Lake Mills
High School
Course Description Book

2021-2022

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AGRICULTURAL EDUCATION

Careers in the Agriscience/Natural Resources Career pathway are related to the environment and natural resources, and range from agricultural producers to biotechnology and food science. The National FFA Organization is the backbone of the agricultural program, with students developing skills that will benefit them in all career pathways. There are many opportunities in the field of agriculture and opportunities to develop leadership skills as an agriculture student. Agricultural Technology I, II, and III do not have to be taken in order, and will be separate classes each semester.

Agricultural Technology I - Two Semesters

First Semester: Intro to Animal Science and FFA **Second Semester:** Intro to Ag and Natural Resources
First Semester- Agricultural Technology I is an introductory class in the area of agriculture with an emphasis on animal science and leadership development through FFA. The National FFA Organization is introduced and explained with regard to public relations, record keeping, leadership roles, and contest events. Animal science topics covered are general care, nutrition and reproduction. Students are required to have a Supervised Agricultural Experience project and are encouraged but not required to participate in FFA.

Course Outcomes:

- Demonstrate knowledge of the FFA.
- Memorize the FFA Creed
- Demonstrate knowledge of the animal science industry.
- Describe how meat, grain, and other food products go from the farm to the consumer.
- Develop an understanding of basic animal care, nutrition and reproduction.
- Identify common breeds of cattle, sheep and swine
- Understand livestock products, life cycles and management strategies

Second Semester- Agricultural Technology I is an introductory class in the area of agriculture with an emphasis on agriculture, food and natural resources. Science, math, reading, writing and using technology are intertwined into advancing students knowledge on these agriculture topics. They will work hands-on to solve problems, conduct research, analyze data, and work in teams; all while contributing to their learning. Students are required to have a Supervised Agricultural Experience project and are encouraged but not required to participate in FFA.

Course Outcomes:

- Recognize how agriculture has changed overtime
- Use parliamentary procedure to properly have a debate
- Develop communication and writing skills
- Utilize technology to test things like pH, dissolved oxygen, turbidity, etc. in samples
- Study science concepts like biology, cells and DNA

Agricultural Technology II - Two Semesters

First Semester: Natural Resources and Ecology **Second Semester:** Introduction to Horticulture
First Semester- Agricultural Technology II covers topics including but not limited to: natural resources, ecology, biomes, soil, reading the land, water quality, air quality and energy. This course is hands-on with numerous activities and allows students to pick an ecosystem and explore it further. Students are required to have a Supervised Agricultural Experience project and are encouraged but not required to participate in FFA.

Course Outcomes:

- Evaluate thoughts on the use and management of natural resources.
- Engage interrelationships between natural resources and humans necessary to conduct management activities in natural environments.
- Apply scientific principles to natural resource management activities.
- Apply knowledge of natural resources to production and processing industries.
- Demonstrate techniques used to protect natural resources.
- Use effective methods and venues to communicate natural resource processes to the public

Second Semester- Agricultural Technology II covers basic horticulture practices including the basics of growing plants, identifying plant parts, understanding how plants function and how to care for them. As a part of this class, students also create and hold a plant sale in conjunction with the FFA. Students are required to have a Supervised Agricultural Experience project and are encouraged but not required to participate in FFA.

Course Outcomes:

- Identify plant anatomy
- Identify different seeds
- Develop a plant sale and run it as a class
- Define horticulture and investigate potential careers involving horticulture
- Explain plant processes and their importance
- Create complete and incomplete flowers using play dough

Agricultural Technology III - Two Semesters

First Semester: Intro to Agronomy and Soil Science **Second Semester:** Farm Business Management
First Semester- Agricultural Technology III covers agronomy, crop science and soil science. An emphasis is on conservation practices. This course utilizes resources from Iowa State University Extension and their Agronomy department. Students are required to have a Supervised Agricultural Experience project and are encouraged but not required to be in FFA.

Course Outcomes:

- Define Integrated Pest Management and its importance
- Identify basic crop scouting procedures
- Describe corn and soybean plant growth and development
- Investigate plant pathology, insects and disease
- Identify common types of crop injuries
- Determine how to manage plant diseases, insects, and weeds
- Understanding pesticide resistance
- Recognize human health and environmental degradation interacting with pesticides

Second Semester- Agricultural Technology III covers agricultural business with an emphasis on Farm Business Management. We focus on running a typical Iowa farm using the Case Curriculum. Students will build and manage their own farm with cattle and corn commodities. Proper financial management is a large part of this course. Students are required to have a Supervised Agricultural Experience project and are encouraged but not required to be in FFA.

Course Outcomes:

- Develop methods for keeping records

- Develop a budget and conduct financial analysis on their farm
- Compare expenses and incomes
- Briefly describe the futures market
- Work on futures and options contracts with their commodities
- Discuss insurance options within their enterprise

Welding (Jr. /Sr.) - One Semester - Double Blocked

This course will deal with welding safety, careers in welding, weld types and positions, arc welding, MIG welding, oxyacetylene cutting and oxyacetylene welding. Students will learn a variety of welding techniques using various electrodes.

Course Outcomes:

- Demonstrate safe practices in operation of equipment and working with others in a shop setting.
- Demonstrate technical skills in the operation of arc, oxyacetylene, and wire-feed welders.
- Demonstrate practical skill in following correct welding procedure.
- Demonstrate practical skill in cutting with an oxyacetylene torch and plasma arc cutter.
- Apply basic metalworking skills in designing and constructing a creative final project.

Advanced Welding (Jr. /Sr.) - One Semester - Double Blocked

Advanced welding will provide students with an opportunity to practice and further develop skills learned in basic welding through participation in more complex, real-world situations. Students will be expected to demonstrate proficient use of arc, wire, and oxyacetylene welding equipment, and in torch and plasma cutting operation. Students will also be expected to demonstrate safe practices in the shop setting at all times, as well as recognizing and resolving potential safety hazards. Students will apply technical skills gained in basic welding to design and create metalworking projects for class. Because of the project-oriented nature of the class, students should expect to purchase materials as needed.

PREREQUISITE: **Must have successfully completed welding with a B- or better.**

Course Outcomes:

- Demonstrate safe practices in operation of equipment and working with others in a shop setting.
- Demonstrate technical skills in the operation of arc, oxyacetylene, wire-feed welders and plasma cutter.
- Demonstrate practical skill in following correct welding, metal-cutting and grinding procedures.
- Design and construct class projects using metal working skills.

Principles of Agronomy (Crop Science 1)

This course is designed to provide students a general overview of the Agronomy field. It will be focusing on plant anatomy and physiology, plant classification and identification, pest management, pesticides, application calibration, and laws and regulations.

Course Outcomes:

- Demonstrate a working knowledge of agricultural plants
- Identify varying pests and different ways to control them
- Demonstrate safety when handling agricultural chemicals and how they should be stored and used
- Gain adequate knowledge to become a certified pesticide applicator

Animal Science I

This course is designed to provide students with a general overview of the livestock industry. It identifies the ways in which domestic animals serve the basic needs of humans for food, fiber, shelter, protection, fuel and emotional well-being. Students will develop an understanding of and be able to apply the basic principles of animal selection, breeding, genetics, feeding, health, and husbandry practices. As a student, you will become familiar with the economic and social issues that confront the livestock industry as well as, understand the principles of food animal production and product marketing.

Course Outcomes:

- The student will be able to define and use in context the terminology that characterizes domestic animals.
- The student will be able to identify common types and breeds of domestic animals.
- The student will be able to characterize the role that domesticated animals have played in the development of civilization.
- The student will be able to identify characteristics of food and non-food products that domesticated animals provide to meet human needs.
- The student will be able to discuss past, present and anticipated trends in the production and use of animals and animal derived products.
- The student will be able to describe the economic impact of domesticated animal usage in US and International markets.
- The student will be able to describe the segments of the domestic animal related industries.
- The student will be able to describe the organizations that support, promote and oppose animal agriculture.
- Students will be able to contrast the fundamental differences in the life cycles among domestic animal species

Robotics (9th - 12th Grade, Preference to Upperclassmen) - Spring Semester

This class will allow students to participate in real-world engineering activities by working as a team to design, construct, wire, and program an industrial-sized robot. Students will learn about mechanical advantage and how to create different tasks that show this process.

Course Outcomes:

- Understand basic elements of simple machines including: an inclined plane, pulley, wheel & axle, wedge and screw.
- Apply knowledge of simple machines to develop a compound machine.
- Work through each step of the Rokenbok Design & Engineering process to develop a solution to a challenge.
- Effectively communicate aspects of a design to others.
- Understand and apply knowledge of block coding

VISUAL ARTS

The Art Program is designed to be used by both beginning and advanced level students, by students who will seek careers in art, and those who will become intelligent consumers of the Arts. Through these classes students will create art, evaluation persentation of artwork, respond to art through critique, and connect personally to visual imagery. Some occupations in the arts include those in editing, fine arts, graphic arts, journalism, modeling, photography, telecommunications, architecture, interior and display design, industrial design, fashion design, illustration, animation, art education, film and television, web design, and crafts. One semester of art is required for graduation.

