

# Los Molinos High School

## Course Descriptions

### 2020-2021

## MATHEMATICS

### **Practical Math - 10 Credits, Year Long Course**

Course designed to give students a review of basic mathematics skills. Includes the fundamental numerical operations of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals; ratios and proportions, percent, and systems of measurement. Course is taught using small group instruction to the individual needs of students. Students must be referred for Practical Math.

### **Pre-Algebra - 10 Credits, Year Long Course**

Pre-Algebra is an entry level mathematics year long course. Prerequisites include taking Math 8 or equivalent. This course will include tools of algebra, solving equations, solving inequalities, solving and applying proportions, graphs and functions, linear equations and their graphs, and systems of equations and inequalities.

### **Integrated Math 1 - 10 Credits, Year Long Course (A-G, Area C)**

Integrated Math 1 is the first of three math courses in the integrated pathway. The course focuses on the foundations of both algebra and geometry. Heavy emphasis is placed on understanding and working with patterns, variables, expressions, and equations. Students will write and solve linear equations, then apply these skills for use with angles and polygons in geometry. Patterns and mathematical modeling will be used for making and testing conjectures representing real-world data so that students develop understanding and competency in math. In the state of California, Integrated Math 1 is the minimum math course students must earn credit for in order to receive a High School Diploma.

### **Integrated Math 2 - 10 Credits, Year Long Course (A-G, Area C)**

Integrated Math 2 is the second of three math courses in the integrated pathway. The purpose of the course is to develop a deep conceptual understanding of mathematical concepts and their relationships. The course has students expand and formalize geometrical relationships, including congruence and similarity of polygons. Students will compute and interpret probabilities, work with geometric transformations, and work with simple inverse functions. Function investigations will include absolute value, piecewise-defined, square root, and cubics. Students will study quadratics in depth by writing and solving equations and graphing using a variety of strategies and modalities. This course will prepare students for Integrated Math 3, the third and final course in the integrated pathway.

### **Integrated Math 3 - 10 Credits, Year Long Course (A-G, Area C)**

In this third-year high school math course, students encounter unified instruction reviewing and expanding all previous high school math topics. First, they extend their work on polynomials beyond quadratics to graphing, problem solving, and working with rational expressions. Next, they use statistical and probability tools, such as the standard normal distribution, to understand data. Students make inferences using simulations, experiments, and surveys. In geometry, they extend trigonometric concepts to general triangles and use trigonometric functions to

model periodic processes. Finally, students substantially use mathematical modeling by making use of well-developed skills with various mathematical tools.

### **Pre-Calculus-10 Credits, Year Long Course (A-G, Area C)**

PreCalculus is an upper level course containing a variety of topics, the understanding of which is necessary for success in calculus. This course includes trigonometry, theory of algebraic equations, sequences, series, limits, exponentials, logarithms and functions Analysis.

### **Financial Literacy- 10 Credits, Year Long Course (A-G, Area C)**

The Financial Literacy Curriculum focuses on the individual student and the ways they use math in their daily lives. Topics include: getting a job, calculating payments, checks, wages and income, meal planning and saving money, budgeting, medical insurance, auto insurance, interest, the Stock Market, buying a car, buying a house, home improvement, and home/party planning. Students will also follow a career path of their choice. Eventually the class will begin looking into current pathways include Health Science, Carpentry, Welding, Agriculture, Heating & Cooling, Automotive, Electrician, Mason, Health Science, Drafting & CAD, and Electronic Technician.

### **AP Calculus - 10 Credits, Year Long Course (A-G, Area C)**

The Applied Calculus course is designed to introduce students to the fundamental concepts of Calculus in an applied setting and to serve as a transitional course from Precalculus to AP or college/university Calculus. Applied Calculus is an introductory course covering Calculus applications in business, economics, and in the environmental, life, physical, and social sciences. Topics include differentiation and integration of various functions, with emphasis on real-world applications.

## **ENGLISH**

### **Emerging ELD 10 credits, Year Long Course**

Prerequisites: Students must be English learners at the beginning or early intermediate levels of English language development.

**Course Description:** In accordance with the Common Core State Standards for ELA & Literacy and the English Language Development Standards, students will be developing skills in the areas of reading, writing, speaking & listening, and language. Students will prepare for the rigorous levels of both the reading and writing that will be expected while they attend college or a university.

