Principal (Kristine Cardiel), is deeply involved in supporting every student's success. We work closely with students, families, counselors, and teachers to ensure each student is on track academically and progressing toward graduation.

Our role extends beyond daily school operations. We actively monitor student progress, support individualized plans, and help remove barriers that may impact a student's ability to succeed. Through regular communication and collaboration with the counseling team, we ensure that students are enrolled in appropriate courses, meeting graduation requirements, and receiving the support they need to reach their full potential.

We believe that strong relationships and shared accountability are essential to student success. By partnering with families and maintaining open lines of communication, the administrative team is committed to creating a safe, inclusive school environment where every student is supported, challenged, and empowered to thrive.

Class of 2028 & 2029

VOHS GRADUATION REQUIREMENTS

Subject Area	Graduation Requirements
English	4 years
Math	3 years Must include: Math I (or Equivalent) & Math II
Social Science	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	1 semester of Health
Science	2 years Must Include: 1 year of Physical Science AND 1 year of Biological Science
Physical Education	2 years**
World Language	2 years Must be in the same language
Visual & Performing Arts	1 year
CTE	Some CTE courses fulfill the Visual & Performing Arts requirement if UC approved "F"

**The second year of PE can be waived under certain conditions. See LUSD Board Policy 6142.7 or check with a Village Oaks Counselor for details.

Revisions approved by the LUSD Board of Trustees on 2/7/24.

BP 6146.1 High School Graduation Requirements

BP 6142.7 Physical Education

Class of 2026 & 2027

VOHS Graduation Requirements

Subject Area	Graduation Requirements
English	4 years
Math	2 years Must include: Math I (or Equivalent)
Social Science	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	1 semester of Health
Science	2 years Must Include: 1 year of Physical Science AND 1 year of Biological Science
Physical Education	2 years**
World Language	1 year Foreign Language OR Visual & Performing Arts OR Career Technical Education
Visual & Performing Arts	
CTE	

**The second year of PE can be waived under certain conditions. See LUSD Board Policy 6142.7 or check with a Village Oaks Counselor for details.

Revisions approved by the LUSD Board of Trustees on 2/7/24.

BP 6146.1 High School Graduation Requirements

BP 6142.7 Physical Education

Graduation Requirements & Diploma Offerings

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 the 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.

ENROLLMENT EXPECTATIONS

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])

Subjects	Class of 2028 & Beyond	Class of 2026-2027	VO Pathway** Class of 2026 & 2027
English English 9 English 10 American Literature World Literature	10 credits 10 credits 10 credits 10 credits	10 credits 10 credits 10 credits 10 credits	10 credits 10 credits 10 credits 10 credits
Mathematics	30 credits	20 credits	20 credits
Physical Education	20 credits	20 credits	20 credits
Science Biological Science Physical Science	10 credits 10 credits	10 credits 10 credits	10 credits 10 credits
Social Science World History United States History American Government Principles of Economics	10 credits 10 credits 5 credits 5 credits	10 credits 10 credits 5 credits 5 credits	10 credits 10 credits 5 credits 5 credits
Health	5 credits	5 credits	5 credits
Visual/Performing Arts	10 credits	10 credits Visual/Performing Arts or World Language or CTE	10 credits Visual/Performing Arts or World Language or CTE
World Language	20 credits		
Electives	55 credits	85 credits	55 credits
Total	230 credits	230 credits	200 credits

** This pathway can be granted by VOHS Administration at the end of the student's 11th grade year.

A student must earn no fewer than 60 credits per year in each of the first three years of high school in order to be considered as progressing satisfactorily toward meeting the minimum course requirements for high school graduation. Students who fail classes are recommended to attend the extended year summer program to make up credits.

Grade Point Average (GPA)

Grade Point Average is calculated using the student's semester grades as follows:

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0.0

Village Oaks High School lists two types of GPAs on our transcripts:

- Total GPA (9-12): Calculated using grades earned in all courses from grade 9 to grade 12, both weighted and non-weighted.
- Academic GPA 10-12 (UC/CSU A-G GPA): Calculated using grades in only "a-g" courses during grades 10 to 12 both weighted and unweighted. This GPA is used to determine college eligibility. It is important to note that the UC/CSU system recalculates GPA for admissions differently. Please note that "a-g" courses that are taken in 9th grade are also integral as they are part of the minimum requirements necessary for UC/CSU eligibility.

