



2026-2027 Course Handbook

OROVILLE UNION HIGH SCHOOL DISTRICT GRADUATION REQUIREMENTS

TOTAL CREDITS REQUIRED FOR GRADUATION: 220

Specific Course Requirements Include:

English	40 Credits (8 Semesters)	Physical Education	20 Credits (4 Semesters)
Life Science...	10 Credits (2 Semesters)	Geography	5 Credits (1 Semester)
Physical Science	10 Credits (2 Semesters)	Health/Driver Education	5 Credits (1 Semester)
Mathematics	20 Credits (4 Semesters)	World History	10 Credits (2 Semesters)
Visual & Performing Arts/	10 Credits (2 Semesters)	U.S. History	10 Credits (2 Semesters)
Foreign Language		Government	5 Credits (1 Semester)
Career Technical Education.....	10 Credits (2 Semesters)	Economics	5 Credits (1 Semester)

MATHEMATICS: Students must earn passing grades in four semesters of mathematics. Successful completion of Math I is required to meet the state Algebra requirement.

SCIENCE: Must earn a passing grade in two semesters of a Physical Science and a Life Science.

VISUAL/PERFORMING ARTS: Must earn a passing grade in two semesters of Foreign Language, Art, Drama, Music or other approved VAPA course.

CAREER TECHNICAL EDUCATION: Must earn a passing grade in two semesters of CTE Classes (Agriculture, Automotive Technology or Home Economics classes). These courses may be taken any of the four years of high school. Class fees will not be charged unless the student wishes to purchase the finished project.

PHYSICAL EDUCATION: All students are required to complete four semesters of Physical Education.

RECOMMENDED CLASSES BY GRADE LEVEL

9th GRADE

Geography/Health/Dr. Ed.
English 9
PE
Science
Math

10TH GRADE

English 10
World History
PE
Science
Math

11TH GRADE

English 11
U.S. History
Science
Math

12TH GRADE

English 12
Government/Economics
Science
Math

COLLEGE ADMISSION REQUIREMENTS

Students should contact their counselor at the earliest possible time to discuss admissions requirements for post-secondary educational options.

COMMUNITY COLLEGES

Graduation from high school, a GED/CHSPE equivalent, or a minimum age (often 18) is typically all that is required for admission. No specific subject, GPA or SAT/ACT scores are required. At the Community Colleges, one can earn a degree (A.A.) or (A.S.), undertake a transfer program, get vocational training in a Certificate Program, or improve basic academic skills. Community colleges across the State of California offer 100s of degree, transfer or certificate programs for students. With an Associate's Degree, individuals are able to work in a variety of high paying careers.

CSU SYSTEM

In California, the California State University system consists of 23 schools in various locations in the state. These universities all offer four-year degrees in a variety of areas, called a Bachelor's Degree. Many CSU schools offer advanced degrees beyond that of a Bachelor's Degree, as well. Specific careers require a Bachelor's Degree, however, many careers do not. Entrance into the CSU system directly after completing high school includes several requirements. Students must complete the following A-G Courses listed below. All A-G Courses must be passed with a grade of "C" or better in order to count toward completion of that subject area requirement. SAT or ACT scores **are no longer required** for admission — eligibility is based on A-G GPA. Students may optionally submit test scores for course placement (e.g. math, English).

UC SYSTEM

In California, the University of California system consists of 10 schools in various locations in the state. These universities all offer four-year degrees in a variety of areas, called a Bachelor's Degree. Many UC schools offer advanced degrees beyond that of a Bachelor's Degree, as well. Entrance into the UC system directly after completing high school includes several requirements and can be very competitive. Students must complete the following A-G Courses listed below. All A-G Courses must be passed with a grade of "C" or better in order to count toward completion of that subject area requirement. Submission of SAT or ACT scores is **optional** and generally **not considered** in admission decisions, though tests may be used if submitted for placement or other non-eligibility purposes

A-G SUBJECT REQUIREMENTS for CSU or UC SYSTEMS

All applicants will be required to complete the same pattern of high school courses with C or better to be eligible for both CSU and UC systems. These courses are listed below:

A - History/Social Science – 2 Years

B - English 4 years

C - Mathematics – 3 Years (Math I, Math II and Math III)

D - Lab Science – 2 Years (College level biology course and one additional advanced lab science course)

E - Foreign Language – 2 Years (Must be the same language for both years)

F - Visual/Performing Arts – 1 Year

G - College-Prep Elective – 1 Year

PRIVATE/INDEPENDENT/TECHNICAL SCHOOLS

Independent schools and colleges are privately funded and available across the State of California and United States. They determine their own entrance requirements. Students interested in attending a private, independent or technical institution should contact that institution for entrance requirements well in advance of registering for high school classes. For help with this process, please see your assigned high school counselor.

DIVISION I AND DIVISION II NCAA REQUIREMENTS

To view the latest NCAA Eligibility Requirements on required courses, test scores and GPA's, please visit the NCAA website:

http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf

Las Plumas High School

OUHSD students must have a total of 220 credits in order to graduate

OUHSD Graduation Requirements		A-G Requirements	
History/Social Science 3.5 years 35 Credits (7 Semesters)		A History/Social Science 2 years Including one year of World History and one year of US History	
English 40 Credits (8 Semesters)	4 years	B English English 9, 10, 11, 12	4 years
Mathematics 20 Credits (4 Semesters) Must pass Math I or both Math 1A and Math 1B in order to meet the state's Algebra requirement.	2 years	C Mathematics 3 years Math 1, Math 2, Math 3 (4 years recommended)	
Science 20 Credits (4 Semesters) Students must pass at least 4 semesters of science, which shall include two semesters of life science: biology and two semesters of physical science : chemistry or physics	2 years	D Lab Science 1 year Life Science and 1 year Physical Science (3+ years recommended)	2 years
Physical Education 2 years 20 Credits (4 Semesters) All students must pass 4 semesters.		E Language other than English 2 years Must be the same language for both years (3 years recommended)	
VAPA (elective) 10 Credits (2 Semesters) Students must pass at least 2 semesters of a visual or performing arts course or a foreign language or American Sign Language course.	1 year	F Visual/Performing Arts A single year-long approved Arts course: Art, Drama, Band, Digital Photo, Ceramics	1 year
CTE (elective) 10 Credits (2 Semesters) Students must pass 2 semesters of career technical education. These courses may be taken any of the four years of high school.	1 year	G College-Prep Elective 1 year (2 semesters) in addition to those required "A-F" above, of any College-Preparatory Elective	1 year
Health/Drivers Ed 1 semester 5 Credits (1 Semester)			

Electives Credits Students must pass an additional 60 elective credits to complete the necessary requirements for graduation.	60
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*****Example 4 Year Plan** See pages 9-23 for more course options*****

Goal: HIGH SCHOOL DIPLOMA or COMMUNITY COLLEGE Certificate Programs And AA degree (i.e. Butte Community College)	Goal: CALIFORNIA STATE UNIVERSITY or UNIVERSITY OF CALIFORNIA Including Community College Transfer to 4-Year University (i.e. Chico State, UC Davis, UCLA, Cal Poly, Stanford)
9th grade	
Courses to Take: Course 1: English 9 Course 2: Math I Course 3: PE 9 Course 4: Health / Geography Course 5: Biology of the Living Earth Course 6: VAPA or CTE Elective	Courses to Take: Course 1: Pre-AP English 9 or English 9 Course 2: Math IH or Math I or Math 1 with C&R Course 3: PE 9 Course 4: Health / Geography Course 5: Biology of the Living Earth or UCCI Sustainable AG Biology Course 6: Spanish I
10th grade	
Courses to Take: Course 1: English 10 Course 2: Math 2 or Personal Finance Course 3: PE 10 Course 4: World History Course 5: Chemistry or Physics Course 6: VAPA or CTE Elective	Courses to Take: Course 1: Pre-AP English 10 or English 10 Course 2: Math II H or Math II Course 3: PE 10 Course 4: World History Honors Course 5: Chemistry, Physics or AP Biology Course 6: Spanish II
11th grade	
Courses to Take: Course 1: English 11 Course 2: Math III or Personal Finance or Elective Course 3: Weights or Elective Course 4: US History Course 5: Science or Elective Course 6: VAPA, CTE or Non Department Elective	Courses to Take: Course 1: AP English Language or English 11 Course 2: Math III H or Math III Course 3: VAPA Elective Course 4: AP US History Course 5: AP Science (Biology, Chemistry or Physics) Course 6: AP Spanish Language or Spanish III
12th grade	
Courses to Take: Course 1: English 12 or Speech Course 2: Government / Economics Course 3: Weights/Firming & toning or Elective Course 4: Statistics or Elective Course 5: Science or Elective Course 6: VAPA, CTE or Non Department Elective	Courses to Take: Course 1: AP English Literature or English 12 or Speech Course 2: AP Calculus or Statistics or college prep elective Course 3: VAPA or CTE Elective Course 4: AP Government / Economics Course 5: Physics or college prep science/elective Course 6: AP Spanish Literature or college prep elective

Name _____

Date _____

COURSE PLANNING GUIDE

9 th Grade	10 th Grade
1. English 9 or English 9 Honors	1. English 10 or English 10 Honors
2. Geography/Health/Driver Education	2. World History or World History Honors
3. Math _____	3. Math _____
4. Physical Education	4. Physical Education
5. Science _____	5. Science _____
6. Elective _____	6.
Credits Earned _____ Credits Possible 60	Credits Earned _____ Credits Possible 120
11 th Grade	12 th Grade
1. English 11 or AP Language	1. English 12, AP Literature or Literature of Controversy (Public Speaking)
2. US History	2. Economics/Government
3.	3.
4.	4.
5.	5.
6.	6.
Credits Earned _____ Credits Possible 180	Credits Earned _____ Credits Possible 240

What are your plans after high school?