Emerging ELD, a beginning-level course in English language development, provides all English learners with explicit, rigorous, focused guided instruction in the areas of reading, writing, listening, and speaking. This designated ELD course maximizes academic language success by accelerating academic language acquisition and developing transferable academic skills in preparation for the 21<sup>st</sup> century, careers, life and beyond. This course aligned with the CCSS prepares them for the next levels of ELD, which are Expanding/Bridging ELD. In these courses, they are able to focus more on informational texts, classic and contemporary literature. Students will learn to respond to and analyze texts that will in turn allow them to further develop and be able to communicate their comprehension. In each unit, students will be learning new vocabulary, keywords, academic and literary words, applying learning strategies, as well as focusing on grammar. This course will include a focus on word study and students will be learning and applying a variety of reading strategies. Students will also have an abundance of opportunities for listening and speaking as students go through each and every unit. Upon meeting the requirements on the English learner master plan, students will be prepared to successfully mainstream into a grade appropriate English course and allow them to be college and career ready.

### **Expanding ELD- 10 units, Year Long Course**

Prerequisites: Students must be English learners at the early intermediate or intermediate levels of English language development.

**Course Description:** In accordance with the Common Core State Standards for ELA & Literacy and the English Language Development Standards, we will spend this year developing skills in the areas of reading, writing, speaking & listening, and language. Students will prepare for the rigorous levels of both the reading and writing that will be expected while they attend college or a university.

Expanding ELD, an intermediate-level course in English language development, provides all English learners with explicit, rigorous, focused guided instruction in the areas of reading, writing, listening, and speaking. This designated ELD course maximizes their academic language success by accelerating their academic language acquisition and developing transferable academic skills in preparation for the 21<sup>st</sup> century, careers, life and beyond. This course aligned with the CCSS is focused on informational texts, classic and contemporary literature. In each unit, students will be learning new vocabulary, keywords, academic and literary as well as focusing on grammar. This course will include a focus on word study and learning and applying a variety of reading strategies. Students will also have an abundance of opportunities for listening and speaking in each and every unit. Students will learn to respond to and analyze texts that will in turn allow them to further develop and be able to communicate their comprehension. Upon meeting the requirements on the English learner master plan, students will be prepared to successfully mainstream into a grade appropriate English course and allow them to be college and career ready.

### **Bridging ELD (P): 10 Credits, Year Long Class (A-G, Area B)**

Prerequisites: Students must be English learners at the intermediate-advanced levels of English language development.

**Course Description:** In accordance with the Common Core State Standards for ELA & Literacy and the English Language Development Standards, we will spend this year developing skills in the areas of reading, writing, speaking & listening, and language. Students will prepare for the rigorous levels of both the reading and writing that will be expected while they attend college or a university.

Bridging ELD, an advanced-level course in English language development, provides all English learners with explicit, rigorous, focused guided instruction in the areas of reading, writing, listening, and speaking. This designated ELD course maximizes academic language success by accelerating academic language acquisition and developing transferable academic skills in preparation for the 21<sup>st</sup> century, careers, life and beyond. This course aligned with the CCSS is focused on informational texts, classic, and contemporary literature. In each unit, students will be learning new vocabulary, keywords, academic and literary as well as focusing on grammar. This course will include a focus on word study and students will learn and apply a variety of reading strategies. Students will also have an abundance of opportunities for listening and speaking as we go through each and every unit. Students will learn to respond to and analyze texts that will in turn allow them to further develop and be able to communicate their comprehension. Upon meeting the requirements on the English learner master plan, students will be prepared to successfully mainstream into a grade appropriate English course and allow them to be college and career ready. In addition, the University of California has approved Bridging ELD (P) for area "b" credit (from "a-g" requirements), and the course meets college preparatory requirements for both the UC and CSU institutions.

### **Practical English-10 Credits, Year Long Course**

Course designed to give students the necessary oral and written English skills needed to be successful in post secondary life and be able to graduate from high school. Focus is on reading comprehension, oral and written language conventions. Course is taught using small group instruction to the individual needs of students. Students must be referred for Practical English.

### **English 1-10 Credits, Year Long Course (A-G, Area B)**

In accordance with the Common Core State Standards for ELA & Literacy, we will spend this year developing skills in the areas of reading, writing, speaking & listening, and language. Students will prepare for the rigorous levels of both the reading and writing that will be expected while they attend college or a university.

This yearlong course is organized into 10 units. We will be learning about a variety of literary genres. Some of those include, but are not limited to short stories, nonfiction, drama, novels, poetry, and the epic. In addition to reading various texts, we will be learning plenty of vocabulary, literary terms, and academic vocabulary so that students are better prepared for their future courses. Another focus will be grammar and literary analysis. Students will be learning a variety of different reading strategies in every unit. In addition to using our class textbook, students will also be reading a variety of texts this year, some full length, many excerpts, and shorter pieces. Please note that students will be expected to do additional reading at home. The University of California has approved the English 1 for area “b” credit (from “a-g” requirements), and the course meets college preparatory requirements for both the UC and CSU institutions.