Incomplete Grades

Under special circumstances, such as an extended illness, a teacher may issue a grade of "incomplete." This mark indicates the potential to earn a passing grade if certain requirements are met within a mutually agreed upon period of time. If the student does not complete the required work within the time period, the grade will be changed to an "F." Incomplete grades must be cleared no later than the following grading period.

Schedule Change Policy

Students and parents should put serious consideration into their course selection during the spring registration process. Classes are intended to be year-long. Students should make their selections carefully. VOHS counselors will meet with each student to ensure they are scheduled in the courses necessary to meet their graduation requirements. If a student has selected a course and has been enrolled in the course they selected, then the student will not be allowed to drop the course.

1. Timing of schedule change requests: If a student has a compelling reason to request a schedule change, they must complete the Google Form for a schedule change request within the first 5 days of the semester. There is no guarantee a student's schedule will be changed. Students must attend their originally scheduled classes until a counselor confirms that a change has been made.
2. Late requests: Requests for schedule changes after the above deadlines are not approved. Requests after this timeline will be considered only if there is a hardship.

5 Period Day

Only seniors under specific circumstances are eligible for a 5 period day and it is decided on a case by case basis by administration. Seniors may only qualify for a 5 period day if you are ahead on credits, have demonstrated the ability to consistently pass all your classes, AND are either enrolled in a Dual Enrollment course, or have verified consistent employment. Students who are eligible for this reduced day will only be allowed to take a 2-6 period schedule.

Delta College Dual Enrollment

Village Oaks High School is proud to offer our students a Dual Enrollment Program by working with Delta College. With a focus on college and career readiness, we are trying to maximize the transferable opportunities for Village Oaks High School students in grades 10-12. Students earn 10 high school credits while attending a semester Dual Enrollment class. Courses will be offered in-person, at the discretion of Delta College Administration. Students are permitted to complete a maximum of 15 Delta units per term in this program. You can meet with a Village Oaks High School counselor for more information. **Any student who completes 2 semesters of dual enrollment with Cs or better will earn a Dual Enrollment cord to wear at Graduation.**

VOHS Department Introductions & Course Descriptions

[Career & Technical Education \(CTE\)](#)

[English](#)

[Mathematics](#)

[Non-Departmental Electives](#)

[Physical Education](#)

[Science](#)

[Social Studies](#)

[Support Services \(Special Education\)](#)

[Visual and Performing Arts](#)

[World Language/Language Other Than English \(LOTE\)](#)

CAREER & TECHNICAL EDUCATION (CTE)

Career & Technical Education (CTE) provides course pathways aligned with fifteen industry sectors as defined by the California Department of Education. The pathways in these sectors consist of groups of courses relating to specific careers. The courses are aligned with both state and national standards and provide exposure to the expertise, technical skills, and training needed to succeed in future careers. Students have the opportunity to take classes ranging from single-period, introductory level classes to two-period, career training programs which may involve field placements in local businesses, internships, and direct-hire opportunities. In addition to exposure for career interests, students may also earn college credits and gain professional experience to narrow down decisions for college and career choices after high school.

CTE course sequences are designed to engage every student in high quality, rigorous, and relevant educational pathways and programs, developed together with business and industry partners that promote innovation, leadership, community service and lifelong learning, while simultaneously allowing students to turn their “passions into paychecks” and “earn while they learn.” At Village Oaks High School we offer two CTE Pathways in two different sectors:

- Education, Child Development, and Family Services Sector
- Hospitality, Tourism, AND Recreation Sector

Students who enroll in 2 period block CTE classes will only be allowed to drop under special circumstances approved by administration.

EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES SECTOR

Pathway	Introductory Course	Concentrator Course	Capstone Course
Education & Child Development	Intro to Education, Child Development, and Family Services (Course #G34180)	X	Advanced Child Development (Course #G34390) (2 period block)

EDUCATION PATHWAY

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
Child Development and Educational Foundations	G34180	Year	10	G	10-12

Prerequisite: None

This **introductory** course for the Education, Child Development, and Family Services sector is the first in a sequence of courses for students to gain the knowledge and skills necessary to progress within the pathway. Students study child growth and development from prenatal through school-age children, safety and emergency procedures, nutrition and health practices, and education-related career paths. Students who take this course and pass with a “C” or better are eligible to enroll in the Capstone course.

Advanced Child Development and Education	G34390	Year	20 <i>two period block</i>	G	10-12
---	---------------	-------------	--------------------------------------	----------	--------------

Textbook: Working with Young Children

Prerequisite: Introduction to Education, Child Development and Family Services with a “C” or better OR application and teacher approval.

The two-period Advanced Child Development **capstone** course is designed for students interested in careers working with children. This capstone course prepares students to understand children’s physical, mental, emotional, and social growth and development as well as provide for their care and guidance. Students in this course will practice their knowledge and skills related to child development by working at an elementary site both in classrooms and helping facilitate unstructured play time with students. Students will study human development, learning theories, standards, regulations and codes, and will apply age-appropriate learning strategies in their assigned classrooms. Students will build lesson plans and activities throughout the year.

HOSPITALITY, TOURISM, AND RECREATION SECTOR

Pathway	Introductory Course	Concentrator Course	Capstone Course
Food Service & Hospitality	Culinary 1 (F54100)	X	Culinary 2 (F54280) (2 period block)

FOOD SERVICE AND HOSPITALITY PATHWAY

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
Culinary 1	F54100	Year	10	G	10-12

Prerequisite: None

Culinary 1 is an **introductory** course that teaches students to learn how to prepare food in a professional learning environment that is similar to a cooking school. The skills students acquire in this course will prepare them for “real world” experiences in the culinary industry as well as qualify them for the Culinary 2 course at Village Oaks High School if students choose to continue. Even if students do not plan on a career in the culinary world this course will give them a great foundation in cooking.

The course will include classroom instruction, practical lab work, and projects. Students will have the opportunity to earn the CA Food Handler’s Certification. **Note: there will be a \$25 materials donation requested per semester per student**

Culinary 2	F54280	Year	20 <i>two period block</i>	F	10-12
------------	--------	------	-----------------------------------	---	-------

Prerequisite: “C” or better in Culinary 1 or teacher approval

Culinary 2 **capstone** course builds on the skills introduced in Culinary 1 and the practical application of those skills. This course will involve a more in-depth exploration of culinary technique and processes than in the previous course. In this class students will learn how to prepare food in a professional learning environment that is much like a cooking school. They will gain practical experience through the application of skills in food preparation, menu planning, meal service, customer relations, nutrition, and sanitation. The skills acquired in this course will prepare students for “real world” experiences in the culinary industry as well as give them a head start should they continue on to culinary school or hospitality programs.

The course will include classroom instruction, practical lab work, and projects such as catering school events or completing career-related ProStart or leadership-related FCCLA projects in class. **Note: there will be a \$25 materials donation requested per semester per student**

ENGLISH

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
American Literature	B20060	Year	10	B	11

Textbook: My Perspectives Grade 11

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.

British and World Literature	B30070	Year	10	B	12
------------------------------	--------	------	----	---	----

Textbook: My Perspectives Grade 12

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.

English 10	B00050	Year	10	B	10
------------	--------	------	----	---	----

Textbook: My Perspectives Grade 10

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.

Myth, Metaphor, and Symbolism in the World of Harry Potter	B00090	Year <i>Replacement Credit English 9-11</i>	10	B	11-12th
	G00090	Year	10	G	

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.

MATHEMATICS

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
Financial Algebra	C10390	Year	10	C	11-12th

Textbook: None

Prerequisite: Completion of Math 2 with a grade of 'C' or better both semesters

Financial Algebra is a mathematical modeling course that is algebra- based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Integrated Math 3, Algebra 2, Statistics, Probability, Precalculus, and Calculus under eight financial umbrellas: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future.