LPHS→UNIVERSITY(4yrs)

University of California Schools, California State Universities, or Private Universities

At a 4 year university, high school graduates can take courses that lead to a Bachelor of Arts degree which focuses on the humanities and arts or a Bachelor of Science degree which emphasizes math and science. Many jobs/ careers require a bachelor degree or higher.

LPHS → COMMUNITY COLLEGE (2 yrs) TRANSFER → UNIVERSITY (2yrs)

At a community college, high school graduates can take the prerequisite courses that lead to a BA/BS degree. Students can earn an AA degree and/or transfer to a university when they have enough credits. Many jobs/careers require a University degree.

LPHS → COMMUNITY COLLEGE (2 yrs or less)

At a community college, high school graduates can earn their AA degree and/or learn skills to get into higher paying jobs and careers. Many community colleges offer certification for specific trades.

LPHS → TRADE SCHOOL

At a trade school high school graduates learn skills for a specific job. Students attend a trade school program to learn the skills needed for their chosen career path, such as plumbing, electrician, welding, or computer repair.

LPHS → WORKFORCE

Competing (with numerous adults that already have experience) for jobs that usually pay minimum wage.

LPHS → MILITARY (Army, Navy, Air Force, Marines)

Earning a salary right away, while you learn a job serving your country.

Non-Discrimination in District Programs and Activities

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status,

medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. For inquiries/complaints, contact our Title IX Coordinator/Equity Officer, Dr. Doug Williams, at (530) 538-2300, ext. 1107, or by email at dwilliams@ouhsd.net, or in person at 2211 Washington Avenue, Oroville, CA 95966.

La mesa directiva del distrito escolar se ha comprometido a proporcionar oportunidades iguales para todos los individuos en el sistema de educación. Es norma del distrito que en las programas, actividades y prácticas se prohíbe la discriminación ilícita, incluso la discriminación hacia un individuo o grupo para las características actuales o percibidas de raza, color, herencia, nacionalidad, estado de inmigración, edad, etnicidad, religión, estado parental o de embarazo, estado civil, información medical, discapacidad mental o física, sexo, orientación sexual, género, identidad de género, expresión de género, información genética o cualquier otro estado protegido por ley o asociado con persona o grupo con uno o más de estas características actuales o percibidas. Para preguntas o quejas, comuníquese con nuestro Coordinador / Oficial de Equidad, Dr. Doug Williams, por teléfono a (530) 538 – 2300 ext. 1107, por correo electrónico a dwilliams@ouhsd.net, o en persona a 2211 Washington Avenue, Oroville, CA 95966.

Txoj kev tswj ntawm cheebtsam nov tau cog lus yuav muab kev ncaj ncees sib luag rau tag nrho txhua tus tibneeg nyob rau hauv kev kawm ntawv. Cheeb tsam tsev kawm ntawv cov kev pab cuam, kev ua ub no, thiab cov kev coj yuav tsis pub muaj saib tsis tau ib tus twg, xws li tsi pub kev saib tsis tau ib tug neeg los yog pab pawg neeg raws li lawv haiv neeg keebkwm, xim nqaij daim tawv, caj ces, haiv neeg, tuaj teb chaws twg tuaj, ntaub ntawv nyob txawv tebchaws, pab pawg neeg, hnuv nyoog, kev ntseeg, kev muaj txij nkawm, cev xeeb mivnyuam, los yog niam txiv raws li txoj cai, lub cev los si lub hlwb tsis tsuas zoo, txawm tias yog poj niam thiab txiv neej; kev nkag siab ntawm ib los yog ntau tshaj ntawm xws yam ntxwv; los yog muaj kev koom nrog ib tus neeg los yog pab pawg neeg nrog rau ib los yog ntau tshaj ntawm cov yam ntxwv ntawd. Yog muaj kev nug/txiv txaus siab, hu rau Title IX Tug Coj/Tug Saib Kev Ncaj Ncees, Dr. Doug Williams, ntawm (530) 538-2300, ext. 1107, los email rau dwilliams@ouhsd.net, los mus ntsib nws ntawm 2211 Washington Avenue, Oroville, CA 95966.

ENGLISH

40 Credits Required

All Classes are Year-Long Unless Otherwise Noted

ENGLISH 9 (105A)

Grade: 9

The English Language Arts Grade 9 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 9/10 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Students will read and write using a variety of grade level informational and literary sources and utilize technology to research, publish, upload and share work with their fellow-students and teachers. Building upon previously acquired skills, students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues, topics and reasoning skills. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

ENGLISH 9 HONORS (105H)

Grade: 9

English 9 Honors is an accelerated course that meets the graduation requirement for freshman English. A primary goal of this class is to prepare students for advanced placement coursework. The study of literature includes world literary works and extended reading. Students deepen their understanding of various literary genres through intensive study of short stories, novels, poetry, essays and drama. Students give oral presentations and practice active listening strategies. Students use a variety of writing types for various purposes and audiences and utilize technology when appropriate. Students respond to literature by writing narrative, descriptive and analytical essays and research papers. Interpretive essays and explications are emphasized. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

ELA FOUNDATIONS 9-10 (193S)

Grades: 9-10

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course closely follows the course outlines for the mainstream English 9 and 10 programs.

ENGLISH 10 (115A)

Grade: 10

The English Language Arts Grade 10 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 9/10 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Building upon the standards addressed in Grade 9, students will read and write using a variety of grade level informational and literary sources and will utilize technology to research, publish, upload and share work with their fellow students and teachers. Students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues, topics and reasoning

skills. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

ENGLISH 10 HONORS (115H)

Grade: 10

English 10 Honors is an accelerated course that meets the graduation requirement for sophomore English. A primary goal of this class is to reach a level of mastery on the Common Core Benchmarks and to prepare students for advanced placement coursework. The study of literature includes world literary works and extended reading. Students deepen their understanding of various literary genres through intensive study of short stories, novels, poetry, essays and drama. Students give oral presentations and practice active listening strategies. Students use a variety of writing types for various purposes and audiences and utilize technology when appropriate. Students respond to literature by writing narrative, descriptive and analytical essays and research papers. Interpretive essays and explications are emphasized. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

ENGLISH 11 (125A)

Grade: 11

The English Language Arts Grade 11 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 11/12 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Building upon the standards addressed in Grade 10, students will read and write using a variety of grade level informational and literary sources, including seminal United States historical documents and a concentrated focus on American literature. Students will continue to utilize technology to research, publish, upload and share work with their fellow students and teachers. Students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues, topics and reasoning skills. All Grade 11 students will participate in the Smarter Balanced Assessment. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

ELA FOUNDATIONS 11-12 (194S)

Grades: 11-12

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This is a survey course that focuses on American and British literature. There will be a concentrated examination of each author's style, form, and philosophy, place in history, and perceptions of human values and struggles. Through these great writers and thinkers, students will gain a greater understanding of the human condition. Students will demonstrate an understanding of each author's themes and writing style.

AP ENGLISH LANGUAGE/COMPOSITION (145A)

Grade: 11

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate

grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. A portion of the class is dedicated to terms and strategies to help students pass the Advanced Placement examination. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

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ENGLISH 12 (135A)

Grade: 12

The English Language Arts Grade 12 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 11/12 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Building upon the standards addressed in Grade 11, students will read and write using a variety of grade level informational and literary sources. Students will continue to utilize technology to research, publish, upload and share work with their fellow students and teachers. Students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues, topics and reasoning skills. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AP ENGLISH LITERATURE/COMPOSITION (150A)

Grade: 12

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. A portion of the class is devoted to terms and strategies to pass the College Board AP English Literature Exam. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

LITERATURE OF CONTROVERSY (PUBLIC SPEAKING) (161A)

Grade: 12

In this project-based course, students demonstrate knowledge of the CCSS for Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language. Oral communication and presentation skills are emphasized, as is analysis of college-level texts. Students create persuasive and informative writings and speeches, both formal and informal, for presentation. Those who complete the course with a "B" average between semesters and pass credit by examination qualify for Butte College 2+2 credit for CMST 2 (Public Speaking), which may be transferable to California junior colleges and California State Universities (CSUs). **Note: This course meets the CSU/UC "A-G" Subject requirement and Butte College 2+2 Credit.**

ELA TRANSITIONS (123E)

Grades: 9-12

ELA Transitions (Integrated ELD) is designed to be taught in conjunction with ELD Beginning Reading (Designated ELD) or another appropriate ELD course to further the growth of

students entering and/or continuing school with fluency in English at an "Emerging" level with minimally developed oral and written English skills. Students will earn English credits toward graduation for course completion. ELA Transitions may be taken more than once for English credit. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

Reading/ELD Courses (Elective Credit Only)

All Classes are Year-Long Unless Otherwise Noted

ELD BEGINNING READING (925E)

Grades: 9-12

ELD Beginning Reading (Designated ELD) is designed to be taught in conjunction with ELA Transitions (Integrated ELD) to further the growth of students entering school with fluency in English at an "Emerging" level and/or with minimally developed oral and written English skills. Students will earn elective credits toward graduation and receive additional instruction in their development of English fluency through this course.