### **English 2-10 Credits, Year Long Course (A-G, Area B)**

This course is designed to introduce students to world issues presented through literature and nonfiction works. Using novels, poetry, short stories and nonfiction. The students will be exposed to the “isms”, developing their own perspective. In addition to vocabulary and correct usage of conventions, students will analyze text and respond in written form. These will include, but are not limited to, narratives, expository writing, an opinion piece and a research paper. The MLA format will be reinforced this year, building on skills developed in English 1. This course is designed in accordance with the Common Core State Standards for ELA & Literacy. It is recognized as an approved A-G course and meets college preparatory requirements for both the UC and CSU institutions.

### **English 3-10 Credits, Year Long Course (A-G, Area B)**

This course is designed for students to study the works of American Literature through essay, poetry and novel, using direct instruction , peer teaching, discussion and writing. Analyzing grade level appropriate material will help the student with vocabulary development and critical thinking skills. Students will analyze how authors achieve specific rhetorical and/or aesthetic purposes. They will analyze the political, ethical, philosophical, religious and social influences and arguments presented in literary works and nonfiction pieces. Students will consider the author’s Ethos, Pathos, Logos when analyzing a work. Students will write reflective compositions and responses to literature and nonfiction using accurate spelling and correct use of conventions. Time periods will cover Realists, Romanticism, Transcendentalism, and Representative works of the 20th Century. Writings will include pieces that are descriptive, analyze cause and effect, compare and contrast, and address problem and solution. This course is designed in accordance with the Common Core State Standards for ELA & Literacy. It is recognized as an approved A-G course and meets college preparatory requirements for both the UC and CSU institutions.

### **English 4-ERWC-10 Credits, Year Long Course (A-G, Area B)**

In accordance with the Common Core State Standards for ELA & Literacy, we will spend this year developing skills in the areas of reading, writing, speaking & listening, and language. The Expository Reading and Writing Course (ERWC) is aligned with the National Common Core-Language Arts Content Standards and is a yearlong college preparatory course for high school seniors. ERWC is taken in place of traditional British Literature or Advanced Placement. This course addresses critical reading and writing problems identified by the California State University Expository Reading and Writing Course Advisory Committee, and our goal is to prepare our students to meet or exceed the expectations of college and university faculty. Students will be prepared for the rigorous levels of both the reading and writing that will be expected while they attend college or a university.

This yearlong course is organized into 12 modules from which readings will be selected and is based largely on nonfiction texts, emphasizing the in-depth study of expository, analytical, and argumentative reading and writing. The University of

California has approved the ERWC for area “b” credit (from “a-g” requirements), and the course meets college preparatory requirements for both the UC and CSU institutions.

## **SCIENCE**

### **Agriscience - 10 Credits, Year Long Course (A-G, Area G)**

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills and introduction to all aspects of the total agricultural industry. Skills in biology, language, writing, computers, mathematics, and physics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, shadowing, agriscience projects, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

### **Ag Biology - 10 Credits, Year Long Course (A-G, Area D)**

Agriculture Biology is a one year laboratory science course. It is designed for the college bound student with career interests in agriculture and satisfies the UC subject “D” and CSU Lab Science Requirements. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. This course is centered on an extensive laboratory component in order to connect the ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

### **Conceptual Physics - 10 Credits, Year Long Course**

This course is designed to help students examine the principles of physics through the lens of every day applications. Students will conduct investigations, develop and use models, design solutions and communicate information about the underlying concepts of Physics. Concepts covered include Mechanics, Heat, Properties of Matter, Electricity and Magnetism, Light, and Atomic & Nuclear Physics. This class is a one-year course, grading will be based on assignments, tests, and labs.

### **Physics-10 Credits, Year Long Course (A-G, Area D)**

One goal of this class is to help students to see how principles of physics can be observed all around us. Another is to be able to use principles of physics to help us in our everyday lives. This course is aligned with the Next Generation Science Standards, and focuses on the concepts of Motion and Stability, Properties of Matter, Heat, Electricity and Magnetism, Light, and Atomic and Nuclear Physics. This class is a one-year course which will consist of discussion, investigation, experiments and demonstrations. Grading will be based on assignments, tests, quizzes and labs. Prerequisites for this class include Algebra 1 and Geometry.