Financial Literacy	C10040	Year	10	C	10-12th
--------------------	--------	------	----	---	---------

Textbook: Foundations in Personal Finance

Prerequisite: None

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. **This course may be taken for algebra recovery credit, general math credit, or elective credit.**

Math I	C00140	Year	10	C	10-12th
--------	--------	------	----	---	---------

Textbook: Core Connections, Integrated 1, CPM

Prerequisite: None

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. Technology is integrated into each unit of instruction.

MATHEMATICS

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
Math II	C00250	Year	10	C	10-12th

Textbook: Core Connections, Integrated 2, CPM

Prerequisite: Completion of Math I

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.

Math III	C00360	Year	10	C	11-12th
----------	--------	------	----	---	---------

Textbook: Core Connections Integrated 3, CPM

Prerequisite: Completion of Math II

Math III is the 3rd year in the Common Core State Standards Integrated Sequence for High School. It aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and normal distribution in making statistical conclusions. 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 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.

NON DEPARTMENTAL ELECTIVES

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
Directed Studies	N00000	Year	10		10-12th

Textbook: None - Use of [Subject.com](#) Platform

Prerequisite: Staff Recommendation

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.

Student Government	G21000	Year	10	G	10-12th
--------------------	--------	------	----	---	---------

Textbook: None

Prerequisite: Staff Recommendation

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.

Additional Elective Courses

There are a variety of additional elective courses offered to students to take in their Directed Studies course through the LUSD approved credit recovery program.

PHYSICAL EDUCATION

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
Athletic Fitness I & II	P23000	Year	10		10-12th

Textbook: None

Prerequisite: Approval from Administration

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.

Mindful Movement for Life	P24000	Year	10		10-12th
----------------------------------	---------------	-------------	-----------	--	----------------

Textbook: None

Prerequisite: Approval from Administration

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.

Physical Education	P20080	Year	10		10-12th
---------------------------	---------------	-------------	-----------	--	----------------

Textbook: None

Prerequisite: None

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 individual sports (archery, badminton, golf and tennis); and team sports (basketball, swimming, volleyball, soccer, mushball and football). Fitness activities are included throughout the year.

Sports Credits	1 credit for every 12 hours	10-12th
-----------------------	------------------------------------	----------------

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. This falls under general elective credits for students.

SCIENCE

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
Biology NGSS	D20080	Year	10	D	10-12th

Textbook: STEMScopes

Prerequisite: None

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	D00040	Year	10	D	10-12th
-----------------------------	--------	------	----	---	---------

Textbook: STEMScopes

Prerequisite: None

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. **This 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.

SOCIAL SCIENCE

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
World History	A10050	Year	10	A	10th

Textbook: TCI History Alive: World Connections

Prerequisite: None

World History is a college preparatory course 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 learn specific historical thinking skills such as identifying change over time, cause and effect, making historical generalizations, compare and contrast and periodization. In addition, students will analyze and interpret primary and secondary sources, perform both individual and group activities, and be assessed using a variety of methods that include periodic written and verbal quizzes and/or presentations, major unit exams and historical essays.

United States History	A10680	Year	10	A	11th
-----------------------	--------	------	----	---	------

Textbook: US History: Reconstruction to the Present, Prentice Hall

Prerequisite: None

United States History is a college preparatory course designed to provide students with a survey of the major turning points in American history. The course begins with a brief review of the Civil War and its consequences, and then focuses on major themes from the 19th century to the present. Emphasis is placed on the major social, political, economic, and cultural issues of the 19th and 20th centuries. The students will study such topics as the Industrial Revolution, Progressivism, the Roaring 20s, the Great Depression, Civil Rights, and America's major conflicts. In addition, the students will trace the changes in America's ethnic composition; the movements to gain equal rights for women, racial minorities, and LGBTQ; and the role the United States has played as a major power internationally. The students will learn specific historical thinking skills such as identifying change over time, cause and effect, making historical generalizations, compare and contrast, and periodization. Students will also analyze and interpret primary and secondary sources, perform both individual and group activities, and be assessed using a variety of methods that include periodic written and verbal quizzes and/or presentations, major unit exams and historical essays.