ELD ADVANCED GRAMMAR (926E)

Grades: 9-12

ELD Advanced Grammar (Designated ELD) is designed to further the growth of students entering school with fluency in English at an "Expanding" level with somewhat developed oral and written English skills. Students will earn elective credit and receive additional required instruction in their development of English fluency through ELD Advanced Grammar. Additionally, students will be enrolled in a grade-level English course (Integrated ELD).

ELD ACCELERATED I (922D)

Grade: 9-12

ELD Accelerated I (Designated ELD) is designed to further the growth of students entering school with fluency in English at "Expanding" or "Bridging" levels with moderately to well-developed oral and written English skills, but who are not yet ready to meet Reclassified as Fluent English Proficient (RFEP) requirements. Students will earn elective credit and receive additional required instruction in their development of fluency through ELD Accelerated I. Additionally, students will be enrolled in a grade-level English course (Integrated ELD).

ELD ACCELERATED II (922E)

Grade: 9-12

ELD Accelerated II (Designated ELD) is designed to further the growth of students entering school with fluency in English at "Expanding" or "Bridging" levels with moderately to well-developed oral and written English skills, but who are not yet ready to meet Reclassified as Fluent English Proficient (RFEP) requirements. Students will earn elective credit and receive additional required instruction in their development of fluency through ELD Accelerated II. Additionally, students will be enrolled in a grade-level English course (Integrated ELD).

MATHEMATICS

20 Credits Required

**Must Meet the State's Algebra I/Math I requirement.
All Classes are Year-Long Unless Otherwise Noted**

MATH I (204A)

Grades: 9-12

This is the first of three courses in the Integrated Math pathway. This course explores functions, exponents, slope & rate of change, writing and graphing linear equations, dimensional analysis, transformations, multiplying polynomials, solving complex equations that include fractions and exponents, modeling two-variable data, exponential growth and decay, solving systems of equations with substitution and elimination, congruence and coordinate geometry, inequalities, data representations, and constructions. **Note: Completion of this course satisfies the Algebra I graduation requirement and CSU/UC requirements.**

MATH I HONORS (204H)

GRADES: 9-12

Prerequisites: For freshmen, Grade of C or better in 8th Grade Math. The 8th grade math teacher's recommendation will also be considered. MAP scores will also be used to determine placement.

This is an accelerated course with a heavier workload than a typical Math 1 course. Students will be asked to complete the math 1 course early so that they can move on to the math 2 course before the end of the year. Students will focus on the six areas in math 1 and the following: attributes and properties of polygons, angles, graphs, similarity and right triangle trigonometry, modeling probability situations such as tree diagrams and area models, use of inverse trigonometric functions, special right triangle properties, rewriting a quadratic with methods such as factoring, and completing the square to interpret roots and x-intercepts. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

APPLIED MATH II (215A)

Grades: 10-12

Prerequisite: D- or better grade in Math 1

Applied Math 2 is designed for students who have completed Math1 and need some foundational teaching in Geometry standards. It is a progressive step between Math1 and Math2. The skills taught will reinforce previously taught Math1 standards and introduce selected Geometry standards, as covered in the Integrate Math2. Students will learn to receive mathematical ideas through listening, reading, and visualizing with a focus of applying their knowledge to become better problem solvers and critical thinkers. Students will also be expected to present mathematical ideas by speaking, writing, drawing pictures and graphs, and demonstrating with concrete models. Emphasis will be on hands on, project-based learning and applications where students use mathematical methods to model and solve problems. Students will accomplish this through the study of a variety of topics covering areas such as attributes of polygons, Area and Perimeter, Angle Relationships, Triangle Congruence Theorems, geometry proofs, Similarity, and Factoring with Area Models. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

MATH II (205A)

Grades: 10-12

Prerequisite: Must have Passed Math I

This is the second year in the integrated pathway. Students focus on the following areas: attributes and properties of polygons, angles, graphs, similarity and right triangle trigonometry, special right triangle properties, rewriting a quadratic with methods such as factoring, and completing the square to interpret roots and x-intercepts, properties of polygons and circles, solving inequalities, transformations of functions, surface area and volume of solids, probability and

counting principles. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

MATH II HONORS (205H)

Grades: 10-12

Prerequisites: Must have Passed Math I and Teacher Recommendation

This is an accelerated course with a heavier workload than a typical Math 2 course. Students are asked to complete the Math 2 course early so that they can move on to the Math 3 course before the end of the school year. Students focus on the same concepts as Math 2, as well as the following areas: Domain and range, Law of Sines, Law of Cosines, transformations of non-functions, piecewise defined functions, rational expressions, systems of equations, inverses and logarithms. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

NATURE OF MATHEMATICS (201A)

Grades: 10-12 (10th may enroll under special circumstances and teacher approval)

Prerequisites: Must have Passed Math I or II and Teacher Recommendation.

The Nature of Mathematics course is designed for juniors and seniors who have completed Math 1. Students will be introduced to the historical concepts behind Algebra, Geometry, logic, the nature of numbers and the applications to real-world mathematics.

STATISTICS (243A)

Grades: 11-12

Prerequisite: Must have Passed Math II

This course introduces students to the same major concepts and themes as the AP Statistics course, but with less breadth of coverage. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the following broad conceptual themes: exploring patterns and departures from patterns in data, sampling and experimental design, using probability to explore random phenomena, statistical inference. Much of the content studied is in the context of applications in the social and behavioral sciences, business and medicine. Students will develop college and career readiness skills such as collaborating, conducting research and making presentations as they demonstrate their mathematical content knowledge. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

MATH III (206A)

Grades: 11-12

Prerequisites: Must have Passed Math II

This course is the capstone course of the Integrated Math pathway. This course covers solving equations, investigations of functions, linear and quadratic math models, transformations of graphs, complex numbers, completing the square, solving one-variable and two-variable inequalities, and geometric modeling. Additional topics are inverses, exponential and logarithmic functions, series, operations of rational expressions, three-variable systems, Trigonometry with triangles and the unit circle. Probability and statistics includes permutations, combinations, sampling variability, and various data distributions. Student-owned graphing calculators are strongly encouraged for this course. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

MATH III HONORS (206H)**Grades: 11-12****Prerequisites: Must have Passed Math II Honors and Teacher Recommendation**

This is an accelerated course with a heavier workload than the typical Math 3 course designed to prepare students for AP Calculus. Students are asked to have begun concepts of Math 3 prior to entering and will focus on the concepts described in Math 3. Students will also learn the following concepts: graphing square root, cube root, trigonometric functions with period, midline and amplitude, domain of trigonometric functions using the unit circle, ellipses, hyperbolas, and modeling with geometry. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AP CALCULUS (245A)**Grades: 11-12****Prerequisite: Must have Passed Math III Honors with a Grade of "C-" or better. Teacher Approval is required for Students who Passed Math III.**

The advanced placement (AP) calculus course is taught with the same level of depth and rigor as are entry-level college and university calculus courses. It will prepare students for success on the College Board Advanced Placement Calculus AB Examination. The course presents elements of analytic geometry, methods, and application of differentiation and integration. Calculators are required with log and trig functions; no instruction is given with log and trig functions. In the spring, students are encouraged to take the College Board Advanced Placement Mathematics Examination, Calculus AB, which, if passed with a score of 3 or higher (according to a college or university policy), allows them to receive college credit in mathematics. The test is not a requirement of the course. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

SCIENCE**20 Credits Required****All Classes are Year-Long Unless Otherwise Noted****BIOLOGY OF THE LIVING EARTH (300A)****Grades: 9-10**

In this course, students explore biological concepts through an earth science lens. This is an inquiry based lab NGSS course that incorporates the performance expectations of 'Biology' and 'Earth and Space science' to deepen student understanding of life on Earth and the interactions between biotic and abiotic systems. Students connect crosscutting concepts and utilize science and engineering practices to explain natural phenomena. Instructional segments explore ecosystems, photosynthesis, respiration, evolution, genetics, cell structure and growth, and climate change. This course is designed to be the first course in a 3+ course Science sequence. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

UCCI SUSTAINABLE AG BIOLOGY (303A)**Grades: 9-12**

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student

research. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

PRE-AP BIOLOGY (331A)**Grades: 9**

The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social sciences. In Pre-AP Biology, students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. The course is recommended for driven students & students who have interest in the sciences. As students engage in grade-level content, it differs from the regular curriculum in meaningful ways. Laboratory investigations and group discussions play a prominent role and it focuses on skills that students will need to succeed in high school, future AP courses, college, and careers. The Pre-AP Biology Course Framework highlights how to guide students to connect core ideas within and across the units of the course, promoting the development of a coherent understanding of biological systems. The components of this course have been crafted to prepare not only the next generation of biologists but also a broader base of biology-informed citizens who are well equipped to respond to the array of science-related issues that impact our lives at the personal, local, and global levels. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AP BIOLOGY (330A)**Grades: 10-12**

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. This course is intended to increase the academic rigor needed to succeed in college. AP Biology is an in-depth survey of molecular, cellular, organismal, and population biology. Students who pass the AP Biology exam receive eight units of credit at most colleges, including the University of California. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

BIOLOGY FOUNDATIONS (394S)**Grades: 10-12**

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course is designed to cover essential life science standards and basic concepts required to navigate the real world. Students will be provided with direct instruction, hands-on learning activities and maximum academic support for content. Embedded in this class are social skills instruction and opportunities to practice related real life skills.