### **Chemistry-10 Credits, Year Long Course (A-G, Area D)**

Goals of this class include helping the student to develop curiosity about the chemical environment and chemical phenomena and to learn how chemistry is a part of everyday life. In this class we will study States of Matter, Thermal Energy, Diffusion, Moles, Atomic Structure, Electron Models, Isotopes, Radiation, the Periodic Table, Ions, Chemical Changes, Energy Reactions, and Kinetics. This class is a one-year course which will consist of lecture, investigation, research, experiments and demonstrations. Grading will be based on assignments, tests, quizzes and labs. Prerequisites for this class are Algebra I or equivalent and Physical Science or Biology.

### **Animal Science - 10 Credits, Year Long Course (A-G, Area G)**

Animal Science courses impart information about the care and management of domestic and farm animals. These courses may cover animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, and marketing. Students will be introduced to various species of large and small livestock or they may learn how to care for and maintain livestock as a more inclusive study. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

### **Intermediate Plant Science - 10 Credits, Year Long Course**

Environmental Horticulture offers hands-on experience in many areas of Greenhouse Management including; ornamental horticulture structures and functions, propagation methods, growing media and fertilizers, landscaping and pruning, irrigation, landscaping and pricing and selling techniques. Students will gain an understanding of plant classification, anatomy, production and utilization, as well as greenhouse construction and maintenance. Students examine horticulture tree, shrub, vine, and groundcover varieties, cultivars and native species of horticulture use. Students demonstrate knowledge of plant physiology by implementing proper planting practices in landscape design both indoors and outdoors. The study of plant diseases, their causes, nature and control, as well as pathogen biology are examined. Units in this course will also cover turfgrass management, landscape design, irrigation systems, and greenhouse construction. This class satisfies the science elective graduation requirement.

**(CTE PATHWAY CONCENTRATOR-Plant Science Pathway) Dual Enrolled with Shasta AGEH 33**

### **Advanced Plant Science-10 credits, Year Long Course**

This course expands on the areas of Landscape Design, Turf Grass propagation, Greenhouse and Nursery production. Additionally, the marketing, sales, economics, cash flow and management of landscape design, greenhouse, nursery and related enterprises.

**(CTE PATHWAY CAPSTONE-Plant Science Pathway) Dual Enrolled with Shasta AGEH 23 & 33**

## **SOCIAL SCIENCE**

### **Freshmen Core: Drivers Ed/Careers/Computers - 5 Credits, Spring Semester**

#### **Drivers Ed Course Description**

This class is designed to help students to understand the responsibility that comes with the privilege of driving. It will help students understand the main systems of a car. They will learn the rules of the road, the kinds of skills required to be a safe driver and the fact that conditions determine how they should drive.

### **Freshmen Core: Health - 5 Credits, Fall Semester**

This course covers developing a healthy self, substance-abuse prevention, human development, relationships, disease prevention, HIV/AIDS education, consumer health, injury/violence prevention, nutrition, fitness, and community health. 1. Healthy Self 2. Nutrition and Fitness 3. Healthy Relationships 4. Personal Health and Reproduction 5. Disease Prevention 6. Substance Abuse Prevention 7. Violence and Injury Prevention 8. Consumer and Community Health

### **World History - 10 Credits, Year Long Course (A-G, Area A)**

Students examine major turning points in the shaping of the modern world from the mid-eighteenth century to the present. The focus is on the rise of democratic ideas, the industrial revolution, the rise of imperialism and colonialism, World War I and its consequences Totalitarianism, World War II and its consequences, Naturalism, and the growing need for interdependence of people and cultures throughout the world. Students will be presented with differing perspectives in order to develop the critical thinking skills necessary for an informed citizen in the contemporary world.

### **US History - 10 Credits, Year Long Course (A-G, Area A)**

U.S. History is a required social studies course for all 11th grade students. This survey course chronologically and thematically traces the development and reform of American ideals, traditions, and institutions from the formation of the union to their present day impact on the United States. Concurrently, students delve into Tehama County's rich history, incorporating service learning strategies to better evaluate Tehama County's role in the shaping of the United States. Through this course, students will be able to understand the origins of the American character; at the same time, they will be able to analyze and evaluate the role of the United States in the present world.

### **Government - 5 Credits, fall semester (A-G, Area A)**

American Government is a required social studies course for all 12th grade students. The course is designed so that the student will increase his/her understanding of the following subject areas: the evolution and structure of the American Governmental and political system; the role, function, and the rights of the individual within the system; an evaluation of contemporary American Government; and an evaluation and comparison of governments, with emphasis on communism in the world today.