Visual Experience (9-12 grade; one Semester)

This introductory art class will explore multiple types of art and art mediums including drawing, painting, sculpture, and art history. This course is for those with a broad interest in art or wanting to explore many types of art. A sketchbook is required.

Course Outcomes:

- Students will create artistic investigations to shape and continually develop their artistic endeavors.
- Students will present an exhibition by analyzing and selecting artifacts and works of art.
- Students will respond to art and understand the influences of visual imagery.
- Students will connect and develop personal responses to their art and gain knowledge of art history.

Drawing-Art 2D (9-12 grade, one semester)

Drawing-Art 2D will focus on developing skill and technique in two-dimensional mediums. This course can be taken multiple times to develop skill and achieve mastery. Drawing-Art 2D will focus on dry media such as pencil/graphite, pastels, charcoal, and ink. The essential standards of creating, presenting, responding to, and connecting to art will be a focus and emphasized throughout the course.A sketchbook and portfolio/binder are required.

Course Outcomes:

- Students will create artistic investigations to shape and continually develop their artistic endeavors.
- Students will present an exhibition by analyzing and selecting artifacts and works of art.
- Students will respond to art and understand the influences of visual imagery.
- Students will connect and develop personal responses to their art and gain knowledge of art history.

Painting-Art 2D (10-12 grade, one semester)

Painting-Art 2D will focus on developing skill and technique in two-dimensional mediums. This course can be taken multiple times to develop skill and achieve mastery. Painting-Art 2D will focus on wet media such as watercolors, acrylic painting, printmaking, and oil pastels. The essential standards of creating, presenting, responding to, and connecting to art will be present and emphasized throughout the course. A sketchbook and portfolio/binder are required.

Course Outcomes:

- Students will create artistic investigations to shape and continually develop their artistic endeavors.

- Students will present an exhibition by analyzing and selecting artifacts and works of art.
- Students will respond to art and understand the influences of visual imagery.
- Students will connect and develop personal responses to their art and gain knowledge of art history.

Ceramics-Art 3D (10-12 grade, one semester)

Ceramics-Art 3D will focus on developing skill and technique in three-dimensional mediums. This course can be taken multiple times to develop skill and achieve mastery. Ceramics-Art 3D will focus on clay building techniques, including coil construction, slab construction, and wheel-thowing. The essential standards of creating, presenting, responding to, and connecting to art will be present and emphasized throughout the course. A sketchbook and portfolio/binder are required.

Course Outcomes:

- Students will create artistic investigations to shape and continually develop their artistic endeavors.
- Students will present an exhibition by analyzing and selecting artifacts and works of art.
- Students will respond to art and understand the influences of visual imagery.
- Students will connect and develop personal responses to their art and gain knowledge of art history.

Sculpture-Art 3D (10-12 grade, one semester)

Sculpture-Art 3D will focus on developing skill and technique in two-dimensional mediums. This course can be taken multiple times to develop skill and achieve mastery. Sculpture-Art 3D will focus on non-clay 3D media such as paper mache, plaster, fiber arts, and metalsmithing. The essential standards of creating, presenting, responding to, and connecting to art will be present and emphasized throughout the course. A sketchbook and portfolio/binder are required.

Course Outcomes:

- Students will create artistic investigations to shape and continually develop their artistic endeavors.
- Students will present an exhibition by analyzing and selecting artifacts and works of art.
- Students will respond to art and understand the influences of visual imagery.
- Students will connect and develop personal responses to their art and gain knowledge of art history.

Graphic Design (11-12 grade, one semester)

This course will explore our visual society with commercial and fine art applications. The course will cover typography, illustrations, computer graphics, visual presentations and product design. The essential standards of creating, presenting, responding to, and connecting to art will be present and emphasized throughout the course. A sketchbook and portfolio/binder are required.

Course Outcomes:

- Students will create artistic investigations to shape and continually develop their artistic endeavors.
- Students will present an exhibition by analyzing and selecting artifacts and works of art.

- Students will respond to art and understand the influences of visual imagery.
- Students will connect and develop personal responses to their art and gain knowledge of art history.

Advanced Studio (12th Grade, one semester)

This course is for the student who has successfully completed at least 3 semesters of other art courses and would like to do advanced work in a single theme. The student must be able to think independently, be task oriented and be self-disciplined. Goal setting will be critical. This is an excellent opportunity for a student to build a portfolio and/or develop their own style of work. Students will display their artwork in a gallery showing at the end of the semester. This course is recommended for students who have a sincere interest in art and would like to expand their artistic portfolio.

Course Outcomes:

- Students will create artistic investigations to shape and continually develop their artistic endeavors.
- Students will present an exhibition by analyzing and selecting artifacts and works of art.
- Students will respond to art and understand the influences of visual imagery.
- Students will connect and develop personal responses to their art and gain knowledge of art history.

BUSINESS and TECHNOLOGY

Business Education courses will benefit students interested in the Business/ Information Management and Marketing Career pathway as well as the Family and Human Services Career pathway. Beginning courses also appeal to each of the six career pathways as students learn to use technology as a tool for information and communication. Occupations in this area range from accounting to sales to entrepreneurship to tourism.

Accounting I (11th - 12th) - Two Semesters

Accounting I provides students with the knowledge and skill of basic accounting procedures which can be adapted to most accounting systems using double entry. Upon completion of this course the student will be able to do a complete accounting cycle including cash controls, special columns and journals, payroll, depreciation, dividends, subsidiary ledgers, and uncollectible accounts.

Course Outcomes:

- Define terminology associated with the accounting cycle.
- Recognize and understand GAAP principles.
- Organize and complete the accounting cycle for a service business organized as a sole-proprietorship.
- Organize and complete the accounting cycle for a merchandising business organized as a corporation.

Computer Applications (9th - 12th) - One Semester

Computers are a major influence in both business and personal worlds. Computer Applications is a hands-on experience with software applications of word processing, spreadsheet, database, graphics integration and presentation. The course is designed to allow students to work independently and at their own pace.

Course Outcomes:

- Create, edit, save, and recall word processing documents.
- Create, edit, save, recall, and sort database information.
- Create, edit, save, recall, query, and sort spreadsheet information.
- Integrate database with word processing; spreadsheets with word processing; database to spreadsheets; graphics and charts into word processing.
- Create, edit, save, and recall a presentation.

Yearbook as a Business (9th - 12th) - One Semester

Yearbook as a Business is an elective course for business credit. This class creates, produces, markets, and sells the Lake Mills High School Yearbook, including the categories of advertising, promotions, sales, photography, writing, design, layout, and desktop publishing. In addition, staff members assist in the creation of other school-related publications as dictated by customer need. Writing, computer application skills, and workplace readiness skills are stressed as they form the basis of operating a successful business.

Course Outcomes:

- Demonstrate entrepreneurial and workplace skills.
- Work successfully in both cooperative and individual roles.
- Utilize problem solving strategies.
- Utilize technology as a tool for publication.

- Develop skills in the publication-for-profit process.

Work Study (11th - 12th) - Two Semesters

Work Study provides the student with an opportunity to work at an approved business while still in school to expand experience in following rules, working with others, and other aspects of work. On the job, the students perform tasks as specified by the employer, answers to that employer and is evaluated by the employer and school instructor. Prearranged with instructor/administration prior to the start of the semester when the student anticipates working. Each student and parent will be asked to sign a contract outlining basic student responsibilities for this class. Approximately fifteen hours per week on the job is expected.

Course Outcomes:

- Identify and meet employer expectations for the workplace.
- Perform on-the-job identified tasks.
- Self-reflect on workplace progress.
- Use constructive criticism to make improvements on the job.
- Related job experience to future plans.

Personal Law (10th-12th) - One Semester

This elective course is an introduction to the legal aspects that impact daily life. Personal Law focuses on life decisions such as buying or renting a house, insurance, warranties, marriage, criminal law, and retirement.

Course Outcomes:

- Understand the basics and formation of law.
- Identify the difference between criminal law and tort law.
- Understand the importance of warranties and insurance.
- Recognize consumer protection laws and the responsibility of personal property.
- Understand the basics behind insurance and retirement.
- Identify contractual relationship involved in marriage and divorce.

Business Law (10th - 12th) - One Semester

This elective course is an introduction to the principles of law as they relate to business. It introduces students to the legal principles of contracts, sales contracts, personal property, and regulation of business. Individual rights and responsibilities as both a buyer and seller or employer and employee will connect theory to real-world situations.

Course Outcomes:

- Understand the elements of contracts.
- Understand principles of consumer protection.
- Identify employment responsibilities.
- Understand corporate regulation.

Entrepreneurship (9th - 12th) - One Semester

A class designed to help students develop a creative approach to business. With emphasis on discovering talents and interests, coupled with finding a niche in the marketplace, students create a specific business plan. The design encourages students to be innovative in their planning while keeping realistic goals and strategies for implementation.

Course Outcomes:

- Identify key strengths of entrepreneurs and correlate those strengths to their own.
- Develop a personal business plan.
- Recognize market needs and design strategies using the marketing mix.
- Identify types of ownership with their strengths and weaknesses.
- Understand basic management strategies for achieving long-term goals.