American Government/Economics	A30073	Year	10 <i>5 credits Gov & 5 credits Econ</i>	A	12th
-------------------------------	--------	------	---	---	------

Textbook: Principles in Action, Magruder's American Government

Prerequisite: None

American Government - (one 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 role of the judiciary branch and how the courts have interpreted the Bill of Rights. Students will examine the world of modern legislature and executive systems. Students will analyze the rise of political parties, presidential campaigns, propaganda techniques, and the scope and limits of presidential power. Federalism, state and local government, and contemporary issues round out this course that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

Principles of Economics - (one semester)

Students will deepen their understanding of the economic problems and institutions of the nation and world in which they live. They will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, members of civic groups and as a nation. Among these are supply and demand in the market, the role of the consumer and private enterprise in a market system and a comparison of market, traditional and command economic systems that exist in the world today. The student deals with the problems of national income management, monetary and fiscal policies and their relationship. In addition, students will be introduced to decisions relating to personal economics, including, life insurance, real estate, banking and loans, investments and small business operations.

Support Department Special Education Services

The goal of special education services in our Support Department is to provide the least restrictive and most appropriate education for each student, thus educating each student to the maximum of his/her individual potential. The following services may be provided based upon student need: Specialized Academic Instruction, Adapted Physical Education, Language, Speech and Hearing, and other related services.

Students are provided with the opportunity to meet graduation requirements in a variety of ways including fully mainstreamed classes and collaborative classes. The majority of our students on an IEP require minimal support and take fully mainstreamed classes with study skills support (one period per day) from Mr. Smith.

The program of each student is individually developed with input from the Individualized Education Plan (IEP) team. This team includes the student, parent/guardian, Lincoln Unified staff and any other invited service providers. To determine eligibility for learning assistance in special education, students must be referred to, and evaluated by support personnel. An IEP team then convenes within defined timelines to present assessment results and make appropriate placement recommendations.

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
Study Skills	N70000	Year	10		10-12th

Textbook: None

Prerequisite: Staff Recommendation

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.

VISUAL & PERFORMING ARTS

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
Art 1 Art 2	F40100 F40280	Year	10	F	10-12th

Textbook: None

Prerequisite: Art 1 - None; Art 2 - Completion of Art 1

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 Art 2, 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.

Electronic Music	F61100	Year	10	F	10-12th
-------------------------	---------------	-------------	-----------	----------	----------------

Textbook: None

Prerequisite: None

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 able to promote their art with modern entrepreneurial skills.

Graphic Design	F42000	Year	10	F	10-12th
-----------------------	---------------	-------------	-----------	----------	----------------

Textbook: None

Prerequisite: None

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 Guitar 2	F04100 F04280	Year	10	F	10-12th
------------------------------------	--------------------------------	-------------	-----------	----------	----------------

Textbook: None

Prerequisite: Guitar 1 - None; Guitar 2 - Completion of Guitar 1

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.

Photography	F40083	Year	10	F	10-12th
--------------------	---------------	-------------	-----------	----------	----------------

Textbook: None

Prerequisite: None

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

Yearbook	F71080	Year	10	G	10-12th
-----------------	---------------	-------------	-----------	----------	----------------

Textbook: None

Prerequisite: None

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.

World Language/Language Other Than English (LOTE)

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
American Sign Language 1	E40100	Year	10	E	10-12th

Textbook: TBD

Prerequisite: None

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.

Spanish 1	E00100	Year	10	E	10-12th
-----------	--------	------	----	---	---------

Textbook: Avancemos Level 1, McDougal Littell

Prerequisite: None

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 2	E00280	Year	10	E	10-12th
-----------	--------	------	----	---	---------

Textbook: Avancemos Level 2, McDougal Littell

Prerequisite: Passing grade in Spanish 1

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.