### **Economics - 5 Credits, spring semester (A-G, Area G)**

Economics is an introductory course in Economics in which students will deepen their understanding of the economic problems and institutions of the nation and the world. Students will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. The course will include, but not be limited to, units on Fundamental Economic Concepts, Comparative Economic Systems, Microeconomics, Macroeconomics and International Economic Concepts.

### **AG Government - 5 Credits, Fall Semester (A-G, Area A)**

This course is designed to familiarize students with the structure and process of the United States Government. Students will learn about the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Students will also learn about state powers as it compares to the national government powers and be introduced to the world leadership. Students will study and discuss agricultural issues and what role the government plays in the agricultural industry. Participation in FFA students' organization activities and SAE projects in an integral course component for leadership development, career exploration and reinforcement of academic concepts.

### **AG Economics - 5 Credits, Spring Semester (A-G, Area G)**

Ag Economics course develop knowledge and skills needed to manage an agricultural business. The focus of the course will be to relate economic theories and principles to applied agri-business and resource management problem solving. Instruction includes economic principles and structures, business enterprise analysis, accounting, taxes, insurance, productivity, financing, capital resources, purchasing and the role of government programs. Student involvement in practical marketing, financing, promotions, business analysis, retailing or some other practical economic problems will be required. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

### **Senior Seminar - 10 Credits, Year Long Course**

Senior Seminar is a comprehensive and mandatory course for all 12th grade students at Los Molinos High School. The course focus is on postsecondary education, and students will explore and thoroughly plan and prepare for life after high school. The primary goal of the class is to create post secondary readiness. A summative portfolio will showcase that preparation. In the first semester, students will participate in every phase of post secondary preparation and planning, including: researching and matching post secondary options; writing personal statements and research papers; submitting applications and financial aid forms; applying for scholarships; exploring careers. During the second semester, students will: strengthen and develop post-secondary life skills with units and activities regarding life away from home; practice

interview and other 'soft skills' necessary to enter the adult world; complete a practical personal financial component; create a comprehensive calendar and plan for life beyond high school. All finished student work products from these learning experiences will be components in a senior project portfolio. Reliance on guest lecturers and trainers with specific expertise in individual units will be employed frequently throughout the year, so that students will have an opportunity to be exposed to practical, real world knowledge and expectations about the adult world. Each semester is worth five credits; the entire course is worth ten full credits.

## **FOREIGN LANGUAGE**

### **Spanish 1 - 10 Credits, Year Long Course (A-G, Area E)**

Students will develop Spanish language skills in reading, writing, speaking and listening comprehension. Students will be able to succeed in basic communication situations using Spanish. The student will learn the names and contributions of Spanish-speaking countries and cultures. The level of proficiency at the first year will be such that the student can recognize most words and phrases to which he/she has been exposed during his/her first year curriculum. Language structure and syntax will be integrated into communicative activities.

### **Spanish 2 - 10 Credits, Year Long Course (A-G, Area E)**

Students will continue to develop speaking, reading, writing and listening skills in Spanish. Students will be able to use Spanish to learn about holidays and other cultural events in Spanish-speaking countries. Students will also learn about the contributions of important historical figures in the Spanish-speaking world. By the end of Spanish students will be able to comprehend works of unfamiliar contexts if spoken slowly and distinctly.

### **AP Spanish - 10 Credits, Year Long Course (A-G, Area E)**

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g. journalistic and literary works, podcasts, movies, charts and graphs. The course is an immersion experience requiring the use of Spanish exclusively, and students will be expected to communicate almost exclusively in Spanish. Grammar structures are vocabulary-development activities that will be integrated into the six broad thematic units.

## **VISUAL PERFORMING ARTS**

### **Cyber High Music Appreciation - 2 semester Long Courses - 5 Credits each semester (A-G, Area F)**

Music Appreciation A is the first semester of a year-long course that will introduce students to the origin, theory, cultural importance, and the power of music. The first semester of the course offers a broad overview of sound and the way we hear and listen to music, music reading and the technical "language of music," music history from 1400 to modern day, instruments, recording technology, and music career opportunities in a variety of capacities. In each Unit, students will demonstrate their understanding through watching videos, listening to musical samples, utilizing manipulative elements, reading, analyzing, writing, reflecting, and applying knowledge and skills in practical ways, along with being required to complete a performance task. Guiding questions and writing prompts will encourage students to relate the course content to their daily lives.