Computer Science (11th - 12th) - One Semester

Computer Science is a programming-based course designed to address two distinct computer languages: Scratch, a block-based programming paradigm, and Python, a text-based, event-driven paradigm. The course focuses on creating small to moderate programs designed to accomplish tasks. Concepts covered include data and data input, storage, and manipulation.

Course Outcomes:

- Identify data types.
- Identify errors as part of the debugging process.
- Understand basic programming structures.
- Manipulate data to achieve desired results.
- Utilize file input and output.
- Create programs that solve problems.

Personal Finance (11th - Required) - One Semester

Students begin to explore the financial world outside of the classroom. The class begins with creating an effective filing system and moves through investments, budgeting, home buying, and insurance. It is designed for easy accessibility and uses real-life activities and simulations. A video series by Dave Ramsey, a well-known financial advisor, adds practical advice towards attaining financial peace.

Course Outcomes:

- Create and maintain an organizational structure for recording and keeping important information.
- Plan for life changes including housing, job research, investments, and retirement.
- Create a budget designed to achieve financial goals.
- Understand obligations involved in debt.
- Understand forms of insurance and need for essential coverages.

ENGLISH

Command of the English language is essential for all students. English courses provide a foundation for success in all of the six career pathways. In addition, this discipline has its own pathways in communicative arts. Possible careers in this pathway include those in creative writing, editing, film, journalism, and telecommunications. NOTE: The State of Iowa requires that students take four years of English.

English 9 - One Year - (Required)

English 9 is a year-long course that aligns with the standards of Iowa Core; these are reading literature, reading informational texts, writing instruction, language development and speaking and listening skills. To meet these standards, English 9 integrates the Six Traits of Writing and the Six Traits of Reading to develop these skills. During the year, students will develop their writing skills by writing multiple five-paragraph essays as well as sustained research paper at the end of the year. Students will also be exposed to numerous informational texts as models of organizational structures in writing. Longer works, such as the Odyssey and To Kill a Mockingbird, will challenge students' higher-level thinking and comprehension skills. Students will also read short works of fiction about Greek Mythology and work on listening and speaking skills through a multimedia presentation. Language development and vocabulary acquisition will be integrated into the reading and writing curriculum throughout the year.

Essential Standards:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (including literary and informational texts) (RI.9-10.1)
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text (including literary and informational texts) (RI.9-10.2)
3. Write informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content (W9-10.1)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task (W.9-10.4)
5. Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Speaking and Listening Anchor Standard)
6. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (Anchor standard for language)
7. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing (anchor standard for language)

Course Outcomes:

- Demonstrate understanding and application of the writing process.
- Demonstrate understanding and application of the reading process.
- Demonstrate various methods of writing development.
- Work successfully in both cooperative and individual roles.
- Utilize technology as an effective tool for communication.
- Analyze oral and visual presentations for increased achievement.
- Apply an understanding of common writing conventions in various communication modes.
- Demonstrate understanding and application of vocabulary and language usage.

English 10 - One Year - (Required)

This required sophomore course balances reading, writing, listening, speaking, and viewing to prepare students for both the district wide writing assessment and the ACT exams that they may take their junior year. The Iowa Core standards of reading and writing are the framework for expansion of personal vocabulary and further development of effective analysis of literature. A balance between fiction/nonfiction and classic/contemporary selections from around the world is used to achieve identified outcomes and to assess progress through formative assessment. Fundamentals of grammar and usage will be stressed, as will word processing skills for multiple papers using MLA format. In addition, an end of the year performance of student work will be integrated into a final project for the Shakespearean unit. This will be a culmination of the reading, writing, listening, and speaking strategies students have investigated throughout the course year.

Essential Standards:

8. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (including literary and informational texts) (RI.9-10.1)
9. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text (including literary and informational texts) (RI.9-10.2)
10. Write informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content (W9-10.1)
11. Produce clear and coherent writing in which the development, organization, and style are appropriate to task (W.9-10.4)
12. Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Speaking and Listening Anchor Standard)
13. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (Anchor standard for language)
14. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing (anchor standard for language)

Course Outcomes:

- Demonstrate an understanding of the different literary genres.
- Demonstrate an understanding of the elements of literature.
- Examine and analyze contemporary and classic selections of literature through discussion and writing.
- Identify the cultural and literary contributions of authors.
- Develop effective written communication skills utilizing the six traits.
- Expand personal vocabulary utilizing a variety of word choices.
- Organize thoughts and clearly express written and oral points of view.
- Listen effectively.
- Demonstrate ways of working successfully in both cooperative and individual roles.
- Utilize technology as an effective tool for communications.
- Access, evaluate and integrate information.

Speech 10 - One Semester - (Required)

Speech Class is designed for the student to become a more effective oral communicator. Students will build clarity and fluency as they learn how to prepare and present a wide variety of individual

performances. Speech is a valuable course that builds self-confidence and lifelong communication skills that students can use every day of their lives. Good communication skills will lead to a more productive and beneficial career and life. NOTE: Students will record multiple speeches for self-evaluation and complete home practice sessions with a parent or guardian.

Course Outcomes:

- Organize thoughts and clearly express written and oral points of view.
- Listen effectively.
- Demonstrate both cooperative and individual skills for success in the workplace.
- Utilize problem-solving strategies.
- Utilize various forms of technology as effective tools for communication.
- Demonstrate a clear understanding of literary traditions as they relate to healthy contribution and responsible citizenship.
- Perform and analyze a visual presentation.
- Evaluate, and integrate information to be used in a wide variety of presentations.

English 11 - One Year - (Required)

English 11 is made up of two semesters: One semester is "Creating Readers and Writers" and the other is "Developing Critical Consumers of Information." Below you will find the descriptions for both classes that make up the required English 11 year:

English 11(A) – "Creating Readers and Writers" - One Semester - (Required)

This required junior semester of English 11 is comprised of one quarter of writing where students synthesize reading, writing, listening, speaking, and viewing experiences and activities into an I-Search project that builds career awareness and life choices. The other quarter is a contracted individualized reading workshop that expands vocabulary, improves comprehension and reading rate, and develops skills in the six traits of effective reading and writing.

Essential Standards:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
3. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
4. Produce clean and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Course Outcomes:

- Develop effective written communication skills.
- Demonstrate competency in the conventions of English language, including spelling, grammar, usage, paragraphing, capitalization, and punctuation.

- Expand vocabulary utilizing appropriate diction choices in various writing activities
- Understand career opportunities through job shadowing and other smart searching strategies
- Draw conclusions based upon a variety of research methods
- Synthesize reading and writing experiences and activities into an I-Search project that builds career awareness and life choices.
- Evaluate and defend opinions concerning nonfiction literature and life through investigation via literature circles

English 11(B) – "Developing Critical Consumers of Information" - One Semester - (Required)

This required junior semester of English 11 focuses on developing critical consumers and producers of information. The Six Traits of Reading and The Six Traits of Writing will be used to help students meet the standards in reading, writing, language usage and listening and speaking set by Iowa Core. The media's impact on society is studied through exploration of propaganda, differentiation of fact from opinion, effective use of the internet, and technology. Various genres of literature and journalistic writings are studied and used as models specifically in "The Crucible." Students will also explore censorship through a novel of choice, Fahrenheit 451, Animal Farm, 1984, Slaughterhouse 5.

Essential Standards:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
3. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
4. Produce clean and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Course Outcomes:

- Understand human communication as it applies to individuals and to mass communication.
- Develop skills for informational writing.
- Demonstrate application of the Six Traits of Reading to various readings: Decoding, Comprehension, Analysis, Application, Evaluation and Synthesis.
- Expand vocabulary and its use in various forms of writing
- Demonstrate and apply the Six Traits of Writing (Ideas, Organization, Word Choice, Sentence Fluency and Conventions.) to short and sustained writing.

English 12 - (Seniors) - One year - (Required)

English 12 is made up of two semesters: One semester is "College Preparatory Composition" and the other is "Content Area Reading and Writing." Below you will find the descriptions for both classes that make up the required English 12 year:

English 12A

This course will be differentiated to meet the needs of students who plan to attend a four-year liberal arts program, a two-year technical program, and/or other postsecondary option following graduation. Students will develop extensive vocabulary, review and apply the conventions of usage, and generate essays, literary critiques, persuasive thesis papers, technical readings and writings through topics appropriate to their future plans.

Essential Standards:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
3. Write informative/explanatory tests to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5. Draw evidence from literary or informational texts to support analysis reflection and research.
6. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Course Outcomes:

- Respond to literature through effective communication.
- Apply close reading strategies to various forms of literature.
- Express ideas clearly, completely, concisely, correctly, and in a compelling way through written and oral assignments.
- Organize thoughts in a logical, meaningful, and compelling manner.
- Develop a writing voice that expresses feelings and convictions in a uniquely individual way.
- Utilize diction choices that enlighten the reader through the use of rich, colorful, and precise language appropriate to audience and purpose.
- Construct sentence patterns that are fluent, rhythmic, and appropriate to audience and purpose.
- Demonstrate competency in the conventions of the English language, including spelling, grammar, usage, paragraphing, capitalization, and punctuation.
- Demonstrate the use of writing as thinking.