Spanish 3	E00390	Year	10	E	10-12th
-----------	--------	------	----	---	---------

Textbook: Avancemos Level 3, McDougal Littell

Prerequisite: Passing grade in Spanish 2

This course is designed to review the material from previous Spanish courses and to study more complex grammatical forms such as conditional, future, and perfect tenses, as well as the subjunctive and imperative moods. Skills taught in Spanish 1 and 2 will be needed in this course and students taking it should be comfortable with their performance in those courses. Students will expand their vocabulary through extensive reading and writing as well as through role-playing, interviews, and speeches. The cultural emphasis will be on Spain and its history and culture. Students will be expected to complete nightly homework assignments, as well as special projects.

DUAL ENROLLMENT

Course Name	Course #	Term	Credits	UC/CSU A-G	Grades
Dual Enrollment	N10003	Year	0		10-12th

Village Oaks High School is proud to offer a robust Dual Enrollment Program in partnership with San Joaquin Delta College. This program provides students in grades 10–12 the opportunity to enroll in synchronous college courses while still receiving the support of the Village Oaks community.

Students enrolled in Dual Enrollment are supported by a dedicated staff member and the Career and College Counselor. On days when Delta College courses do not meet in person, students are required to attend a support class with the Career and College Counselor to help ensure they remain organized, engaged, and successful in their college-level coursework.

While Dual Enrollment courses do not generate traditional high school course credits, students who successfully pass their Delta College courses earn college units and high school elective credit. Aligned with our commitment to equity and college and career readiness, this program is designed to expand access to transferable college opportunities for all students.

We also recognize that many Village Oaks students may be credit deficient and in need of flexible, meaningful pathways to graduation. Dual Enrollment provides an important option for students to recover credits while participating in the rigor and expectations of college coursework, helping students build confidence, momentum, and a clear plan for life after high school.

Note: Course offerings are subject to change based upon Delta College staffing and enrollment.

Dual Enrollment Proposed Courses:

**Note: Course offerings including Summer Session (below) are subject to change based upon Delta College staffing and course enrollment.*

Fall 2026	Spring 2027
AJ 21 - Criminal Justice in Society PSYCH C1000 - Intro to Psych <u>Potential Alternates</u> SOCIO 1A - Intro to Sociology	H ED 1 - Health Education SOCIO 33 - Intro to Race & Ethnicity <u>Potential Alternates</u> BUS 20 - Introduction to Business AJ 22 - Concepts of Criminal Law

Dual Enrollment Credit

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 course 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.

INDEPENDENT LEARNING CENTER

The Independent Learning Center (ILC) is a voluntary, optional alternative to the traditional classroom. Students meet with the instructor in-person once a week. The majority of core courses offered through ILC are UC/CSU approved.

There are two functions of ILC:

- 1) To offer students an alternative setting when they have personal matters affecting their success on campus.
- 2) To provide students an opportunity to retake classes in which they have earned partial credits. Students enrolling as a full-time ILC student (not credit recovery) must take a minimum of five courses through ILC.

However, the maximum credits students can earn from all sources within a semester is 40. Approval from the student's counselor and the Coordinator of ILC is mandatory before enrolling. This may include meetings with students and parents.

Students must meet certain qualifications in order to be enrolled in the ILC option and it is subject to availability. Additionally, if students do not make adequate progress in their ILC coursework, they will be required to return to a traditional educational setting (at either LHS, or VOHS).

POST HIGH SCHOOL OPTIONS

California Community Colleges

Students must have a high school diploma or a legal equivalent of a diploma or be 18 years of age to be eligible for entrance into a community college. Students can earn a Certificate or an Associate's Degree, and take courses that will allow them to transfer to a 4-year college or to directly enter the workforce. Students are able to attend community colleges throughout the state. The SAT and ACT are not required for entrance into a community college. Apply online at www.cccapply.org

California State University (CSU)

There are 23 CSU campuses, which all require a minimum of a 2.0 GPA to apply. CSUs offer both Bachelor's and Master's degrees. Apply online at <https://www2.calstate.edu/apply>

University of California (UC)

The UC system consists of 10 campuses. However, UC San Francisco is only open to graduate students. Students who apply for a UC must earn a GPA of 3.0 or better in the "a-g" courses, with no lower than a C-. The UC system is very competitive, so it is recommended that your student take advantage of rigorous courses and extracurricular activities. UCs offer Bachelor's and Master's degrees and Doctoral programs. Apply online at <https://admissions.universityofcalifornia.edu>