CHEMISTRY IN THE EARTH SYSTEM (301A)**Grades: 10-12**

In this course, students will explore chemistry and earth science concepts from a phenomenon-based approach. This is a NGSS course that will incorporate inquiry-based labs and the performance expectations of 'Chemistry' and 'Earth and Space Science' to deepen student understanding of the role of chemical properties and processes in driving the Earth system. Students will connect crosscutting concepts and utilize science and engineering practices to explain natural phenomena. Instructional segments will explore combustion, heat and energy transfer, atomic structure and interactions, chemical reactions, the chemistry of climate change, and ocean

acidification. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AP CHEMISTRY (305A)

Grades: 11-12

Prerequisite: Biology of the Living Earth, Chemistry in the Earth System or Teacher Recommendation

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AG SOIL CHEMISTRY (323A)

Grades: 10-12

Prerequisite: Sustainable Ag Biology

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. **Note: This course meets the CSU/UC "A-G" Subject requirement**

AGRISCIENCE SYSTEMS MANAGEMENT (350A)

Grades: 11-12

Prerequisites: UCCI Sustainable Ag Biology and Ag Soil and Chemistry

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

ANATOMY AND PHYSIOLOGY (386A)

Grades: 10-12

Prerequisite: Grade of "C" or better in Biology or instructor approval. Students who are taking Chemistry concurrently or have had Chemistry will be given preference in case of "over enrollment".

This course will provide students with a foundation of knowledge regarding the structures and functions of the systems of the human body. Emphasis will be placed on laboratory and clinical case studies to illustrate anatomical and physiological concepts. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

HONORS ANATOMY AND PHYSIOLOGY (386H)

Grades: 11-12

Prerequisite Grade of "B" or better in Biology, "C" or better in Chemistry, or Instructor approval. Students must be concurrently enrolled or have completed Math II.

This course is intended for college bound students who are interested in a medical or science related field. It will provide students with a foundation of knowledge regarding the structures and functions of the systems of the human body. Emphasis will be placed on laboratory and clinical case studies to illustrate anatomical and physiological concepts. A research and practical application component are included. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

SOCIAL SCIENCE

35 Credits Required

All Classes are Year-Long Unless Otherwise Noted

GEOGRAPHY (401A)

Grade: 9

Students in grade nine must realize one of the realities of the contemporary world is the increasing influence of other nations in the daily life of the American citizen. This course in 20th Century Geography and Technology is designed to provide an understanding of the distribution and characteristics of the world's major cultures and of the dynamic of human migration and cultural diffusion. Emphasis will be placed on the cultures of the world and a technology based student presentation. Ninth grade geography is a foundation course to World History, United States, History, Government and Economics. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college and career. **This course meets the CSU/UC "A-G" Subject requirement.**

GEOGRAPHY FOUNDATIONS (401S)

Grade: 9

This course provides standards, curriculum and practice appropriate for students with significant cognitive disabilities. Students in grade nine must realize one of the realities of the contemporary world is the increasing influence of other nations in the daily life of the American citizen. This course in 20th Century Geography and Technology is designed to provide an understanding of the distribution and characteristics of the world's major cultures and of the dynamic of human migration and cultural diffusion. Emphasis will be placed on the cultures of the world and a technology based student presentation. Ninth grade geography is a foundation course to World History, United States, History, Government and Economics. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college and career.

HEALTH/DRIVER EDUCATION (701A)

Grade: 9

Health is a semester course taken in Grade 9, in which a student must earn a passing grade in order to meet graduation requirements. Information will be presented pertinent to the concerns of teens in the area of physical development, nutrition, fitness, drugs and substance abuse, and driver's education. The course concludes with information on human reproduction, family living, dating, values and the sexually transmitted diseases. The second quarter of this course deals with the classroom instruction related to obtaining a DMV

driving permit. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college and career. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

HEALTH/DRIVER EDUCATION FOUNDATIONS (701S)

Grade: 9

This course provides standards, curriculum and practice appropriate for students with significant cognitive disabilities. Health is a semester course taken in Grade 9, in which a student must earn a passing grade in order to meet graduation requirements. Information will be presented pertinent to the concerns of teens in the area of physical development, nutrition, fitness, drugs and substance abuse, and driver's education. The course concludes with information on human reproduction, family living, dating, values and the sexually transmitted diseases. The second quarter of this course deals with the classroom instruction related to obtaining a DMV driving permit. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college and career.

WORLD HISTORY - THE MODERN WORLD (415A)

Grade: 10

Students in grade ten study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

HONORS WORLD HISTORY - THE MODERN WORLD (415H)

Grade: 10

Students will follow the same course schedule as the regular class, but emphasis will be put on essay writing and research skills important for students headed for advanced placement classes and college. Honors students will be asked to read additional novels. Currently those novels are: Things Fall Apart by Chinua Achebe, Animal Farm by George Orwell and Night by Elie Wiesel. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

UNITED STATES HISTORY: CONTINUITY AND CHANGE IN THE 20TH CENTURY (425A)

Grade: 11

Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment on United States' democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world

power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the United States Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AP UNITED STATES HISTORY (430A)

GRADE: 11

The Advanced Placement Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This course meets and exceeds the California standards in that there is intensive study on the pre-Civil War era of American history. This course will begin with the discovery of the New World. Students should learn to assess historical materials -- their relevance to a given interpretive problem, their reliability, and presented in historical scholarship. An Advanced Placement United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students taking the Advanced Placement course are expected but not required to take the Advanced Placement test. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

GOVERNMENT - PRINCIPLES OF AMERICAN DEMOCRACY (435A)

Grade: 12 (One Semester Course)

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationships among federal, state, and local governments, with particular attention paid to important historical documents such as The Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

GOVERNMENT FOUNDATIONS (497S)

Grade: 12 (One Semester Course)

This class is designed for Certificate of Completion students with significant disabilities who require extensive modifications to curriculum. Students explore the role and structure of US government, citizenship, and essential standards through a combination of textbook reading, project based learning, digital media, and guided note taking/discussion.

AP GOVERNMENT AND POLITICS (437A)**Grade: 12 (One Semester Course)****Prerequisite: Teacher Approval**

AP U.S. Government and Politics studies the structure and operations of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they will learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They will also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP Exam and for further study in political science, law, education, business and history. Students are encouraged but not required to take the AP Exam. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

PRINCIPLES OF ECONOMICS (440A)**Grade: 12 (One Semester Course)**

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, and equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economics system measurement, and methods. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

ECONOMICS FOUNDATIONS (498S)**Grade: 12 (One Semester Course)**

This class is designed for Certificate of Completion students with significant disabilities who require extensive modifications to curriculum. Students explore the functions of economics in daily life, the mechanisms of capitalism, and essential standards through a combination of textbook reading, project based learning, digital media, and guided note taking/discussion.

AP MACROECONOMICS (441A)**Grade: 12 (One Semester Course)****Prerequisite: Teacher Approval**

This course will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth, and international economics. Students who obtain a score of 3 or better on the AP exam may receive college credit for the class. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

PHYSICAL EDUCATION**20 Credits Required****All Classes are Year-Long Unless Otherwise Noted****PE 9 FRESHMEN CORE (505A)****Grades: 9**

This course is required of all freshman. The foundational program stresses development of skills in a wide variety of activities. Instruction will include areas of individual/dual sports, team sports, mechanics of body movement, and development of overall fitness. Throughout the year students will continuously work on the required California Fitness standards that they will be tested on in the spring.

PE 10-12 (510A)**Grades: 10-12**

This second year course fulfills the district's graduation requirement for Physical Education. Students will continue to build upon and refine their skills, learn additional game strategies and discover areas of recreational activities to promote a healthy lifestyle.

WEIGHTS AND CONDITIONING (551A)**Grades: 10-12**

Prerequisite: Proficient completion of the introductory physical education course, or determination of a specific educational need.

This advanced course will focus on both strength and conditioning training. Students will develop muscular strength, cardiovascular endurance, flexibility, core strength, functional movement patterns, and intense interval training.

FIRMING AND TONING (552A)**Grades: 10-12**

Prerequisite: Proficient completion of the introductory physical education course, or determination of a specific educational need.

This advanced course designed for students to learn about their personal fitness and overall well-being. Students will learn to push physical limits, raise cardiovascular capacity, and improve flexibility. Students will be exposed to a variety of movement activities in order to accomplish these goals.

INDEPENDENT STUDY PE (500A)**Grades: 9-12**

Prerequisite: Subject to the school's identified educational needs.

This is an additional class to a student's full, six period schedule and is structured for students to focus on health related and skill related fitness. Students will be required to document a minimum of 200 minutes of physical activity instruction every school week, which includes meeting with a PE teacher for 20 minutes per week. Freshmen will be required to take the Physical Fitness Test in the spring. See your counselor for more information. **Note: A student taking this class cannot be on a reduced schedule or be a teacher's aide in the same school year. Students who did not graduate from 8th grade are ineligible to take this class.**

ELECTIVE COURSES

60 Credits Required

All Classes are Year-Long Unless Otherwise Noted

CAREER TECHNOLOGY EDUCATION

10 Credits Required

AGRICULTURE

In the Las Plumas High School Agriculture Department, students will be trained in an area in which they may gain employment immediately after graduation from high school.