Music Appreciation B follows Music Appreciation A as the second semester of a year-long course that will introduce students to the origin, theory, cultural importance, and the power of music. This second semester course will focus on the origin, evolution, indigenous instruments, and cultural significance and effects of regional music from a variety of areas, including Africa, Asia, Europe, the Middle East, South America, and North America. In addition, students will study how



music can function as a catalyst for social change. In each Unit, students will demonstrate their understanding through watching videos, listening to musical samples, utilizing manipulative elements, reading, analyzing, writing, reflecting, and applying knowledge and skills in practical ways, along with being required to complete a performance task. Guiding questions and writing prompts will encourage students to relate the course content to their daily lives.

### **Band - 10 Credits, Year Long Course (A-G, Area F)**

Students in Band class will develop knowledge and skills in the practice and performance of musical instruments via individual practice, sectionals, full-band rehearsals, and public performances. They will have multiple opportunities to perform in meaningful contexts, including but not limited to performing live music for high school rallies and sports games, performing at a local music scholarship fundraiser event, and a culminating concert performance for the local community. Students will document and summarize their instrument practice, critical listening, performance preparation and performance reflections. In regard to literacy, students will have ample opportunity to develop both depth and breadth of knowledge in the fundamentals of music theory/notation. This class is designed for both beginning and experienced student musicians.

### **Art History - 10 credits, Year Long Course (A-G, Area F)**

An Art History course designed to cover several periods and genres. Students will learn the basic principles of design and how they apply to Historical Contributions and to Cultural Development. They will connect their lessons to applicable fields in the fields of Art and Architecture.

## **PHYSICAL EDUCATION**

### **Physical Education - 10 Credits, Year Long Course**

Physical Education is an integral part of the education process and is a two year requirement at Los Molinos High School. Students are expected to improve their physical and mental fitness during their high school years. This class is designed to help students to improve their academic performance, fitness level and performance of basic skills. Students will receive a letter grade to reflect their effort, and level of knowledge and performance.

### **Weight Training - 10 Credits, Year Long Course**

The purpose of this weight training course is to introduce and promote strength through proper techniques of lifting and weight training. Information and instruction given to students during this class will help them personalize their own workouts and attain their fitness goals. Students will perform basic calculations to determine appropriate workload, volume, sets, repetitions, intensity, progression and recovery to meet their fitness goals.

Through this course we are attempting to introduce students to strength training as a lifelong activity. We will promote knowledge of weight training through proper techniques, knowledge of muscle groups and their functions and concepts or strength training.

## **ELECTIVES**

### **Study Skills - 10 Credits, Year Long Course**

Study Skills Course serves students that have been identified as having an Individual Education Plan or a mild to moderate disability that interferes with their academic performance. The focus is to support students during high school in order to prepare them to succeed in their post-secondary transition. by supporting them in: grammar, math calculation,

math problem solving skills, reading comprehension, time management, self-advocacy skills, and study habits. Students may qualify for the course based on the results of their academic testing or recommendation of the Sprint Team.

### **Yearbook - 10 Credits, Year Long Course (A-G, Area G)**

This course teaches students the fundamental concepts of planning, designing, and delivering a school yearbook. Concepts will include copy writing and editing, photography, design, and marketing. This class will function as a business and will adhere to professional standards. The singular purpose of this course is to produce, on-time, a well-designed yearbook that reflects the culture and community of the school and is representative of the entire student body.

### **Introduction to Ag Mechanics - 10 Credits, Year Long Course (A-G, Area G)**

Introduction to Agriculture Mechanics provides theory and hands-on experiences that provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include basic electricity, welding, construction, cold metal work, and operating agricultural equipment safely. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

#### **(CTE PATHWAY INTRODUCTORY COURSE-Ag Mechanics Pathway)**

### **Intermediate Ag Mechanics - 10 Credits, Year Long Course (A-G, Area G)**

Intermediate Agricultural Mechanics courses focuses on specialized skill development in welding, fabrication, equipment operation and repair. This course provides students an opportunity to learn the practices and technical practice of welding processes used in agricultural fields. Students will be exposed to mechanical, electrical and thermal power that are associated with the field of agricultural welding. Applied activities develop an understanding and skill development in metal joining and fabrication processes. Instruction will prepare students to select, operate, repair, fabricate and maintain a variety of agricultural machinery and equipment. Processes covered may include: Oxyfuel Cutting/Heating/Welding, Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux-cored Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Plasma Arc Cutting, Safety and Metal Fabrication. Participation in FFA student organization activities and SAE projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