English 12B

As established by the Iowa Core, students will demonstrate proficiency in reading literature, reading informational text, language usage, writing and speaking and listening skills. Students will accomplish this by studying multiple authors, genres and cultures. These selections are organized according to the following themes: Heroes, Outcasts, The Gadfly and Contemporary Literature. With each unit, students will demonstrate understanding of the writing process through various writing assignments using the Six Traits of Writing. Students will use the Six Traits of Reading to comprehend, apply, analyze, evaluate

and synthesize the literature. Language usage and vocabulary acquisition will be integrated with the reading and writing curriculum throughout the semester.

Essential Standards:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
3. Write informative/explanatory tests to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5. Draw evidence from literary or informational texts to support analysis reflection and research.
6. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Course Outcomes:

- Understand and utilize the writing process using the Six Traits of Writing: ideas, organization, fluency, word choice, conventions and voice.
- Vary writing style to meet audience and purpose.
- Read critically, demonstrating the Six Traits of Reading: decoding, comprehension, analysis, application, evaluation and synthesis.
- Demonstrate the use of vocabulary to establish purpose and tone of a work.
- Respond to literature through effective oral and digital communication.

Individualized Reading – One Semester, or One Year

This elective course is designed to augment skills in both reading and writing in response to literature and nonfiction. A contract grading system gives students the opportunity to practice their literacy skills as they are coached to make appropriate choices in length, variety of genres, and difficulty of readings. The quality of both oral and written responses structured around the six traits of reading and writing is also a major contract component. Critical thinking and self-assessment will be both taught and expected.

Essential Standards:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (RL.11-12.1).
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text (RL. 11-12.2).
3. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience (RI. 11-12.4).
4. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RL.11-12.3)

Course Outcomes:

- Develop critical thinking and self-assessment skills for the 21st Century.
- Expand thinking over a variety of literary genres
- Apply literary terminology to reading and writing.
- Analyze the text defending personal viewpoints in both oral and written conferences.
- Improve cultural literacy by reading a wide variety of literature and nonfiction by both American and global authors.
- Track reading choices and reflect on them as a whole.

Strategic Reading - One Year

Strategic Reading is intended to improve a student's vocabulary, critical-thinking and analysis skills, reading rate, and comprehension level. The course will include a wide variety of fiction and nonfiction selections to which students will apply key strategies for unlocking meaning. Each student will write in response to what is read and learned, creating a log that will chronicle individual growth as both a reader and a writer. Short forms of reading, writing, listening, speaking and viewing will provide models that students will replicate in their own personalized reading plan.

Essential Standards:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (including literary and informational texts) (RI.9-10.1)
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text (including literary and informational texts) (RI.9-10.2)
3. Write informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content (W9-10.1)

Course Outcomes:

- Demonstrate an understanding of the reading process with emphasis on "Before, During, After" tasks
- Improve reading rate, fluency, and comprehension
- Identify and use a variety of reading strategies to unlock meaning
- Expand personal vocabulary utilizing a variety of word choices in written and oral responses to readings
- Improve cultural literacy and critical thinking by interacting with a wide variety of readings, authors, and genres
- Apply the six traits of reading and writing

Creative Writing – One Semester

Students will use the writing process and the six traits of effective writing to construct, edit, and publish a variety of creative writing genres.**Prerequisite: If entering creative writing as a freshman, a student will need either a 3.25 GPA in good standing, or a recommendation note from an English teacher.*

Essential Standards:

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W 11-12.10
2. Write narratives to develop real or imagined experiences or events using effective technique, well–chosen details, and well–structured event sequences. W11-12.3

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade–specific expectations for writing types are defined in standards 1–3 above.) W 11-12.4
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) W 11-12.5

Course Outcomes:

- Build a better understanding of self-reflection as a means to writing creatively.
- Develop skills necessary to create various forms of creative writing.
- Explore various techniques and exercises used in writing creatively.
- Develop an understanding of creative writing as a means of self-expression.
- Create a portfolio of personal work for possible publication.
- Create a final project by expanding on an item from portfolio collection.
- Investigate writing and its importance to a community.

Dramatic Literature – One Semester

Students will examine dramatic literature; including, but not limited to: character development, theme, genre, and how the elements of a dramatic piece combine for a performance. (Pieces and readings will vary by class size each semester.)

Course Outcomes:

- Build a better understanding of the literary art of storytelling through encounters with various dramatic works.
- Study and discuss a sampling of plays that exemplify different kinds of dramatic structure.
- Develop an understanding of spoken word in both literature and poetry.
- Investigate theater and its importance to a community.
- Participate in, attend, and review dramatic performances.

FAMILY & CONSUMER SCIENCE

Although most Family and Consumer Science courses benefit students interested in any of the six pathways, some courses are highly recommended for the specific career pathway of Family and Human Services. Occupations in this area range from chef to fashion or interior designer to child care director.

Child Development - (9th - 12th) - One Semester

Students will increase their understanding of children through the study of a child's growth and development. Practical experience with children will be provided through special activities and projects. This course is recommended for all students going into teaching and child care careers. This course includes the "Baby Think it Over" program.

Course Outcomes:

- Reflect on personal experiences
- Be able to apply popular child development theories
- Identify milestones at different stages of a developing child
- Care for a infant simulator
- Interact with young children

Housing Design - (9th - 12th Grade) - One Semester

This course teaches students to apply the principles and elements of design, floor plans, and home construction materials. The course will also cover housing policy, the process and obstacles for acquiring housing. This course is recommended for all students going into interior design, construction, architecture, and real estate.

Course Outcomes:

- Explain financial and legal aspects of housing in various demographic situations.
- Evaluate housing alternatives.
- Examine design principles and elements.
- Identify recent trends in housing.
- Apply the principles and elements of design to housing interiors and exteriors.
- Examine home furnishings-home management related occupations.

Foods I - (9th - 12th Grade) - One Semester

This course introduces students to the basics of nutrition and food preparation. It is based on ChooseMyPlate. This course is recommended for any students going into nutrition, sanitation or culinary arts.

Course Outcomes:

- Promote safe habits when working in the kitchen
- Apply the goals associated with ChooseMyPlate
- Practice preparing fruits, vegetables, dairy, grains and proteins

Foods II - (9th if F&N was taken 1st Semester, 10th - 12th Grade) - One Semester

Advanced Foods will focus on baking and the chemistry involved. We will also cover salads and dressings, soup and garnishes and foreign foods. Advanced foods will also cover food safety and foodborne illness more in depth. There is the opportunity for more creativity in this course.

Prerequisite: Must have successfully completed Foods and Nutrition class.

Course Outcomes:

- Name and prevent foodborne illness
- Explain the chemistry involved in pasties and other baked goods
- Prepare soups, salads and salad dressings
- Create visually appealing foods
- Create an original product and be able to market it

Intro to Sewing/Textiles - (9th - 12th) - One Semester

This course is designed to have two parts, building basic sewing skills and refining design skills through individual projects. We will also apply elements of design to create original projects and evaluate the potential for creating items by using scraps/recycled materials.

Course Outcomes:

- Hand stitching
- Use a sewing machine to complete an individual sewing projects
- Understand the basics of using and troubleshooting problems with a sewing machine
- Apply the principles and elements of design to textiles
- Explain the marketing strategies used in selling handmade goods
- Create a business plan for starting a business in which you sell your products

INDUSTRIAL TECHNOLOGY

Industrial Technology Education courses will benefit students interested in the Engineering/Industrial Technological Science career pathway. In addition, basic courses will enhance use of leisure time for workers in any of the six pathways. A few of the occupations in this area include engineers, project managers, maintenance mechanics, construction worker, computer technicians, and graphic artists.

Industrial Tech (9th - 12th Grade) - Two Semesters

This class is a basic course in the Industrial Technology program that includes four areas: communications, power and energy, construction, and manufacturing. Students will experience hands-on projects that require critical thinking skills and an understanding of basic shop safety.

Course Outcomes:

- Understand basic elements of manufacturing.
- Understand basic elements of woodworking.
- Understand basic elements of drafting.
- Understand basic elements of small engine mechanics.
- Demonstrate safe work habits.

Drafting (10th - 12th Grade) - Two Semesters

This course is developed to provide the student an opportunity to develop basic skills and techniques in industrial drawing. Neatness, accuracy, and correct techniques are emphasized in the following area: orthographic projection, auxiliary view, screw thread drawing, sectioning machine drawing, pictorial drawing, architectural drawing, and computer aided design. Recommended for students going into engineering and/or architecture.

Course Outcomes:

- Develop and demonstrate critical printing, sketching, layout and size description techniques.
- Identify drafting hardware and procedures.
- Identify and complete drawings as assigned.
- Generate a list of acceptable drafting standards.

Woodworking Tech (11th - 12th) - One Semester-Double Block

This course extends the special interests and abilities of students completing the Exploring Technology courses. Emphasis will be on machine woodworking, techniques, cabinet making, and finishing. Project fee required.