In addition to career skills, students in the Las Plumas High School Agriculture Department will gain public speaking skills, develop leadership skills, participate in student directed projects, and experience FFA co-curricular activities.

Career Path Opportunities

Course Sequence for Agricultural Mechanics

Career Prep Core Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Ag Mechanics I	Ag Mechanics II	Farm Management

Course Sequence for Agricultural Welding

Career Prep Core Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Ag Welding	Ag Welding & Construction	Ag Fabrication

Course Sequence for Animal Science

Career Prep Core Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Animal Science	Veterinary Skills	Animal Mgmt/Feeding

Course Sequence for Agricultural Business

Career Prep Core Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Explorations in Ag	Ag Leadership/Comm	Ag Business Mgmt

Course Sequence for Agriscience

Introductory Grades 9 & 10	Concentrator Grades 10- & 11	Capstone Grades 11 & 12
UCCI Ag Bio	Ag Soil & Chemistry	Ag Systems Mgmt.

UCCI SUSTAINABLE AG BIOLOGY (803A)

Grades: 9-12

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AG SOIL AND CHEMISTRY (800A)

Grades: 10-12

Prerequisite: Ag Science I or Sustainable Ag Biology

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production.

Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural

Experience (SAE) program. This course may also be taken for science credit. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AGRISCIENCE SYSTEMS MANAGEMENT (850A)

Grades: 11-12

Prerequisites: UCCI Ag Biology and Ag and Soil Chemistry

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AGRICULTURAL MECHANICS I (831A)

Grades: 9-12

Agricultural Mechanics I is the entry level course for the Agricultural Mechanics career path. The student is prepared for further experience and education by introducing the knowledge, skills, and attitudes associated with modern Agricultural Mechanics. Instructional units will include Oxy-fuel Welding & Cutting; Electric Welding Processes; Chains and Rope; Equipment Operation and Preventative Maintenance; Types of Engines; Agriculture Industry Employee/Employer Relations; Safety; Electrical Systems; Agricultural Structures; Record Keeping; Interpersonal Leadership Development; Supervised Agricultural Experience (SAE) Project; and Measurement, Tool Identification, Cold Metal, and Fabrication. **Note: This course qualifies for dual enrollment credit at Butte College.**

AGRICULTURAL MECHANICS II (832A)

Grades: 10-12

Prerequisite: Agricultural Mechanics I

Agricultural Mechanics II is the advanced level course for the Agricultural Mechanics career path. The student is prepared for further experience and education by refining the knowledge, skills, and attitudes associated with modern Agricultural Mechanics. Instructional units will include Oxy-fuel Welding & Cutting; Electric Welding Processes; Equipment Operation and Preventative Maintenance; Types of Engines; Agriculture Industry Employee/Employer Relations; Safety; Electrical Systems; Agricultural Structures; Record Keeping; Interpersonal Leadership Development; Supervised Agricultural Experience (SAE) Project; and Measurement, with an emphasis on Project Construction. **Note: This course qualifies for dual enrollment credit at Butte College.**

FARM MANAGEMENT (887A)

Grades: 11-12

Prerequisites: Ag Mechanics I and II

This course is designed to provide students with employable skills in the area of farm and ranch management with emphasis on Ag mechanics. Students will build upon skills learned in prior agriculture classes as well as skills in equipment operation, maintenance and repair, as well as general farm management topics, such as managing agricultural crops, orchard, vineyard, and agricultural facilities. Students will perform various duties on the LPHS Farm, while keeping records on their activities. This course covers design principles, selection, maintenance, adjustment, and safe operation of wheel and crawler type tractors used in agriculture and in the construction industry. **Note: Students may be placed in a work-based learning environment. Dual enrollment credit is pending.**

ANIMAL SCIENCE (806A)

Grades: 9-12

Animal science is a one year advanced agricultural science course that will provide advanced understanding of livestock agriculture and issues affecting society, animal welfare, and production systems. Animal nutrition, anatomy and physiology, health, reproduction, genetics, and management through evaluation and selection will be stressed. Biotechnology and emerging technologies are creating excitement in agricultural industry. This course allows students to be actively involved in the learning process. This course may also be taken for CTE credit. **Note: This course meets the CSU/UC "A-G" Subject requirement and also qualifies for dual enrollment credit at Butte College**

AG VETERINARY SKILLS (888A)

Grades: 11-12

Prerequisites: Animal Science Instructor Permission

This course is designed to provide students with entry-level skills in the Veterinary medicine industry. Animal health fundamentals covered in the class include terminology, safety, production, animal care and handling. Students will gain skills and knowledge to perform a variety of clinical tasks and office procedures through classroom exposure to realistic medical situations and non-paid internships in veterinary related businesses. Class meets at Las Plumas High School. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

ANIMAL MANAGEMENT AND FEEDING (889A)

Grades: 11-12

Prerequisites: Veterinary Skills

This course is designed to provide students with employable skills in the area of animal management. Students will build upon skills learned in prior agriculture classes as well as skills in animal feeding, animal facilities maintenance and repair, as well as general animal management topics. Students will perform various animal duties on the LPHS Farm, while keeping records on their activities. This course is a study of the basic nutrients involved in animal nutrition: protein, energy, vitamins, minerals and feed additives and their utilization by the animal's body. Students will be introduced to the formulation of balanced rations for species of livestock including least cost computer formulated rations. **Note: Students may be placed in a work-based learning environment.**

FLORICULTURE I (618A)

Grades: 9-12

Prerequisite: Any Agricultural Science and/or Teacher Approval

This is a first-year course in the fundamentals of the visual arts. This process-oriented course will provide the student with a perceptual base necessary for understanding artistic perception, creative expression, historical-cultural contexts, aesthetic valuing, and applications of visual arts to the art of floral design. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AG EXPLORATIONS (Intro to Ag Business) (890A)

Grades: 9-12

Exploration in Agriculture is the first course in a sequence of three in the Agribusiness pathway. Explorations in Agriculture is specifically designed for 9th grade students interested in being involved, exploring and developing skills in: California Agriculture, FFA/ Leadership / Public Speaking, Record Keeping / Agri-Business, Ag Mechanics, Animal Science and Floriculture. This course serves as the CTE introduction and foundation course towards advanced courses and pathways in the CTE Agri-Business, Agriscience, Animal Science, and Ag Mechanics. **Note: This course meets the CSU/UC elective requirement and also qualifies for dual enrollment credit at Butte College.**

IS AG EXPLORATIONS (Intro to Ag Business) (886A)

Grades: 9-12

This is an independent study version of the class listed above. This course is an additional class to a student's full, 6 period schedule/independent study coursework. Coursework must be completed outside of the regular school day. This class will be taught by an Agriculture teacher. Independent Explorations in Agriculture is structured for students to focus on supervised agricultural experience (work based learning). Students will be required to complete a minimum of 200 minutes of an agriculture work based learning project per school week, which includes meeting with their instructor for 20 minutes per week in person or online during the consultation period to evaluate recordkeeping.

AG LEADERSHIP AND COMMUNICATIONS (891A)

Grades: 10-12 (9TH w/ Ag in 7th and 8th Grade)

This course will provide students opportunities to set and develop their personal and career goals, advance communication and teamwork skills, and to build their personal leadership style. Emphasis will be placed upon completing assigned tasks, learning to function both as a team leader and committee member, and developing and using time management and organizational skills. Self-management, communication, and interpersonal skills necessary in developing managerial abilities, leadership qualities, and facilitating teamwork within the agribusiness sector will be explored. Students will gain experience through role-play, formal sales presentations, and job shadowing. The course content is organized to give students an in-depth understanding of the factors and influences that affect the agribusiness industry on a day-to-day basis. Application of these concepts and methods will be through hands-on projects developing solutions for agriculture business. This class is the second class in a three class sequence pathway. It will build on the basics of agribusiness principles learned in the introductory course.

AG BUSINESS MANAGEMENT (893A)

Grades: 11-12

Prerequisites: Ag Leadership, Communication, Biology of the Living Earth & Chemistry in the Earth System

This is an introduction to agriculture business management and its impact on the agricultural producer, consumer and the food system, and how these concepts are applied to create, sell and market agriculture products. The management principles encountered in the day to day operation of an agricultural enterprise are stressed as they relate to the decision making process. This class is the third class in a three class sequence pathway. It will build on the basics of agribusiness principles learned in the introductory and concentrator courses. **Note: This course meets the CSU/UC elective requirement and also qualifies for dual enrollment credit at Butte College.**

AG WELDING (817A)

Grades: 9-12

This course introduces students to the use, care and maintenance of metalworking machines and explores the use of various metals and the physical characteristics and properties of each. Students will learn safety procedures, electrode identification, theory and practice. Basic skills will be developed in oxyacetylene welding (OAW), oxyacetylene cutting (OFC-A), shielded metal arc welding (SMAW), and gas metal arc welding (GMAW) in the flat position. Students will have FFA requirements.