Information about Standardized Testing/ACT/SAT

<https://www.universityofcalifornia.edu/press-room/university-california-board-regents-approves-changes-standardized-testing-requirement>

Private and Out-of-State Colleges

Private and Out-of-State schools may have different admissions requirements from the UC/CSU systems. Students are encouraged to research requirements for each school and program as early as their sophomore year to ensure they have ample time to complete requirements. Apply online at <http://www.commonapp.org/> , <http://www.sendedu.org> or visit <http://www.aiccu.edu/>

Western Undergraduate Exchange Program

The Western Undergraduate Exchange Program (WUE) offers reduced tuition rates at participating 2-year and 4-year public colleges. Visit the following website for a list of participating colleges and universities: http://wue.wiche.edu/search_results.jsp?searchType=all

Military and Trade Schools

To enlist in the military students must be 18 years old (or 17 with parental consent) and have a high school diploma. Students who wish to enter the military with a high school equivalent (GED) contact their branch recruiter for specific requirements. Students are encouraged to take the Armed Services Vocational Aptitude Battery (ASVAB) in their junior or senior year.

Trade Schools are an excellent option for students who want to learn skills related to a specific job. Students who attend a trade school will enter the workforce within approximately two years of beginning a program. Students can attend a trade school for jobs such as a medical assistant, electrician, mechanic, welder, dental hygienist, and cosmetologist.

HIGH SCHOOL TRANSCRIPTS

Reading a High School Transcript

Your high school transcript is a complete record of your coursework in preparation for graduation, college acceptance, and career entry. The block of information below lists your coursework by grade level and semester. It shows the grades and credits attempted and completed. If you took graduation requirement courses, such as world language, Math I or Math II, those courses are also listed on your high school transcript. High School Courses such as Math I Honors completed in Middle School may be listed but no credits will appear. Only courses taken in high school receive credits and count toward graduation. Each course is listed by semester with the grade and the number of credits attempted and completed. A summary of credits that are required to graduate, completed credits and those credits that are still needed are listed to help with course planning.

Grade Point Averages

At the bottom of your transcript, you will see summary information such as the example below. Important graduation information can be found here. Your grade point average or GPA is calculated, class rank, and a summary of your credits is located on the bottom of the transcript. To obtain an official copy of your transcript, you may visit the registration office or use parchment.com.

Three different GPAs are calculated:

1. Academic GPA for all courses EXCEPT for non-academic courses
2. Total GPA - meaning all courses that you have taken for a grade.