Course Outcomes:

- Apply tools, materials and technical concepts safely and efficiently.
- Apply problem solving techniques.
- Apply creative abilities.
- Explore career choice.
- Become a wise consumer

Carpentry (12th Grade) - One Semester - Double Block

This course will cover architectural drafting, home design, careers, foundations, framing, and other basic construction methods used in home building.

Course Outcomes:

- Know the importance of technology.
- Apply tools, materials, processes, and technical concepts safely and efficiently.
- Identify and develop individual talents.
- Apply problem solving techniques.
- Apply math and science skills
- Explore career choices.

Computer-Aided Drafting (11th - 12th Grade) - One Semester

The purpose of this course is to provide students with an understanding of the features, limitations, and considerations associated with the operation of a computer-aided design/drafting (CAD) system. Students will have hands-on experience using the SolidWorks/Chief Architect software and computers.

Course Outcomes:

- Identify CAD hardware and computer room procedures.
- Use a keyboard and cursor pointing device to put drawing information into a computer.
- Describe and use the basic terms, concepts, and techniques of computer-aided drafting.
- Set up drawings , use drawing aids, save drawings, and get help when needed.
- Draw lines, basic shapes, geometric constructions, and edit drawings.
- Place text on drawings.
- Plot or print drawings.

(Welding, Advanced Welding, and Landscaping are listed in both Ag and Industrial Tech areas.)

Welding (11th - 12th) - One Semester - Double Block

This course will deal with welding safety, careers in welding, basic electricity, metal identification, weld types and positions, arc and MIG welding, and oxyacetylene cutting, welding, and brazing. Students will learn a variety of welding techniques using various electrodes and metal types. Students must also complete an acceptable project which must include some skills with metal welding, cutting, or any combination of these.

Course Outcomes:

- Demonstrate safe practices in operation of equipment and working with others in a shop setting.
- Demonstrate technical skills in the operation of arc, oxyacetylene, and wire-feed welders.
- Demonstrate practical skill in following correct welding procedure.
- Demonstrate practical skill in cutting with an oxyacetylene torch and plasma arc cutter.
- Apply basic metalworking skills in designing and constructing a creative final project.

Advanced Welding (11th - 12th) - One Semester - Double Block

Advanced welding will provide students with an opportunity to practice and further develop skills learning in basic welding in more complex, real-world situations. Students will be expected to demonstrate proficient use of arc, wire, and oxyacetylene welding equipment, and in torch and plasma cutting operation. Students will also be expected to demonstrate safe practices in the shop setting at all times, as well as recognize and resolve potential safety hazards. Students will apply technical skills gained in basic welding to design and create metalworking projects for class. Because of the project-oriented nature of the class, students should expect to purchase materials as needed.

Prerequisite: Must have successfully completed welding with a B- or better.

Course Outcomes:

- Demonstrate safe practices in operation of equipment and working with others in a shop setting.

- Demonstrate technical skills in the operation of arc, oxyacetylene, wire-feed welders and plasma cutter.
- Demonstrate practical skill in following correct welding, metal-cutting and grinding procedures.
- Design and construct class projects using metal working skills.

Landscaping (9th - 12th) - One Semester - Double Block

One of the final steps in completing any construction project is landscaping; another function is to improve our natural environment to meet the needs of people. Class members will identify various trees and shrubs, propagate plants, design landscapes, and learn skills in construction and maintenance. Students will also gain experience in this field by participating in a community project. (This course is also listed in Agricultural Education.)

Course Outcomes:

- Plan and design landscapes
- Select plantings for landscapes
- Select manmade landscaping materials
- Install plants properly
- Understand care and maintenance of landscapes
- Explore career opportunities in landscaping

DIY do-it-yourself (9-12) - One Semester

In reference to the emergence of a trend, do-it-yourself students undertake construction and various other small craft projects as both a creative and cost-saving activity. Beyond magazines and television, the scope of DIY continues to grow online where most media outlets have DIY-focused informational websites (*This Old House, Hometalk and DIY Network).*

Course Outcomes:

- Apply tools, materials and technical concepts safely and efficiently.
- Apply problem solving techniques.
- Apply creative abilities.
- Become a wise consumer.

MATHEMATICS

Mathematics is essential for all students regardless of the pathway leading to the world of work. Although many courses are required, elective and/or advanced courses will benefit students interested in any of the six career pathways. Advanced math courses are particularly important for jobs in the pathway of Business/Information Management and Marketing, and in the pathway of Engineering/Industrial and Technological Sciences. NOTE: The State of Iowa requires 3 years of mathematics.

Algebra I (9th - 11th) - Two Semesters

Prerequisite: Working knowledge of arithmetic. Algebra I is arithmetic which uses symbols such as x and y. Using symbols in this way makes it easier to study number patterns and solve problems. Algebra I builds on skills which have already been learned, helps develop new skills, and places an emphasis on problem solving. The three main elements of Algebra I are equations, graphing, and translating words into symbols.

Course Outcomes:

- Interpret the structure of expressions
- Perform arithmetic operations on polynomials
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Interpret linear models

Algebra II (10th - 12th) - Two Semesters

The topics discussed in Algebra I and Geometry are continued. The main emphasis on the course is centered around the concept of functions. Linear and quadratic functions, systems of equations, graphing techniques, the complex number system, polynomial functions, exponential and logarithmic functions, and rational expressions are discussed.

Course Outcomes:

- Realize that more than one solution or process can be used in solving problems.
- Use manipulatives and other concrete learning aids.
- Use calculators as an aid, and explore graphing calculators and computer software.
- Organize data and draw conclusions from that data.
- Write brief descriptions of key algebraic concepts.
- Sharing solutions with peers.
- Work together to solve a variety of problems.
- Develop independence in their learning.
- Realize that "math anxiety" can be defeated in time by not being expected to grasp a new topic immediately.
- Master basic algebraic skills.
- Describe the structure of mathematics and its importance in our society.
- Solve a variety of algebraic problems as they relate to daily living and the workplace.
- Organize data and draw conclusions from that data.
- Master basic concepts of functions and relations.

Geometry (9th - 12th) - Two Semesters

This course develops the theorems and postulates needed to complete paragraph, two column and indirect proofs. Algebra skills are also enhanced by incorporating algebraic skills into geometric ideas and problems. Surface area and volume, along with coordinate geometry, the Pythagorean Theorem, polygons, parallel lines, lines in space, and congruence are the main topics for this course. Prerequisite: Successful completion of Algebra I or Integrated Math II.

Course Outcomes:

- Prove Geometric Theorems
- Understand similarity in terms of similarity transformations
- Prove theorems using similarity
- Define trigonometric ratios and solve problems involving right triangles
- Use coordinates to prove simple geometric theorems algebraically
- Apply geometric concepts in modeling situations

Extended Algebra Year One (9th - 10th) --- Two Semesters

Extended Algebra Year One introduces geometry, probability, statistics, and algebra. The concepts are developed through problem solving and other activities. A review of arithmetic will be discussed as needed.

Course Outcomes:

Algebra

- Solve linear equations
- Solve and graph linear inequalities
- Perform arithmetic on polynomials

Geometry

- Identify angles, polygons, and circle
- Determine perimeter and circumference
- Determine area and surface area
- Determine volume
- Statistics and Probability
    - Analyze and display data
    - Determine geometric probability
- Logical Reasoning
    - Make and analyze conjectures
    - Give counterexamples
    - Use If-then statements in proofs
- Discrete Mathematics
    - Evaluate discrete quantities
    - Use matrices to display data
    - Use lattices in problem solving

Extended Algebra Year Two (10th - 11th) - Two Semesters

Extended Algebra Year Two continues the work begun in Extended Algebra Year One. Upon completion of this course, the student will have the necessary skills to take Geometry. These three courses will provide the necessary background for the student to study beginning college algebra at a community college or technical school.

Course Outcomes:
Algebra:

- Solve systems of linear equations
- Solve and graph linear inequalities
- Describe exponential growth and exponential decay
- Perform arithmetic on polynomials
- Factor and graph polynomial expressions and equations
- Describe graphs of quadratic exponential equations
- Use function notation
- Describe domain and range of functions
- Geometry
- Identify angles, polygons, and circle
    - Determine perimeter and circumference
    - Determine area and surface area
    - Determine volume
    - Evaluate and use trigonometric ratios
- Statistics and Probability
    - Analyze and display data
    - Determine experimental and theoretical probability
    - Determine geometric probability
- Logical Reasoning
    - Make and analyze conjectures
    - Give counterexamples
- Discrete Mathematics
    - Evaluate discrete quantities

Pre-Calculus--- One Year

This course is designed to develop the necessary concepts and skills for those students planning to continue the study of mathematics, science, engineering, or technical courses at the college level. Probability and counting methods are introduced. Circular functions and trigonometry are developed in depth. Topics in vectors, complex numbers, series and sequences, and polar coordination are included.

Course Outcomes:

- Gather data and draw conclusions, providing both a written and oral report.
- Understand and solve multiple step problems.
- Demonstrate solutions to real-world problems.
- Use graphing calculators, computer software, and scientific calculators to aid in problem solving.
- Apply mathematics to the physical sciences, natural sciences, economics, business management, and other disciplines.
- Identify personal mathematical strengths and weaknesses for future planning.