AG WELDING AND CONSTRUCTION (818A)

Grades: 9-12

Prerequisites: Ag Welding or Teacher Approval

This course is designed to enhance the ability of the student to perform welds using Oxyacetylene Welding (OAW), Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Core Arc Welding (FCAW) and Gas Tungsten Arc Welding (GTAW) in the Flat, Horizontal, Vertical, and Overhead positions. Students will also learn Oxyfuel Cutting (OFC), Plasma Arc Cutting (PAC), and Air Carbon Arc Cutting (CAC-A) as well as basic construction techniques utilizing these welds. Students will be a part of the agriculture department and the FFA.

AG FABRICATION (819A)

Grades: 11-12

Prerequisites: Ag Welding and Ag Welding and Construction

This course is designed to provide students with employable skills in the area of Agriculture Welding. Students will build upon skills learned in prior agriculture welding classes to fabricate agriculture projects. This course covers design principles, selection, maintenance, adjustment, and safe operation of all welding machines currently in the shop. Students will have FFA requirements. **Note: Students may be placed in a work based learning setting at a course related industry partner.**

CAREER READINESS

CAREER READINESS (809A)

Grades: 11-12

This class is designed for students with exceptional needs and recommended to the program by a high school IEP (Individualized Education Program). Core instruction primarily takes place during the first semester and includes skills in job seeking, work ethics, personal communication and safety. Students who demonstrate appropriate skills will have the

opportunity for community based instruction during the second semester in one of the following areas: janitorial, retail, landscaping, childcare, animal care or food services. The class meets at both schools during 5th and 6th periods.

FAMILY AND CONSUMER SCIENCE (HOME ECONOMICS)

Family and Consumer Science programs prepare students for leadership, teamwork, personal responsibility, problem solving, and management skills highly valued by employers. Today, these skills are developed in Home Economics Careers and Technology programs along with the basic academic skills of reading, writing, math, science and critical thinking which are necessary to achieve personal and career goals. Family and Consumer Science Education teaches students to develop self-esteem, apply decision making skills, practice communication skills essential for effective relationships with peers and family. They will pursue leadership and citizenship skills while developing an awareness of career options. Students also learn personal management, leadership and interpersonal skills which are essential for productive employees. Family and Consumer Science Education teaches students vital interpersonal skills and helps them develop job search and acquisition skills. They will acquire the value of good work habits, positive attitudes and practice effective working relationships. Acquire job retention skills including responsibility, dependability, and time management. All students enrolled in Family and Consumer Science Programs are encouraged to take advantage of their membership in FCCLA. FCCLA is a national career technical student organization for young men and women in grades 6-12. FCCLA assists students in developing occupational, citizenship and leadership skills needed for home, community and work life. FCCLA activities offer a wide range of opportunities for community service, career exploration, leadership development and personal growth.

Career Path Opportunities

Course Sequence for Food Service & Hospitality

Introductory Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
	Culinary I	Culinary II (Hospitality)

CULINARY I (844A)

Grades: 11-12 (10th with Instructor Approval)

This hands-on course is designed to help students expand their basic food preparation skills and knowledge through topics of study including: safety & sanitation, nutrition & wellness, cooking methods of all food groups, the study of various cultures & cuisines and an investigative career unit. Successful completion of this course will earn students a Food Handlers certification. Students are highly encouraged to participate in Family, Career and Community Leaders of America (FCCLA), which provides students with co-curricular opportunities to demonstrate skill mastery through competitions and catering events. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

CULINARY II (Hospitality) (834A)

Grades: 11-12 (10th with instructor approval)

Prerequisite: Culinary I

This course provides advanced experiences in food production, management, and service. Topics include food service operations, advanced food production, and professionalism. Students will have the ability to comprehend course materials

and skills to conduct appropriate labs related to Culinary Arts. Students will be responsible for classroom presentations, labs, and overall participation. The required school-based laboratory for the Culinary Arts and Hospitality program is a food service kitchen with a food serving and dining area. School-based laboratory experiences are essential for students to develop skills in food service. Students are highly encouraged to participate in Family, Career and Community Leaders of America (FCCLA), which provides students with co-curricular opportunities to demonstrate skill mastery through competitions and catering events. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

INDUSTRIAL TECHNOLOGY

The Industrial Technology Department provides students with an integrated selection of academic and technological courses that keep pace with our ever-changing world. The Industrial Technology program is designed to provide students with skills, knowledge, and attitudes necessary to help them gain employment in an automotive career.

Career Path Opportunities

Course Sequence for Transportation & Energy

Introductory Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Auto Technology I	Auto Technology II	Auto Technology III

AUTO TECHNOLOGY I (880A)

Grades: 9-12

This course introduces the fundamentals of automotive and power mechanics. It covers minor repairs and adjustment of the power train, chassis, and accessories. Training in troubleshooting procedures and tune-up are included in the shop work. Classroom materials parallel the practical work. Emphasis is placed on orderly procedure, cleanup, safe work habits, and career opportunities. **Note: This course is articulated for college credits at Butte College.**

AUTO TECHNOLOGY II (899A)

Grades: 10-12

Prerequisite: Must have a "C" or better in Auto Technology I or Teacher Permission.

This course explores the theory and function of the various automotive components and systems. Troubleshooting procedures are also explored. Classroom materials include theory and design, job opportunities in related fields, and technical data interpretation. Emphasis is placed on orderly procedure, cleanup, and safe work habits. This course will also explore the application of aftermarket automotive components. Modifications of interior, exterior, drive train and other components will be addressed through student and shop projects that incorporate fabrication.

AUTO TECHNOLOGY III (811A)

Grades: 11-12

Prerequisite: Auto Technology I, II or Permission of Instructor

This course will prepare students seeking an industry certification in Automotive Maintenance and Light Repair. This is a task-based format that prepares students for an entry level career in the automotive industry through an accumulation of hours of industry specific repair and maintenance competencies. Students in this course will work with local automotive businesses for internship during the second semester. Automotive electrical systems, engine repair,

brakes, suspension, tire and wheel service, general automotive maintenance as well as shop procedure are the core of instruction. **Note: This course is articulated to Butte College's Automotive Dept. for 3 units upon completion of course.** Various industry certifications can be obtained with completion of this course.

HIGH PERFORMANCE AUTO TECHNOLOGY (855A)

Grades: 12

Prerequisite: Must have Passed Auto III with a "C" or Better or Instructor Permission

This course explores the application of aftermarket automotive components. Modifications of interior, exterior, drive train and other components will be addressed through student projects that incorporate fabrication, utilization of aftermarket products and other specialized automotive marketing concepts. In depth discussions will center on the legal aspects of automotive modification and being street legal.

VISUAL AND PERFORMING ARTS/ WORLD LANGUAGES

10 Credits Required

**All Classes are Year-Long Unless Otherwise Noted
Class fees will not be charged unless the student wishes to purchase finished products.**

ART I (605A)

Grades: 9-12

Art I is designed to provide a foundation for advanced visual arts courses. This course emphasizes understanding the elements of art and principles of design as a basis for composition and expression. Students will explore a variety of artists, art processes and materials such as drawing, painting, printmaking, and two and three-dimensional design. Student artwork will reflect aesthetics and cultural/historical contexts. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience. This course will culminate with a portfolio demonstrating student growth in artistic expression. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

ART II (610A)

Grades: 10-12

Prerequisite: B- or Better in Art I and Teacher Approval

Building upon the skills learned in Art I, students will use the tools, techniques, materials and technology that art makers of the past and present have used to create their own individual art works. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and judgment of student works and appreciation of art work, and contexts which influenced art making from other cultures and times. This course will culminate with a portfolio demonstrating student depth and breadth. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

ART III (611A)

Grades: 10-12

Prerequisite: B- or Better in Art II and Teacher Approval

This advanced course provides the serious visual arts student with an opportunity to expand upon his/her interest in a particular idea expressed in visual form(s). In addition to improving the necessary skills and perceptual knowledge for students to understand artistic perception, creative expression, historical and cultural contexts, aesthetic valuing, and the connections, relationships, and applications of the visual arts,

the instruction will direct the student to focus on the process of investigation, growth, and discovery. Students will learn by using the same tools, techniques, materials, and technology art makers of the past and present have used to create their own individual art works. Selected historical or cultural contexts and content will focus on contemporary arts. Attention will also be given to analysis, interpretation, and judgment of student works and appreciation of art work, and contexts which influenced art making from the past to the present. Students will compile enough work to demonstrate their abilities through the use of a portfolio which can be used for college entrance or employment in a visual art field. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

ART IV (612A)

Grades: 11-12

Prerequisite: B- or better in Art I, Art II and/or Art III, or consent of instructor based on portfolio review

This course is a more in depth exploration of the student's preferred concentration and medium. Students will engage in a more in-depth study of their personal artistic interests and creative voice as a means of strengthening their comprehensive visual arts portfolios.

Note: This course meets the CSU/UC "A-G" Subject requirement.