Crs-ID	Course Title	Mark	Att/Cmp	Crs-ID	Course Title	Mark	Att/Cmp	Crs-ID	Course Title	Mark	Att/Cmp
Grd 9 Fall 19-20 Lincoln High School				3105	(P)AdvChem NGSS B	5.00	5.00	1546	(P)Prin of Econ	A+	5.00 5.00
1010	(P)English 9	B-	5.00 5.00	4028	(P)Span 1/Sp Sp	B+	5.00 5.00	2034	(P)Pre-Calc	B-	5.00 5.00
1536	Health	B+	5.00 5.00	5900	IntroBldgConst	C-	5.00 5.00	2050	(P)AP Stats	B	5.00 5.00
2052	(P)Math 9	C-	5.00 5.00	Credit Att: 35.00 Cmp: 35.00 AGPA: 2.6000				3111	(P)AdvPhys NGSS	A+	5.00 5.00
2535	PE 9	A	5.00 5.00	Grd 11 Fall 21-22 Lincoln High School				Credit Att: 25.00 Cmp: 25.00 AGPA: 3.8000			
3100	(P)AdvBio NGSS	C+	5.00 5.00	1030	(P)American Lit	C	5.00 5.00				
5523	Comp Program	C-	5.00 5.00	1530	(P)US History	A-	5.00 5.00				
7012	(P)Lincoln Orch	B	5.00 5.00	2090	(P)Math III	B-	5.00 5.00				
Credit Att: 35.00 Cmp: 35.00 AGPA: 2.5000				2549	Weight Train	A-	5.00 5.00				
Grd 9 Spring 19-20 Lincoln High School				3030	(P)Anat/Phys	C+	5.00 5.00				
1010	(P)English 9	B-	5.00 5.00	3521	(P)AP Chem	C-	5.00 5.00				
1510	(P)Wld Geo	B	5.00 5.00	4019	(P)Spanish 2	B	5.00 5.00				
2052	(P)Math 9	B-	5.00 5.00	Credit Att: 35.00 Cmp: 35.00 AGPA: 2.8333							
2535	PE 9	B+	5.00 5.00	Grd 11 Spring 21-22 Lincoln High School							
3100	(P)AdvBio NGSS	C-	5.00 5.00	1030	(P)American Lit	C-	5.00 5.00				
5523	Comp Program	A+	5.00 5.00	1530	(P)US History	A	5.00 5.00				
7012	(P)Lincoln Orch	A	5.00 5.00	2090	(P)Math III	A-	5.00 5.00				
Credit Att: 35.00 Cmp: 35.00 AGPA: 3.0000				2549	Weight Train	C-	5.00 5.00				
Grd 10 Fall 20-21 Lincoln High School				3030	(P)Anat/Phys	C+	5.00 5.00				
1021	(P)English 10	A	5.00 5.00	4019	(P)Spanish 2	B-	5.00 5.00				
1523	(P)World Hist	B-	5.00 5.00	Credit Att: 30.00 Cmp: 30.00 AGPA: 3.0000							
2087	(P)Math II	A-	5.00 5.00	Grd 12 Fall 22-23 Lincoln High School							
2549	Weight Train	A	5.00 5.00	1038	(P)Brit/Wld Lit	B	5.00 5.00				
3105	(P)AdvChem NGSS	B	5.00 5.00	1540	(P)Amer Gov't	A	5.00 5.00				
4028	(P)Span 1/Sp Sp	A	5.00 5.00	2034	(P)Pre-Calc	B	5.00 5.00				
5900	IntroBldgConst	B	5.00 5.00	2050	(P)AP Stats	C-	5.00 5.00				
Credit Att: 35.00 Cmp: 35.00 AGPA: 3.6000				2549	Weight Train	A	5.00 5.00				
Grd 10 Spring 20-21 Lincoln High School				3111	(P)AdvPhys NGSS	A-	5.00 5.00				
1021	(P)English 10	C+	5.00 5.00	Credit Att: 30.00 Cmp: 30.00 AGPA: 3.4000							
1523	(P)World Hist	C	5.00 5.00	Grd 12 Spring 22-23 Lincoln High School							
2087	(P)Math II	B+	5.00 5.00	1038	(P)Brit/Wld Lit	A+	5.00 5.00				
2549	Weight Train	B+	5.00 5.00								

All GPAs are calculated both weighted and non-weighted. If you have taken college-level courses such as AP, you earn an additional point in your GPA, which is called “weighted”. Class rank is listed and colleges might ask for this on your applications.

Weighted Non-Wgtd			Date	Test Taken	Score	CREDIT SUMMARY			
				Physical Fitness Testing	Not Tested	Subject Area	Credit Req'd	Compl	Needed
Acad GPA (10-12)	3.1935	3.0968				Alg1/IMP1/Math9/Mat	10.00	10.00	-
Total GPA (9-12)	3.1154	3.0577				American Governmen	5.00	5.00	-
Credit Attempted:	260.00					Physical Science	10.00	10.00	-
Credit Completed:	260.00					Economics	5.00	5.00	-
Class Size:	660					English	40.00	40.00	-
Class Rank:	299					VPA/Lang/CTE	10.00	10.00	-
Ranked by Weighted Total GPA						Life Science	10.00	10.00	-
District Enter: 3/6/2012						Math	10.00	10.00	-
School Enter: 8/13/2019						Physical Education	20.00	20.00	-
						Health	5.00	5.00	-
						US History	10.00	10.00	-
						World Geography	5.00	5.00	-
						World History	10.00	10.00	-
						Electives	80.00	110.00	-
						* TOTALS *	230.00	260.00	-
Graduated, standard HS diploma: 6/1/2023									