Calculus - One Year

This course is designed to develop the necessary concepts and skills for those students planning to continue the study of mathematics, science, engineering, or technical courses at the college level. Students will review trigonometric and exponential properties, learn about limits, and then explore various kinds of differentiation and antidifferentiation as they would see in a college level Calculus class

Course Outcomes:

- Analyze functions using basic techniques of Calculus
- Evaluate finite and infinite limits.
- Differentiate many types of functions.
- Use graphing calculators, computer software, and scientific calculators to aid in problem solving.
- Antidifferentiate many types of functions using various methods, including substitution.

LMCS recommendations to meet the State of Iowa requirement for a minimum of three years of mathematics are as follows:

If you plan to attend a four-year college in a field requiring high-level math (e.g. a career in engineering):	**If you plan to attend a four-year college in a field not requiring high-level math (e.g. social work):**
- Algebra I - Algebra II - Geometry - Pre-Calculus - Calculus (This may be offered as a postsecondary enrollment option taken at Waldorf, NIACC, or online)	- Algebra I - Algebra II - Geometry - Pre-Calculus
If you plan to attend a two-year/technical program:	**If you have other postsecondary plans requiring basic math skills:**
- Extended Algebra Year One - Extended Algebra Year Two - Geometry - OPTIONAL - Algebra II	- Extended Algebra Year One - Extended Algebra Year Two - Geometry - OPTIONAL - Algebra II
NOTE: Please talk with a counselor and/or math instructor if you have questions about these suggested courses. It is important that you plan ahead so that you have the classes you need to be successful in your future plans.	

MUSIC

Music is an essential and enriching part of our lives and is part of the Iowa Core Curriculum. The music program at LMCS enables students not only to perform as effective musicians, but to improve their quality of life through appreciation and engagement with the arts as lifelong participants, appreciators, and consumers.

Band (9th - 12th) - Two Semesters

High School Instrumental Music is open to all students, regardless of prior experience. It is a full credit class that meets regularly during the school day with an occasional commitment outside of the school day. The concert band, marching band, and pep band are the primary performing groups with additional opportunities to explore Drumline, Jazz Band, solo and ensemble performance, and Winter Guard. The knowledge, skills, and attitudes gained will build good citizenship, self-confidence, poise, and a sense of satisfaction and accomplishment.

Note:

- The success of the marching program depends on every student's commitment to a few summer band camp dates in July/August. This schedule is made available in April or earlier.
- Students must be enrolled in band the year prior to the Florida or other regional tours.

Course Outcomes:

- Perform on instruments, alone and with others, a varied repertoire of music
- Improvise melodies, variations, and accompaniments
- Compose and arrange music within specified guidelines
- Read and notate music
- Listen to, analyze, and describe music
- Evaluate music and music performances
- Understand relationships between music, the other arts, and disciplines outside the arts
- Understand music in relation to history and culture
- Develop the desire to pursue music in life as an intelligent consumer, performer, or creator
- Evaluate and understand music in relation to its setting and purpose
- Demonstrate sensitivity to the elements of music as they interact and contribute to its beauty and form
- Use music as a context to develop as a literate citizen (in terms of skills in communication, higher order thinking, learning, and technology)

Chorus (9th - 12th) - Two Semesters

High School Chorus is an elective co-curricular class open to all students interested in furthering their vocal music abilities. Chorus is a one credit class that meets regularly during the school day with quarterly performance requirements. The purpose of the organization is to broaden the student's perspective of choral singing through a wide variety of musical literature and choral experiences. The course enables a student to develop musical talents through voice lessons, participation in a variety of concerts for the public, and the IHSMA Large Group Contest. Opportunities are offered to be involved in honor choirs, Solo/Ensemble Contest, and various small group and solo performances. High School Chorus provides opportunities for self-expression and is a medium for the development of healthy contributors, effective communicators, responsible citizens, creative/critical thinkers, and lifelong learners through personal accomplishments and accountability within a group setting. Students who

participate in chorus are eligible to audition for and perform in festivals sponsored by the Iowa Choral Directors' Association and the American Choral Directors' Association.

Course Outcomes:

- Sing with musicality a wide variety of vocal music styles
- Understand music as it relates to history and culture
- Analyze and evaluate music and music performances
- Learn choral music through listening and reading music (four voice parts or more)
- Increase an understanding of musical elements (rhythm, melody, harmony, form, expressive elements, and style) through vocal music
- Execute musical directions of the chorus director and make appropriate notation in the music score
- Demonstrate proper vocal technique including breath support, articulation, and tone quality
- Demonstrate choral singing techniques including blend, balance, phrasing, and intonation
- Exhibit poise in performing publicly as a member of a choral ensemble

PHYSICAL EDUCATION-HEALTH-GUIDANCE

Physical, emotional, and social health education is essential for all learners as it provides information and decision-making skills for healthy contribution to family, workplace, and society. These courses help students to develop a solid understanding of wellness and how to make wellness a part of lifelong learning. Careers directly related to these courses are found in the pathways of Health Sciences and Family and Human Services. Occupations related to these areas range from physical therapists to counselors to teachers to personal trainers.

Health 10 - (10th) - (Required)

This class is designed to cover the areas of human sexuality, Sexually Transmitted Diseases, contraception, dating, and other social, physical, and psychological areas of adolescence and adulthood.

Course Outcomes:

- Demonstrate a respectful and professional manner in accessing information to help make informed health decisions.
- Understand the importance of sexual abstinence and possible consequences if other choices are made .
- Understand the importance of relationships in everyday life.
- Develop a general knowledge of sexually transmitted diseases (STD's) and medical treatments.
- Know different types of contraception that are currently available.
- Identify positive and negative effects of each type of contraception.
- Know current issues and laws dealing with sexuality.

Topics in Health - (12th) - (Required)

This class is designed to cover the areas of First Aid, CPR Refresher, Appropriate Sexual Behavior, Self Exams and Disease Prevention, Alcohol Awareness Training and Mental Health

Course Outcomes:

- Demonstrate a respectful and professional manner in accessing information to help make informed health decisions.
- Refresher students first aid and CPR skills and knowledge
- Understand the importance of respectful adult relationships in everyday life.
- Be aware of individual mental and physical health issues and symptoms.
- Identify effects and impacts of alcohol and/or use.
- Know current issues and laws dealing with sexuality and consent.

Physical Education (6th - 12th) - (Required)

A variety of programs will be offered throughout the year with an emphasis on recreational games, competitive games, aerobic fitness and team sports. This is a pass/fail course with an emphasis on class participation, and attendance.

Course Outcomes:

- Understand the importance of physical activity to a healthy lifestyle.
- Understand the importance of following rules.
- Understand the importance of good sportsmanship.
- Understand criteria for a quality performance in various sports.
- Demonstrate respect for all individuals as they work toward personal wellness goals.

Weight Training and Personal Fitness - (9-12) - (One Semester)

This elective in the Physical Education Department may be taken in conjunction with or in place of regular P.E. classes. Since this is a highly individualized course, only students that are interested in improving strength and conditioning should enroll in this course. Students will utilize an on-line format in terms of the programs that are available. A device(phone, chromebook) is recommended to bring to class. Enrollment will be limited to 20 students.

Course Outcomes:

- Explore components for a personal fitness plan.
- Explore components for a personal weight training program from the programs made available.
- Follow and implement a personal fitness plan from the programs made available.
- Follow and implement a personal weight training program from the programs made available.

NOTE: Iowa law requires that students take physical education each semester (at LMCS, this is either the regular P.E. course or the weight training elective). However, there are certain exceptions if a student has academic conflicts. Please see the high school counselor for assistance if needed.

SCIENCE

Science courses benefit students of all career focus areas. Science background and knowledge is imperative to everyday life regardless of career pathway. Both required and elective courses will benefit students interested in the Natural Resources/Agriculture/Environmental Science pathway and in the Health Services pathways. NOTE: The State of Iowa requires 3 years of science.

Conceptual Physics - Two Semesters (Required)

Physics presents the basic concepts of matter and energy. This introductory course examines motion and forces, energy, light, electricity, and magnetism. The focus of physics is on a conceptual understanding of physics concepts as they relate to a student's everyday world and applying engineering principles and the scientific method to solve problems.

Course Outcomes:

- develop a model of thinking for the relationship between two variables
- develop a model for constant velocity motion
- can use momentum as a way to quantify motion
- develop a model for accelerated motion
- develop a model for the relationship between force and motion.
- use Newton's Law of Gravitation and Coulomb's Law to describe the gravitational and electrostatic forces between objects.

Biology (9th starting with class of 2022) - Two Semesters (Required)

This course is designed to present the concepts of Biology and to relate them to real world situations. Units of this course include natural resources, continuity of life, and disease and wellness. This Biology course uses an application-oriented approach to teach the concepts of biology and chemistry and

emphasizes problem solving, decision making and hands on activities. Prerequisite: Successful completion of Physical Science.

Course Outcomes:

- Sustainability - Identify ways humans are changing ecosystems and climate on Earth positively and negatively.
- Ecology - Identify the differences that make ecosystems.
  Describe how energy and matter move within ecosystems.
- Cells - Explain the function of DNA.
- Genetics - Explain how traits are passed down from parents to offspring.
- Evolution - Explain what has caused organisms to change over time.