CERAMICS I (630A)

Grades: 9-12

Prerequisite: Art I is Highly Recommended

This is a studio art course emphasizing design of 3-dimensional objects, primarily in the medium of clay. Students learn to apply the elements and principles of art as a basis for design and artistic expression. Drawing and journal assignments assist students in project planning and reflection. Works of art in clay are created, utilizing a range of hand-building and surface decoration techniques. Students will become acquainted with historical and contemporary ceramic arts as they develop their own art and expand their aesthetic awareness. The studio art course develops skills in ceramic and art-related technology, as well as creative problem-solving, teamwork and time management. The course culminates with a portfolio and public art exhibition of student work. **Note: This course meets the CSU/UC "A-G" Subject requirement. Students qualify for dual enrollment at Butte College.**

CERAMICS II (635A)

Grades: 10-12

Prerequisite: B- or better in Ceramics I, Upon Teacher Approval

This is an advanced studio art course emphasizing design of 3-dimensional objects. The course builds on the foundation established in Ceramics/Sculpture I. New techniques and media are introduced, including wheel thrown pottery. Students will develop and apply an advanced understanding of the elements and principles of design, and advanced skill with ceramic media. Students will also develop their ability to interpret and aesthetically value art works through reading, written work and class discussions. Students are encouraged to work independently and pursue their own personal style and produce thoughtful, well-crafted sculptural, functional and expressive art works. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

CERAMICS 111 (640A)

Grades: 11-12

Prerequisite: Ceramics 1 (Required)

Ceramics 3 is a yearlong, three dimensional project-based course that utilizes the Elements of Art and the Principles of Design by combining traditional ceramics techniques with mixed sculptural mediums and modern technology. Class projects emphasize the Design Thinking process to equip students with the skills necessary to thrive and prosper as creators and entrepreneurs. Students may work with vast array of materials such as clay, glass, wood, metal, fiber, plaster, electronics, circuitry, lights, and even small motors to create unique pieces that demonstrate ingenuity and problem solving. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

FLORICULTURE I (618A)

Grades: 9-12

Prerequisite: Agricultural Science I recommended

This is a first-year course in the fundamentals of the visual arts. This process-oriented course will provide the student with a perceptual base necessary for understanding artistic perception, creative expression, historical-cultural contexts, aesthetic valuing, and applications of visual arts to the art of floral design. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

DIGITAL PHOTOGRAPHY I (657A)

Grades: 9-12

Digital photography is a one-year course that explores the concepts in historical photography developments, proper composition strategies, current careers opportunities, how photographs communicate, influence and change society and cultures, how cameras capture digital images and manipulations of images using computer software. Students will develop the technical aspects of using digital cameras, computer software, studio portrait lighting, outdoor portrait lighting techniques and as well as the use of color scheme strategies developed by artists throughout history. **Note: This course meets the CSU/UC "A-G" Subject requirement and qualify for dual enrollment credit at Butte College.**

DIGITAL PHOTOGRAPHY II (658A)

Grades: 11-12

This course provides an opportunity to build and refine a high-quality, advanced portfolio in the student's area of photographic interest. The emphasis in both course one and two is the application of digital media in photography. Students continue to experiment with manual settings and digital manipulation using Adobe Photoshop and Creative Suite applications. Student projects emphasize the elements of art and principles of design while creating original, creative, and communicative photographic works. Skill-building in composition, lighting, and portraiture through the use of the camera's eye will continue. Students will research and apply historical and cultural contributions of photographic masters, past and present in their own work. Career opportunities and preparation in the field of photography will also be included as part of the curriculum. This course culminates with a portfolio and public art exhibition of student work.

MUSIC APPRECIATION (682A)

Grades: 9-12

This course explores a wide variety of musical styles, forms, composers, instruments, and performers. Students will acquire the vocabulary, concepts, theory, and history necessary to critique music in an intelligent manner. Students will develop

skills in analyzing, listening, performing, and creating music in order to gain an understanding of, and respect for, the role and importance of music in their lives. **Note: Students qualify for dual enrollment at Butte College.**

BAND (685A)

Grades: 9-12

Students in this course perform music appropriate for high school musicians. In addition to the technical and musical skills needed for performing, students learn theory, ear training and history appropriate to this level. Students will understand the foundation and skills necessary to progress to collegiate level Band. Students will also perform as part of the larger LPIO Alliance Marching Band. Performances and extra-curricular practices are scheduled throughout the year as required by the Band Director. The course may be repeated for additional credit. Band Camp is a 60 hour sequence of instruction before the start of school, in which student can earn 2.5 elective credits. Conditions for earning the credits are established by the Band Director. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

COLOR GUARD/WINTER GUARD (600A)

Grades: 9-12

This class will focus on technique, manipulation of equipment, fundamentals and basic dance terms and phrases. Classwork is enhanced through the study of works by a variety of diverse artists and the development of genre-specific movement vocabulary and dance terminology, enabling students to strengthen somatic practices; rehearse and perform dance sequences; and create original phrases and transitions that express concrete and abstract concepts. Students develop and apply such basic 21st-century skills as self-assessment and problem-solving, critical analysis, collaboration, and rehearsal and performance protocols.

DRAMA I (651A)

Grades: 9-12

This class provides students with experience in basic drama techniques through games, improvisation, pantomime, lip sync, vocal exercises, storytelling, self-directed scenes, and formal acting in scenes from classical and contemporary literature and plays. From these dramatic exercises and written examinations, students will gain an appreciation for the theatre, its history and influence in their lives. They will gain knowledge about the power and influence of the media so they can think for themselves and make constructive criticisms and judgments about the films, programs and plays to which they listen and view. This class may not be repeated. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

DRAMA II (652A)

Grades: 10-12

This is an advanced level performing arts course on the fundamentals of acting. This course is the second year in a two course sequence of performing arts classes. Students will improve the necessary skills and perceptual knowledge to understand artistic perception, creative expression, historical and cultural context, as well as the connections, relations and applications of the performing arts. Students will learn by using the same resources as actors of the past and present to craft their individual performances. Projects will include written scripts that include character and plot development, creative story line techniques, story boarding, schedule management, make-up, costuming, set design, directing, production and self-evaluation. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

WORLD LANGUAGES

All Classes are Year-Long Unless Otherwise Noted

SPANISH FOR SPANISH SPEAKERS (654A)

Grades: 9-12

The course allows students to reactivate the Spanish they have learned previously and develop further, to learn more about their language and cultural heritage, to acquire Spanish literacy skills, to develop Spanish academic language skills, to increase career opportunities, or to complete a foreign language college requirement. Students develop academic vocabulary and acquire new information in different communication modes. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

SPANISH I (655A)

Grades: 9-12

This course is designed primarily for the non-native speaker of Spanish. It is designed to facilitate the acquisition of the target language by using the most current teaching techniques. The pace of the class and manner of instruction of the material is designed exclusively for the needs of the non-native speaker. The course will emphasize receptive and productive language skills using reading, writing, listening and speaking activities. The course will include, but not be limited to the following topics of study: Salutations; Friends; Family; School; Home; Leisure Activities; Clothing; Stores; Animals; Time; Weather; Celebrations; Restaurant; Food; and Geography. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

SPANISH II (660A)

Grades: 10-12

Prerequisite: Grade of "C" or better in Spanish I

This course is designed primarily for the non-native speaker of Spanish. It is designed to facilitate the acquisition of the target language by using the most current teaching techniques. The pace of the class and manner of instruction of the material is designed exclusively for the needs of the non-native speaker. The course will emphasize receptive and productive language skills using reading, writing, listening and speaking activities. The course will include, but is not be limited to: reinforcement and expansion upon the content and skills acquired in level one; advanced study of linguistic structures to enhance communication; exploration of the literature of the target language; and further study of the target cultures. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

SPANISH III (661A)

Grades: 11-12

Prerequisite: Grade of "C" or better in Spanish II or Spanish for Spanish Speakers

This course is designed primarily for the non-native or native speaker of Spanish. Teachers will use a variety of techniques to further develop the students' abilities in and knowledge of the target language. The course will emphasize receptive and productive language skills using reading, writing, listening and speaking activities. The course will include, but is not be limited to: reinforcement and expansion upon the content and skills acquired in levels one and two; advanced study of linguistic structures to enhance communication; further exploration of the literature of the target language; and Increased study of the target cultures. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AP SPANISH LANGUAGE (664A)

Grades: 11-12

Prerequisite: Grade of "C" or better in Spanish III

This course is designed to further develop student's communicative abilities in Spanish. The course will emphasize the use of Spanish for active communication including listening, reading, speaking, and writing activities in preparation for the AP Spanish Language exam. Teachers will use a variety of techniques to further develop the students' abilities in the knowledge of the target language. The primary course emphases will include, but not be limited to: 1) Reinforcement of students' comprehension of formal and informal spoken Spanish; 2) Acquisition of vocabulary and linguistic structures to facilitate the easy, accurate reading of newspaper and magazine articles as well as modern literature; 3) Composition of expository passages; 4) Oral expression of ideas; and, 5) increased study of the target culture. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

NON-DEPARTMENTAL ELECTIVES

All Classes Earn Elective Credit

All Classes are Year-Long Unless Otherwise Noted

ASB LEADERSHIP I (901A)

Grades: 10-12

Prerequisite: 2.5 GPA

This course will provide students opportunities to develop their personal goals, advance communication and teamwork skills, and to build their personal leadership style. Emphasis will be placed upon completing assigned tasks, learning to function both as a team leader and committee member, and developing and using time management and organizational skills.

ASB LEADERSHIP II (908A)

Grades: 11-12

Prerequisite: ASB Leadership I and 2.5 GPA

This course builds on the skills learned in ASB Leadership I. Students in this course may take on additional leadership roles.