#### **(CTE PATHWAY CONCENTRATOR COURSE-Ag Mechanics Pathway)**

### **Advanced Ag Mechanics - 10 Credits, Year Long Course (A-G, Area G)**

This Advanced Agricultural Mechanics course may include advanced skill development in welding, fabrication, equipment operation and repair. This course challenges the student to apply and further advance their skills in the use of wood, electrical, masonry, cold metal, and welding in the construction of agricultural structures and equipment. Project planning, cost estimate, record keeping, and safety will be emphasized. This capstone course uses knowledge and skills they have gained over Introduction and Intermediate Ag Mechanics to combine all their skills together to create a medium or large sized project. Participation in FFA student organization activities and SAE projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

#### **(CTE PATHWAY CAPSTONE COURSE-Ag Mechanics)**

### **Intermediate Hospitality & Food Service - 10 Credits, Year Long Course**

This foundation course in Family and Consumer Sciences is the first in the Food Service and Hospitality pathway. Students will study healthy food choices, safety and sanitation, and food preparation skills, including meats, vegetables, salads, soups, ethnic foods, beginning baking and simple meals. Techniques for different types of foods will be taught, as will time and resource management skills. Students will also participate in FCCLA activities.

#### **(CTE PATHWAY CONCENTRATOR COURSE-Food Service & Hospitality)**

### **Advanced Hospitality & Food Service - 10 Credits, Year Long Class**

This capstone course in Family and Consumer Sciences is the second in the Foodservice and Hospitality pathway. Students will participate in a variety of hands-on activities as well as academic work in each topic. Topics include sanitation and safety procedures, work-based learning, career skills, and advanced food preparation skills in a variety of areas. Students will be able to participate in FCCLA activities.

**(CTE PATHWAY CAPSTONE COURSE-Food Service & Hospitality)**

### **Sports Management - 10 Credits, Year Long Course (A-G, Area G)**

This course introduces students to the coaching profession and athletics management. Emphasis will be placed on coaching within the elementary and junior high levels, with consideration for other levels such as high school and college sports programs. Our primary goal of the course is to enhance students' knowledge and understanding of techniques, concepts, and styles within the coaching profession, as well as equip 'in-house' athletics programs with educated, trained sports managers. Students will explore coach and athlete interaction, coaching philosophies, coaching techniques, tactical analysis for multiple sports, investigate opportunities to apply the knowledge expressed in the course, and use management opportunities to support current coaches on campus. All students will read and use the information in the book, "They Call Me Coach" by John Wooden.

### **Leadership - 10 Credits, Year Long Course (A-g, Area G)**

This course provides students with skills, knowledge, information and guidance necessary to help build pride in our school, along with learning the proper leadership skills to benefit students throughout life. Students will participate in school service hours, community service hours as well as in class activities. Students will need to apply to be in this class. Contact Mr. Humphrey at [jhumphrey@lmusd.net](mailto:jhumphrey@lmusd.net) for applications.

### **AP Psychology- 10 Credits, Year Long Course (A-G, Area G)**

This course teaches students the fundamental concepts of psychology. Topics to be covered include: the science of psychology, the biological basis of behavior, sensation and perception, states of consciousness, learning, memory, cognition and mental abilities, motivation and emotion, life-span development, personality, psychological disorders, therapies, and social psychology. This course is intended to prepare students for the Advanced Placement Exam in Psychology.

### **Teachers Aid (TA), Office Aid, Counseling Aid, Cafeteria Aid - 10 Credits, Year long course**

*The number of students in these courses will be limited due to Assembly 1012*

Aid positions are open to juniors and seniors with outstanding attendance and who maintain a minimum GPA of 2.0. Students must acquire permission from the teacher they plan to work with prior to being assigned the course. Aid's must be in good academic standing, have regular attendance, and demonstrate self-motivation and responsibilities. Students must also understand and practice confidentiality. Students will receive elective credit with a Pass (P) or Fail (F) letter grade and course will not be included in GPA calculations. All students in these courses must have written permission from parents to participate.

### **Cyber High (Online) credits vary depending on completion**

Cyber High will be offered during the school day in place of one of the students 7 periods. Students will not be given credit for taking the Cyber High Class, instead a student will earn credit based on what they complete using the Cyber High Program. Credits will be placed on the student's transcript once the course is complete. Course descriptions of all courses cyber high offers are available on the cyber high website, [www.cyberhigh.org](http://www.cyberhigh.org). Information about which courses are A-G eligible are also available on the cyberhigh.org website.

### **AP Courses at LMHS**

AP Courses Offered at LMHS include AP Spanish, AP Human Psychology and AP Calculus.

In order to receive a bump in GPA and AP Status on the transcript, students must take the AP exam for their subject. A score of 3 or higher (out of 5) is awarded 3 units of college credits and may meet specific subject requirements at nearly all colleges and universities. For GPA purposes, honors points are earned with a "C" or better providing students take the

national AP exam in their subject area. Students not earning a C or higher letter grade or who do not take the AP exam will not receive the GPA bump on their transcript, nor AP designation for the course.

### **College Courses**

Students are allowed to enroll in college courses while enrolled at LMHS. If students enroll in an Online course, they may have an unscheduled period during the school day. Students will not earn high school credits during this time nor will they be given a grade on report cards or through the aeries system. Since students will actually be enrolled as college students, their grade will be issued by the college. Once students complete the course, the student will need to have an official transcript sent from the college to the high school at which time credits and grades will be entered on the students high school transcript.

**California Scholarship Federation**  
Los Molinos High School Chapter #246N

**List I Courses:**

**ELD**

Bridging ELD

**English**

English 1-3

English 4-ERWC

Honors English 2\*

College English 1A\*

College English 1B\*

**Mathematics**

Math 1

Math 2

Math 3

Pre-Calculus\*

Applied Calculus\*

Financial Literacy Math

**Science**

Ag Biology

Physics

Chemistry

**Social Science**

World History/Cultures  
& Geography

U.S. History

Ag Government/  
Economics

American Government/  
Economics

**World Language**

Spanish 1-2

AP Spanish\*

American Sign  
Language

**List II Courses:**

**ELD**

Emerging ELD

Expanding ELD

**Science**

Agriscience

Animal Science

Intermediate/Advanced-  
Ornamental Horticulture

**Social Science**

AP Psychology\*

**List III Courses:**

**English**

Practical English

**Fine Arts**

Art History

**Hospitality and Food  
Services**

Intermediate/Advanced-  
Hospitality and Food-  
Services

Cake Decorating

**Math**

Pre-Algebra

**Music**

Band

**Other**

FC Health

FC Car- Exp/CA/DE

Senior Seminar

Yearbook/Digital

Publishing

Sports

Medicine/Psychology

**Science**

Intro Ag Mechanics

Intermediate/Advanced-  
Ag Mechanics

**Visual & Performing  
Arts**

Music Appreciation

## 2020-2021 UC/CSU Approved Courses Offered at Los Molinos High School

### A – History / Social Science – 2 years required

World History, Cultures & Geography	U S History
American Government	Ag American Government
World History A & B (Cyber High)	US History A & B (Cyber High)
American Gov (Cyber High)	

### B – English – 4 years required

English 1	English 2
English 3	English 4-ERWC
AP English Literature	English 2 Honors
Bridging ELD	English 1 - A & B (Cyber High)
English 2 - A & B (Cyber High)	English 3 - A & B (Cyber High)
English 4 - A & B (Cyber High)	Writing Composition A (Cyber High)
American Literature A/B (Cyber High)	

### C – Mathematics – 3 years required, 4 years recommended

Integrated Math 1	Integrated Math 2
Integrated Math 3	Pre-Calculus
Statistics	Algebra 1
Geometry	Algebra 2
Honors Geometry (pending)	Honors Algebra 2 (Pending)
AP Calculus	Algebra 1 - A & B (Cyber High)
Geometry A & B (Cyber High)	Algebra 2 - A & B (Cyber High)
Integrated Math 1 - A & B (Cyber High)	Integrated Math 2 - A & B (Cyber High)
Integrated Math 3 - A & B (Cyber High)	Financial Management

### D – Laboratory Science – 2 years required, 3 years recommended

Life Lab Science	Physical Lab Science
Agricultural Biology	Chemistry
Lab Biology A & B (Cyber High)	Physics
Environmental Science A/B (Cyber High)	Earth Science (Cyber High)

### E – Language Other than English – 2 years required, 3 years recommended

Spanish 1	AP Spanish Language & Culture
Spanish 2	American Sign Language A & B (Cyber High)
Spanish 3	American Sign Language 2A & 2B (Cyber High)

### F – Visual and Performing Art – 1 year required

Dance I	Dance 2
Band	Music Appreciation A & B (Cyber High)
Art History	

### G – Elective – 1 year required

American Economics	Ag Science 1
Ag American Economics	Intermediate Ag Mechanics
Animal Science	Yearbook

Introduction Ag Mechanics	Health (Cyber High)
Advanced Ag Mechanics	Env. Science (Cyber High)
Economics (Cyber High)	Sociology (Cyber High)
AP Psychology	Writing Comp:College Writing Practice (Cyber High)
Sports Management	