Chemistry (11th) - Two Semester

Chemistry is exploring matter and discovering how it behaves with other substances. Setting up experiments and observing reactions will help students gain an understanding of the atom and how it behaves. Students will explore energy changes of compounds using applied mathematics. A scientific calculator is required. Prerequisite: successful completion of Biology.

Course Outcomes:

- use proportional reasoning through the use of dimensional analysis to solve problems
- apply my knowledge and understanding of the composition and structure of atoms
- model and describe chemical bonding
- model the mole concept
- model how chemical reactions work
- model how energy plays a role in chemical reactions

Physics (11th-12th) - Two Semesters

Physics becomes relevant through laboratory experiences and problem solving. It is a pathway to combine theory with natural events. Topics to be explored include: motion, mechanics, energy, electricity, thermodynamics, wave theory and light. Prerequisite: Successful completion of Biology and enrollment in or successful completion of Algebra II.

Course Outcomes:

- develop models of thinking for the relationship between two variables.
- develop and apply a model for constant velocity motion.
- develop and apply a model for accelerated motion.
- develop and apply a model for free particles.
- develop and apply a model for particles experiencing a net force
- apply models of motion and force in two dimensions
- develop and apply a model for changes in momentum.
- develop and apply a model for circular motion.

Anatomy & Physiology (11th - 12th) - One Semester

Human anatomy and physiology is oriented toward students who plan to enter a health field or coaching. Terminology, structures and functions of the body systems will be studied in detail. Disease and health issues will be included. Prerequisite: at least a B in General Biology.

Course Outcomes:

- Understand human body systems.
- Develop and use a working vocabulary in Anatomy & Physiology.

- Relate anatomical structures to unique & specialized functions in maintaining homeostasis.
- Compare/contrast structure & function of a rabbit to human anatomy and physiology through dissection.

Environmental Science (11th - 12th) - One Semester

Environmental Science aims to provide students with an overall understanding of ecosystems, environmental problems and solutions, and the role of human impact on the environment. Students will be engaged in critical thinking, analysis, critique, and persuasion. An interdisciplinary approach to learning Environmental Science including environmental issues and controversies from ecological, biological, social, economic, ethical and governmental policy positions. Prerequisite: Successful Completion of Biology

Course Outcomes:

- Make connections between living organisms and natural resources
- Demonstrate the scientific method by solving problems in plant ecology
- Study the writings of Aldo Leopold and Rachel Carson
- Develop a personal philosophy of land ethics
- Understand the implications of biological magnification

Advanced Chemistry (12th) - One Year

Students will make careful observations of new phenomena. They will interpret everyday events in terms of chemical concepts and make common substances. Areas of investigation include: organic chemistry, electrochemical reactions, inorganic chemistry, polymers, nuclear energy, and equilibrium. Prerequisite: successful completion of chemistry.

Course Outcomes:

- Design and conduct scientific investigations safely.
- Describe advanced concepts about the structure and properties of matter.
- Explore organic, inorganic, qualitative and quantitative chemistry.

Conceptual Chemistry (10th - 12th with instructor approval - One year)

Students will complete a basic study of concepts in chemistry. Using various forms of technology, students will gather data, make predictions, and communicate scientific findings for a variety of audiences. A study of matter and structure will provide a foundation for scientific exploration. Students will use chemistry to solve real-world problems.

Course Outcomes:

- apply my knowledge and understanding of the composition and structure of atoms
- model and describe chemical bonding
- model how chemical reactions work
- model how energy plays a role in chemical reactions

Engineering the Future (9th -12th - one year OR one semester)

This hands-on STEM course introduces the concepts of engineering and technological literacy. Students will take on the role of engineers and apply the engineering design process to define and solve problems by inventing and improving products, processes, and systems. Four primary projects will lead the

course, allowing students opportunities to design, build, and test prototypes with practical real-world applications of science, technology, engineering, and math.

SOCIAL STUDIES

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides a coordinated, systematic study drawing upon such disciplines as economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. *(K-12 Iowa Core in Social Studies)*

NOTE: The state of Iowa requires 3 years of social studies.

American History Survey (9th) - Two Semester -(Required)

This is a survey course in American History from Antebellum America to more recent historical issues. The threads of America's economic, cultural, social, and political history are woven together in chronological order as the events occurred in the natural course of history. Since much of history is passed down through the written word, a great deal of reading is expected. Effective history education seamlessly incorporates instruction in both history content and the skills required for historical thinking. Students must not only know United States content, they must be able to bring to bear the complex and sophisticated ways of thinking utilized by historians when thinking historically.

Course Outcomes:

- Students will be able to explain how American identity is a product of civic ideals including political participation, citizenship, and democratic institutions across U.S. history.
- Students will analyze the diversity of American culture as it was impacted by various groups and regions throughout U.S. history.
- Students will assess the impact of diverse ideologies on politics, society and culture. Students will examine the power of political institutions and parties over time.
- Students will critique the impact of individuals and reform movements on changes to civil rights and liberties.
- Students will evaluate the development and impact of capitalism on markets, industry, trade, and society.
- Students will examine labor and governmental efforts to reform and/or maintain economic systems.
- Students will evaluate the impact of inventions and technological innovations on the American economy and culture.

World History Survey (10th) - Two Semester - (Required)

World History is a course designed to develop in students an understanding of the past and its relationship to the future. World History begins with the study of prehistoric times and continues throughout World War II. World History includes a study of European Civilizations as well as those of Africa, Asia and North America. As students learn about other world cultures, they also connect their learnings to their own society, thus deepening their awareness of a global world.

Course Outcomes:

- Students will analyze change, continuity, and context across eras and places of study.
- Compare various systems of government, such as monarchies, democracies/republics, empires, and dictatorships, and their methods of maintaining order and/or control.
- Students will assess different economic and labor systems within and across societies.

- Students will examine the ways in which trade, commerce, and industrialization affected systems, states, and societies.
- Students will investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, the arts, science and technology.

A Social History of the 20th Century- (9th -12th with instructor approval) - One Semester

This course focuses on social movements that affected everyday Americans from the late 19th to mid 20th Centuries. For this course we have allowed the students some flexibility in the unites we cover. In the past we have covered topics such as; Prohibition, Women's Suffrage, the rise of Communism as a geopolitical movement and the Red Scare, and the Vietnam Conflict and the counterculture movement. We also allow each student to select one topic that they want to research individually. Those students will then submit a research paper and plan a lesson to present to the class.

Course Outcomes:

- Students will compare and contrast social and political issues of the early 20th Century and today.
- Access, interpret and evaluate information from American and world history and describe its impact on present times.
- Identify and describe various writers and their works that have influenced American and world culture.
- Read and evaluate literature, relating the readings to American and global life today and in years past.
- Synthesize historical and cultural information into an understanding of the American and global way of life .

Government (12th) - One Semester - (Required)

American Government is designed to give the student a base of knowledge in which they can become productive citizens in our society. It will include an in-depth study of the American system of government at the national level with references to our local and state governments. An emphasis will be placed on the practical aspects of American political behavior and the relationship it has to the global community. Students will be encouraged and expected to become active participants in civic and/or community affairs.

Course Outcomes:

- Demonstrate an understanding of the expectations required of a U.S. citizen.
- Take an active role in the democratic process by becoming a registered voter and participating in the election process.
- Demonstrate a clear understanding of how laws are created.
- Exhibit an understanding of the election process at local, state & national levels.
- Recognize elected officials at the local state and national levels.
- Access, analyze, and interpret information and show problem solving skills in formulating a solution.
- Demonstrate civic responsibility by participating & reporting on public meetings.
- Exhibit an understanding of the meaning and importance of the Constitution of the United States.
- Summarize the basic principles of our American form of government.
- Relate the traditions and values of the U.S. to our current form of government.
- Develop a political philosophy that is consistent with personal attitudes & beliefs.

Current World Studies (9th - 12th with instructor's approval) One Semester

Current World Studies is a one-semester course structured to give the student an understanding of global issues that are political, social, and economic in nature. The course emphasizes the importance of using reliable sources and sorting out media bias to form ideas and arguments. Students will be expected to demonstrate an understanding of the basic rules of argumentation in their daily discussions. Through readings, discussions, and debates, students will learn how to craft well-reasoned opinions grounded by factual information. This course will prepare students to better understand and participate in the democratic society in which they live.

Course Outcomes:

- Show a greater understanding of political, social, and economic issues that have dominated the news in the past several years
- Conduct research on current event topics using reliable websites and other sources
- Craft researched based opinions and arguments
- Effectively communicate one's opinion and argument orally and through the written word.
- Using close read strategies, critically evaluate information.

Economics (12th) - One Semester - (Required)

All seniors are required to take economics. Economics is grounded in knowledge about how people choose to use resources. Decision making within economics involves setting goals and identifying the resources available to achieving those goals. Students will work to develop the concepts and tools necessary for an economic way of thinking and develop an understanding of the interactions of buyers and sellers in the markets, workings of the national economy, and interactions within the global marketplace.

Course Outcomes:

- Use the concept of scarcity to evaluate what is gained and what is given up when choices are made.
- Analyze what goes into determining and who determines what is produced and distributed in a market system.
- Describe how changes in the level of competition can affect price and output levels in specific markets.
- Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.
- Use current data to explain the influence of changes in spending, production, and money supply on various economic conditions.
- Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
- Critique how advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Analyze how governments throughout the world influence international trade of goods and services.
- Analyze how national and global economic issues and systems impact Iowa's economy.

Psychology (11th - 12th) - One Semester

Psychology is designed as an introductory level course in human relations. At the end of eighteen weeks you will have a strong background in psychology, the study of human behavior and our mental

processes. An emphasis will be placed on the practical aspects of psychology as an applied science and the relationship it has to our past, our present, and our future.

Course Outcomes:

- Define the meaning of psychology and its four goals.
- Exhibit an understanding of the various areas of study that psychology covers.
- Demonstrate an understanding of the various principles and applications of learning and the strategies and factors that affect learning.
- Explain the major theories and terminologies of memory and thought processes.
- Develop a personal opinion about the role that both heredity and environment play in our development.
- Explain the role that our senses play in the study of psychology.
- Understand how biological and social motives affect our behavior.
- Understand what role emotions plays in our behavior.
- Demonstrate how studying altered states of consciousness can improve the quality of life.
- Understand the study of developmental psychology and the implications of childhood, adolescence, adulthood, and old age.
- Develop ways to adjust to the various changes and developments they will face.

Advanced Psychology (11th - 12th) - One Semester

Psychology is a prerequisite for Advanced Psychology. This semester course continues to explore elements of the human psyche with an emphasis on research and practical applications.

Course Outcomes:

- Demonstrate comprehension of the psychology I curriculum.
- Create practical experiments to show their understanding of psychology as a basic science.
- Understand the relationship between theory and practice in the field of psychology.
- Understand the purpose of personality theories and what role our personality plays in personal development.
- Understand the role testing plays in psychology.
- Discuss and defend personal perceptions of human behavior.
- Demonstrate understanding of how psychology applies to career and personal relationships.
- Utilize problem-solving skills.
- Access, evaluate, and integrate information in a responsible and productive way to demonstrate an understanding of human behavior.
- Explore psychology as a profession and/or explore how psychology relates to other career choices.

WORLD LANGUAGE

Command of more than one language is beneficial for all students. Although these courses are not required, they are recommended for those planning to attend liberal arts colleges. In addition, use of the Spanish language helps workers in all six career pathways in both professional and technical fields. Possible careers in this pathway range from fine arts and communication to international trade and government.

Spanish I (9th - 11th) - Two Semesters

Spanish I will focus on developing basic communication skills in Spanish using Comprehensible Input. Students will speak, listen, read and write in many personalized situations and begin to develop cultural awareness. Much emphasis is given to listening and reading comprehension. Students will read a novel in the target language in the second semester. Students should have excellent attendance habits and good study skills and be self motivated.

Course Outcomes:
The course outcomes for all four levels remain the same. Students refine the level at which the Spanish language is used, since language is a skill that is acquired, practiced and continuously developed. Students will create a storybook to demonstrate their learning.

- Communicate orally in elementary Spanish.
- Gain elementary knowledge of Hispanic cultures.
- Communicate in elementary written Spanish.
- Listen for comprehension of elementary Spanish.
- Participate in multilingual communities and global society.

Spanish II (10th-12th) - Two Semesters

Spanish II reviews and expands on the foundation of Spanish I. Students will develop greater proficiency in speaking and also in understanding spoken and written Spanish. Comprehensible Input will again be used. The study of Hispanic cultures will continue and be more in depth. Prerequisite: Successful completion of Spanish I.

Course Outcomes:
The course outcomes for all four levels remain the same. Students refine the level at which the Spanish language is used, since language is a skill that is acquired, practiced and continuously developed. Students will create a storybook to demonstrate their learning.

- Communicate in Spanish.
- Gain knowledge of other cultures.
- Acquire information and connect with other cultures.
- Develop insight into own language and culture.
- Participate in multilingual communities and global society.

Spanish III (11th - 12th) - Two Semester

Spanish III develops greater reading, listening, and speaking skills in a wider variety of travel and personal situations. A short novel as well as other short forms of literature will be read for continual improvement of reading skills. . Prerequisite: successful completion of Spanish II.

Course Outcomes:

The course outcomes for all four levels remain the same. Students refine the level at which the Spanish language is used, since language is a skill that is acquired, practiced and continuously developed.

- Communicate in Spanish.
- Gain knowledge of other cultures.
- Acquire information and connect with other cultures.
- Develop insight into own language and culture.
- Participate in multilingual communities and global society.

Spanish IV (12th.) - Two Semester

Spanish IV concentrates on developing the ability to communicate in a more sophisticated manner about increasingly complex ideas in Spanish, using both speaking and writing. The Hispanic world is studied as it relates to our global society. Students will read a novel in Spanish as well as complete a unit on Latino artists. Students will participate in teaching Spanish to elementary students. (Prerequisite: Successful completion of Spanish III)

Course Outcomes:

The course outcomes for all four levels remain the same. Students refine the level at which the Spanish language is used, since language is a skill that is acquired, practiced and continuously developed.

- Communicate in Spanish.
- Gain knowledge of other cultures.
- Acquire information and connect with other cultures.
- Develop insight into own language and culture.
- Participate in multilingual communities and global society.

SPECIAL PROGRAMS FOR INDIVIDUAL NEEDS

Lake Mills Community School strives to meet its mission: "Through our collective efforts, we are committed to teaching and learning for all." LMHS offers these special programs to provide multiple options to better meet the needs of each individual learner. Please see the principal, curriculum coordinator, or school counselor if other individual needs should be considered.

General Auto Hub@NIACC - (Seniors) - Two Semesters (Half-day Program)

This program at Clear Lake is available to seniors on a competitive basis. Lake Mills students wanting to enroll in the Auto Hub must have their most recent ITED scores at or above the **41 percentile**. Students that do not fulfill this requirement must complete an alternative assessment. See principal for the alternative assessment.

Lake Mills has purchased one spot for a LMHS student to earn enough credits during this year-long course to complete the first year of NIACC's Automotive Service Technology program. To accomplish this, Career Math and Communications must also be taken through NIACC during this time. Application for this program must be made early in the second semester of the junior year.

Postsecondary Enrollment Option (PSEO) Classes

Juniors and Seniors are allowed to take classes to get a head start on college credits or to take classes not available in our high school. Lake Mills students wanting to enroll in PSEO Classes must meet with the principal to determine their ability to enroll in these courses.

Proper registration and approval for these classes must be done through the high school office. Students are given one high school credit for each three-credit college course completed through this program. Tuition is covered by the district, and classes are usually offered through Waldorf, NIACC, or over the Iowa Communications Network or internet.

Advanced Placement Courses

Juniors and Seniors are allowed to take Advanced Placement courses to get a head start on college credits or to take classes not available in our high school. Most of these courses will be offered online. Students may elect to take the final AP tests necessary for approval of college credit, or they may elect to take only the classroom tests that result in LMHS credit. Proper registration and approval for these classes must be done through the high school guidance office.

LMCS Honors Projects (Talented and Gifted Program)

Students may apply for approval of Honors Projects that recognize the talents and gifts unique to each multiple intelligence. The approval process includes formulating plans, accessing resources, obtaining mentorship, implementing plans, self-reflecting and assessing, and presenting knowledge produced through the project. Proper registration and approval for these classes must be done through the Guidance Office.

Course Outcomes:

- Demonstrate the ability to communicate and take charge of personal learning needs and desires.
- Analyze strengths and areas to be strengthened in multiple intelligences
- Develop mentoring and advanced learning opportunities around personal interests
- Connect strengths and areas to be strengthened to both secondary and postsecondary plans and opportunities

- Utilize a variety of resources to expand learning and to meet personal needs for intellectual stimulation

Teaching Assistant Opportunity

Students may apply to be a teaching assistant for a K-12 classroom. Only one teaching assistant position is allowed per semester. A rubric with clear criteria spells out responsibilities of the position, with sponsoring teachers completing this evaluation at both mid-term and semester. For a copy of the rubric and more information on credit possibilities, see the school counselor.

Youth/Peer Mentor

High school students may apply to be a mentor for middle school or elementary students. Only high school students who represent the LERCH outcomes of Lake Mills Community School. The student will be evaluated by the cooperating teacher and credit may or may not be assigned. Mentor's will be responsible for assisting in the social and academic development of younger students. If you are interested, please visit with the school counselor or principal.

Everyday Living Class (ELC)

This course is for students on an IEP (Individual Education Plan) who need life/social skills in order to become more independent for when they leave high school. This class was designed from seeing a need to fit different areas of life/social skills into students' daily schedules on a regular basis. Students will explore many different areas of life such as: balancing a checkbook, planning a healthy menu, financial literacy, and social skills (role playing) just to name a few. There will be many projects to complete during the course of the year. Projects include working in a kitchen setting, a classroom setting and the outdoor classroom setting.