CAREER PLANNING AND DEVELOPMENT (913A)

Grades: 9-12

This year-long course is designed to help students learn and practice valuable skills to help them to be career and college ready. Students will demonstrate their understanding of career paths through a variety of assessments, project, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interest, skills, values and personality types, research employers, industries, gain experience with public speaking and interview skills, familiarize themselves with college, and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format. **Note: This course meets the CCC elective requirements and also qualifies for dual enrollment credit at Butte College.**

ECOLOGY (912A)

Grades: 11-12

Prerequisite: Biology of the Living Earth and Chemistry of Earth Systems

This course is designed to expose students to the complexity of interactions in the natural world through laboratory study, biological fieldwork and sampling. Students will be prepared for post-secondary study in science by providing them with a more in-depth exploration of specific topics from biology as well as earth and physical science as applied to ecology.

Curriculum consists of the following units: Introduction to Ecology, Soil Biology, Agriculture and Ecology, Plant Biology, Field Biology, Community Ecology, and Animal Ecology. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

FILM STUDIES (170A)

Grade: 10-12

Film is not just a form of entertainment; it is also an alternative option for us to access literature. The study of film, including viewing films, discussing film, writing about film raises multiple levels of awareness in students. Students can develop an appreciation for film as a storytelling art form, and analyze what messages are being conveyed in what they watch. Through viewing, analyzing, and critiquing classic and contemporary films, students will explore how film functions in our society as both art and literature. This course will study the language, formal elements, and development of film while establishing a deeper understanding of the societal impact of film. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

INDEPENDENT LIVING SKILLS I (904A)

Grade: 9-12

This course is designed to prepare students on an Individualized Education Plan (IEP) for life after high school with an emphasis placed on long-term health, social and emotional well-being, as well as financial education in order to achieve their long-term life goals. Students will clarify their own values about their school, community, and the world as a whole, while also learning to value the qualities of teamwork in order to achieve a common goal. This course will provide students the opportunity to apply their knowledge from the classroom to real life scenarios in the community, such as grocery shopping, using a washing machine and dryer, cooking, and shopping in retail centers. Students will develop a post-secondary plan, which will include a potential career, how they intend to be successful in acquiring employment, weekly, monthly and yearly budgeting, as well as affording leisure activities.

INDEPENDENT LIVING SKILLS II (916A)

Grade: 12

Prerequisite: Independent Living Skills I

This course builds on the key concepts learned in Independent Living Skills I and uses that knowledge in the school and community settings. Students will engage in community based instruction and will use their work and social skills to engage in a student-run coffee business. Throughout the year, students will complete projects that outline their educational, career and independent living skills, and complete a transitional binder that includes a resume, cover letter, letter of recommendation, completed work samples, and school achievements. This course ensures that students have the knowledge of adult services organizations that are available upon their graduation and helps students contact those service providers before they graduate.

LIBRARY AIDE (975A)

Grades: 11-12

Prerequisite: Recommendation of Librarian

Students are required to help other students to use the library research resources and to help maintain the library collection. Students will be taught to use a variety of resources including computerized data bases, video recording, the copy machines, and a variety of computer programs. Students are expected to demonstrate their ability to use library resources by completing a variety of projects.

OFFICE AIDE (977A)**Grades: 11-12**

Prerequisite: Students must have good attendance, a courteous attitude and prior approval to work in the in the various offices. Students working under the direct supervision of an office secretary, applying advanced clerical skills, receptionist, and use of office equipment. Provides experience in filing, typing, use of phones and copy machine. Work varies according to which office the student is assigned, (Counseling, Attendance, Student Store, Principal's Office, ASB/Athletics). All offices use students as "runners" to deliver call slips, messages, homework requests, etc. to classrooms.

PSYCHOLOGY (940A)**Grades: 10-12**

The course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

TEACHER AIDE (950A)**Grades: 11-12 (One Semester Course)****Prerequisite:** See individual teachers for approval.

Provides students with varied work-related activities.

MATH I Academic Support (220A)**Grades: 9**

Math I Academic Support is a full-year companion course designed to be taken concurrently with Math 1. The course provides targeted reinforcement, scaffolded instruction, and additional practice to help students develop the procedural fluency, conceptual understanding, and problem solving skills required for success in Math 1. Units are sequenced to directly align with the Math 1 curriculum, addressing foundational gaps while building confidence in equation solving, graphing, writing equations, systems, inequalities, exponents, functions, polynomials, and quadratic equations. Instruction emphasizes collaborative learning, error analysis, guided practice, and metacognitive strategies such as self-monitoring and reflection. Students are expected to show their reasoning, communicate mathematically, and make connections between multiple representations. This course does not replace Math 1 but provides essential academic support that strengthens student readiness and performance in Math I and prepares students for higher-level mathematics.

TUTORIAL SUPPORT (930A)**Grades: 9-12**

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course is recommended through the IEP team and addresses academic support to the general education program. Students work on task completion, organization and transitional living skills

necessary for meeting individual student needs as identified in their Individual Education Plan.

YEARBOOK I (936A)**Grades: 10-12****Prerequisite:** 2.5 GPA, Teacher recommendation and/or Application/Interview

The creation of the school annual, a documentary of each year of the high school experience, involves the recording of events, individuals, and ideas in a variety of formats. Inherent to this process is an understanding of the elements and principles of art, photography, graphic design, text, business, and organization. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

YEARBOOK II (937A)**Grades: 11-12****Prerequisite:** Yearbook I, 2.5 GPA, Teacher Recommendation and/or Application/Interview

This course builds on the skills learned in Yearbook I. Students will have the opportunity to work in a leadership role as one of the yearbook editors responsible for the overall content of the yearbook as well as managing and motivating Yearbook I staff members. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

**DYNAMIC COURSES
(Alternative Pathway)**

Oroville Union High School District offers a series of Dynamic Courses designed to support students with significant cognitive disabilities who are pursuing a high school diploma through the alternative pathway, in alignment with California Education Code 51225.31.

Dynamic English/Language Arts I (160D)**Grades: 9-12**

Dynamic English I is a required one-year course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31

This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, informational texts and nonfiction, integrating technology, and academic vocabulary.

Dynamic English/Language Arts II (162D)**Grades: 10-12**

Dynamic English II is a required one-year course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31

This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, informational texts and nonfiction, integrating technology, and academic vocabulary.

Dynamic English/Language Arts III (164D)**Grades: 9-12**

Dynamic English III is a required one-year course designed for students with significant cognitive disabilities who are

anticipated to earn a high school diploma in accordance with California Education Code 51225.31

This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way to be mutually reinforcing and to align with the state and district adopted standards. There is an emphasis on thinking, increasingly complex texts, informational texts and nonfiction, integrating technology, and academic vocabulary.

Dynamic Algebra IA (260D)

Grades: 9-12

This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31

This course will develop an understanding of function, algebra, geometry, statistics and probability, measurement, number, logic and language. The emphasis of this course is to provide the concepts and skills necessary to meet the district's rigorous academic standards in mathematics.

Dynamic Algebra IB (262D)

Grades: 9-12

This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31

The course provides the transition from computation and problem solving into understanding the dynamic changes and relationships in the world, and universe, around us. Students will relate systems of equations to each other to find solutions in multiple ways. An understanding of content will be developed through integration with technology and applications with real life examples.

Dynamic World History (460D)

Grades: 9-12

This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31

The course covers a period of more than 250 years of history and highlights the global history as people, products, knowledge, and ideas increasingly spread around the world. It examines dynamic forces such as democracy, nationalism, and economic competition and how these forces impacted the modern world. The course also considers the themes of war and conflict resolution, inclusiveness of governance, the concept of justice, and the growing importance of individual rights and liberties. Throughout the course, students develop reading, writing, speaking, and listening skills to enhance their understanding of the content.

Dynamic United States History (462D)

Grades: 9-12

This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31

The course reviews US History from the late nineteenth through twenty-first century American history. The course reviews democratic foundations and the impact of the Civil War.

Students will analyze turning points and themes related to American identity, the role of the government, and the

American experience. Skills such as reading, writing, speaking and listening, research, and media literacy will be emphasized.

Dynamic United States Government (464D)

Grades: 9-12

This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31

The course is a study of the institutions of the American government. The course focuses on the executive, judicial and legislative branches of the federal government, the election process, and political parties. There is an emphasis on the concepts of constitutionalism, representative democracy, separation of powers, checks and balances, and federalism.

Course Title: Dynamic Economics (466D)

Grades: 9-12

Course Overview: This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31

The course will allow students to access core content assigned subject matter material. It will cover how individuals and societies make decisions given scarce resources. Areas of study include supply and demand, inflation and recession, money and credit, the banking system, and labor and wages.

Dynamic Physical Science

Grades: 9-12

Course Overview: This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31

The course is based on the Next Generation Science Standards and applies the foundations to help students understand the chemical processes that drive the Earth systems. The course will explore the way in which physical processes govern the universe. Students will study matter, forces, and their interactions. By using evidence from experiments, research, and observations, students will learn how to investigate the natural world.

Dynamic Life Science

Grades: 9-12

Course Overview: This course is designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31

The course is based on the Next Generation Science Standards.

It will allow students to use evidence from experiments, research, and observations to evaluate and develop claims backed by evidence and reasoning, and develop models to investigate the natural world.

NOTES: