

Lake Mills
High School
Course Description Book

2024-2025

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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.

Intro to AFNR - Two Semesters

First Semester: Intro to Animal Science and FFA

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: Intro to Ag and Natural Resources

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

Natural Resources/Ag Issues - One Semester

Natural Resources and Ecology 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

Horticulture - One Semester

Horticulture 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

Principles of Agronomy - One Semester

Intro to Agronomy and Soil Science 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

Ag Business - One Semester

Farm Business Management 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 (11th - 12th) - 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 the correct welding procedures.
- 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 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.

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.

Animal Science - One semester

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

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, evaluate presentation 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 (9th) - One Semester (Required)

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.

Art (9th-12th) - One Semester Can be taken multiple times/years

This course is for the student who has successfully completed Visual Experience and would like to do advanced work in their art medium of choice (drawing, painting, ceramics, sculpture, mixed media, digital/graphic design, photography, and more). The student must be able to think independently, be task oriented and be self-disciplined. The student will work towards individual learning goals to meet the National Art Standards. 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. This course is recommended for students who have a sincere interest in art and would like to expand their artistic portfolio with the opportunity to participate in local art shows/contests.

Prerequisite: Visual Experience

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 Business Applications (11th - 12th) - One Semester NIACC College Credit (In House)

This course will emphasize business applications of computer software. Students will complete business problems using word processing, electronic spreadsheet, and data management software. Students will also be exposed to Windows operating systems, presentation software, and the Internet.

Course Outcomes:

- Format word processing documents using Microsoft Office - Word 2019 software.
- Apply spreadsheet formulas to calculate data using Microsoft Office - Excel 2019 software.
- Manage database files using Microsoft Office - Access 2019 software.
- Design attractive presentations using Microsoft Office - PowerPoint 2019 software.

Yearbook as a Business (9th - 12th) - Two Semesters

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.

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 and tort 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 relationships 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.
- 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.
- Develop a personal business plan.

Computer Science (9th - 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.

Human Relations (11-12th) - One Semester

NIACC College Credit (In House)

Human Relations is a course designed to improve the student's ability to function in the workplace. This class will work on increasing the student's self-awareness and improving their ability to get along with customers, coworkers, and supervisors.

Course Outcomes:

- Identify how learning effective human relations skills will help you grow personally and professionally.
- Examine the need for effective communication when working with individuals, groups, and teams.
- Identify how change, creativity, conflict, and stress management can be used to increase your human relations skills.
- Assess the importance of diversity, ethics, and social responsibility in a productive workplace.

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

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

Course Outcomes:

- Understand the prevalence and benefits of robots in today's society
- Work through each step of the VEX EXP curriculum to solve different challenges.
- Effectively communicate aspects of a design to others.
- Understand and apply knowledge of coding

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 (9th) - Two Semesters (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 a 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)

English 10 (10th) - Two Semesters (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 memoir of student experience will be integrated into a final podcast project. This will be a culmination of the reading, writing, listening, and speaking strategies students have investigated throughout the course 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 (W.9-10.1)
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 an understanding of the elements of literature & literary devices.
- Examine and analyze contemporary and classic selections of literature through discussion and writing.
- Identify the cultural, historical, and literary contributions of authors.
- Develop effective written communication skills utilizing the six traits.
- 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.

Effective Communication (10th) - One Semester (Required)

Effective Communications 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. This 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 - (11th) Two Semesters (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 consists 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 Literature Circle 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. Produce clean and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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. 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.

English 12 - (12th) - Two Semesters (Required)

English 12 is made up of two semesters. Below you will find the descriptions for both classes that make up the required English 12 year:

English 12A - One Semester

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 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 texts 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 - One Semester

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 texts 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.

Individualized Reading (9th - 12th) - One Semester

Can be taken multiple times/years

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.

Creative Writing (10th-12th) - 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.

9th Grade with Instructor Approval

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 write 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 the portfolio collection.
- Investigate writing and its importance to a community.

Short Stories (10th-12th) - One Semester

This course focuses on the short story and how the authors create a lasting impression through their format and their content. A large portion of this class is devoted to class discussions and reflection, so students must be prepared to contribute his/her thoughts and feelings concerning the story assigned.

9th Grade with Instructor Approval

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. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL 11-12.1)
3. 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).
4. 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)

Course Outcomes:

- To explore and engage with a range of short story genres
- To become familiar with analyzing and discussing literary elements
- To improve verbal and written analysis skills
- To assess author's craft and how it impacts storytelling

Mythologies (9th-12th) - One Semester

In this course students will learn about the basics of Mythology, what makes a myth, and how mythologies are traditionally structured. Students will study various mythologies and legends from around the world, including but not limited to, Greek, Roman, Norse, and Egyptian mythology. Students will read, write, discuss, and present about various topics within mythology and conduct research to learn more about these topics on their own.

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/RI.11-12.1)
2. Analyze a complex set of ideas or sequences of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)
3. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL 11-12.1)

Course Outcomes:

Students will Build towards our LERCH Learner Outcomes:

- Critical and Creative Thinker
- Life-long Learner
- Effective Communicator
- Use 21st Century Skills - Incorporating Technology

FAMILY & CONSUMER SCIENCE (FACS)

The Family Consumer Science or FACS courses enable students to build, maintain and strengthen interpersonal relationships, apply logical thinking skills in making living decisions, and develop effective life management skills. All classes relate to real life and careers that may interest the student for the specific career pathway of Family and Human Services. Occupations in this area range from FACS teacher to 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.
- Apply popular child development theories.
- Identify milestones at different stages of a developing child.
- Care for an infant simulator.
- Interact with young children.

Housing Design (9th - 12th) - 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 the process and obstacles for acquiring housing and designing personal spaces. This course is recommended for all students going into interior design, construction, architecture, and real estate.

Course Outcomes:

- Examine financial and legal aspects of housing in various demographic situations.
- Evaluate housing alternatives.
- Utilize design principles and elements in several classroom projects.
- Identify recent trends in housing and how trends over the years have impacted the industry.
- Apply the principles and elements of design to housing interiors and exteriors.
- Examine home furnishings-home management related occupations, including several field trips and interviews with local business owners in the industry.

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

This course introduces students to the basics of nutrition and food preparation. The idea of this class is to gain valuable confidence in the kitchen to make a variety of foods. This course is recommended for any students wanting to practice making their own food or for a student who is interested in going into a nutrition or culinary arts career in the future.

Course Outcomes:

- Practice safe habits when working in the kitchens.
- Apply kitchen safety while making a variety of foods to use all the tools in the kitchen.
- Review and apply the goals of ChooseMyPlate and nutrition.
- Practice preparing foods in the kitchen while using safe handling techniques.

Foods II (9th if Foods I was taken 1st Semester, 10th - 12th) - One Semester

Advanced Foods will focus on making a variety of foods, including decorating cakes, cookies, pies and creating meals. Students may make foods for fundraising or sharing with the public. Advanced foods will also cover food safety and foodborne illness to understand what would be required in the food industry. There is the opportunity for more creativity in this course and application of skills learned in Foods I.

Prerequisite: Must have successfully completed Foods I

Course Outcomes:

- Apply skills from Foods I and kitchen safety to make a wide variety of cooked and baked goods.
- Recognize that food can be simple to make and usually tastes better than store bought items.
- Understand what is involved in a meal and prepare at least one meal for the group.
- Create visually appealing foods that may be shared with people outside the classroom.

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. Students will make a pillow to practice sewing. They will include making some crafts. We will work on what is involved in quilt making and start with a log cabin quilt square. Students then will start to pick the direction their sewing will go related to clothing construction or a smaller quilt.

Course Outcomes:

- Applying the skills of hand stitching to a variety of projects.
- Use a sewing machine to complete individual sewing projects including pillow, quilt square, crafts, and possible throw quilt or other project chosen by the group.
- Create a project related to fashion that could be used in life outside of school.
- Understand the basics of using and troubleshooting problems with a sewing machine.
- Apply the principles and elements of design to textiles.

Advanced Sewing Techniques (9-12) 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. This will build off the basics learned in the previous class.

Course Outcomes:

- Applying the skills of hand stitching to a variety of projects.
- Use a sewing machine to complete individual sewing projects.
- Understand the basics of using and troubleshooting problems with a sewing machine.
- Apply the principles and elements of design to textiles.
- Create a project related to fashion that could be used in life outside of school.
- Explain the marketing strategies and what is involved to create and sell handmade goods.

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 workers, computer technicians, and graphic artists.

Industrial Technology (9th - 12th) - Two Semesters

This class is a basic course in the Industrial Technology program that includes four areas: communications, power and energy, construction, and manufacturing. Developed and designed to expand students' understanding of the disciplines in Industrial Technology. Industrial Technology can be expressed as “Art through Woodworking, and Metalworking”. Students will experience hands-on projects that require critical thinking skills and an understanding of basic shop safety. **YOU DO NOT NEED TO TAKE SEMESTER 1 BEFORE SEMESTER 2!**

Semester 1 Course Outcomes:

- Understand basic elements of Sheet Metal Working
- Understand basic elements of Woodworking.
- Understand basic elements of Drafting.
- Demonstrate safe work habits.

Semester 2 Course Outcomes

- Understand basic elements of Automotives
- Understand basic elements of Engineering
- Understand basic elements of Welding
- Demonstrate safe work habits

Drafting and Manufacturing (10th - 12th) - Two Semesters

From the drawing board, to the shop, explore the creative side of industrial technology with drafting designs, creating 3D replicas, to building projects while utilizing all resources Lake Mills has to offer. Every product available on the market has been conceptualized and designed through sketches and detailed drawings. This course is designed to give students practical experience in learning the fundamentals of communicating graphically in a language that is understood worldwide--drafting. In this class we will be utilizing new manufacturing machines (vinyl cutter, 3D Printer, and Laser Engraver) and Computer Aided Drafting software to produce a wide range of projects.

Prerequisite: Industrial Technology Semester 1 or Semester 2

Semester 1 Course Outcomes:

- Develop and demonstrate critical printing, sketching, layout and size description techniques.
- Identify drafting hardware and procedures.
- Understand SolidWorks 3D Solid Modeling
- Understand ChiefArchitect House Modeling
- Develop and Construct 3D Models

Semester 2 Course Outcomes:

- Utilize and Operate Full Spectrum Laser Engraver
- Design and Use Arc Plasma Cutter
- 3D Model and Render Lake Mills Community School
- Design, Draft, and Construct personal projects

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. Topics discussed are wood types, wood joints, how to calculate costs of materials, as well as how to operate all machines and tools Lake Mills has to offer. Being student centered, this class is designed to develop students' interests in making artwork through visual or functional projects.

Prerequisite: Industrial Technology Semester 1 or 2

Project fee required.

Course Outcomes:

- Apply tools, materials and technical concepts safely and efficiently.
- Apply problem solving techniques.
- Apply creative abilities.
- Explore career choice.
- Design and building individual projects

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

This course will cover architectural drafting, home design, careers, foundations, framing, and other basic construction methods used in home building. From designing projects to fully building them, Carpentry is the class that helps students get hands-on experience with residential construction. From the designing stage to the construction, Carpentry ties in all elements of Industrial Technology to create projects for customers.

Prerequisite: DIY

Course Outcomes:

- Know the importance of technology.
- Apply tools, materials, processes, and technical concepts safely and efficiently.
- Apply problem solving techniques.
- Explore career choices.
- Design and build residential or commercial projects for customers in, or around, Lake Mills.

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:

- Understand basic elements of Construction Wiring
- Understand basic elements of Tile and Grout Work
- Understand basic elements of Cement Work
- Apply tools, materials and technical concepts safely and efficiently.
- Apply problem solving techniques.
- Apply creative abilities.
- Become a wise consumer.

Practical Skills for the Modern Citizen (9-12) - One Semester

Will you potentially own your own home or vehicle someday? This is a course that is directed towards anyone who wants to gain a basic understanding of various automotive and home repairs. The course will cover basic home construction and repair, patching drywall, fixing plumbing, and replacing light fixtures and switches. It will also cover basic automotive care, changing oil and tires, checking and filling up major fluids and basic diagnostics. This class is designed to be a one-stop-shop to help students become successful with everyday challenges.

While not as in-depth as industrial tech or shop classes, it serves as an accessible starting point for beginners. Not intended for those who have already taken other high school industrial technology courses.

Course Outcomes:

- Understand basic Automotive Maintenance
- Understand basic Construction Repair
- Understand basic Home Maintenance
- Understand basic Landscaping

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

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 topics:

- One-variable statistics
- Linear, inequalities, and systems
- Two-variable statistics
- Functions
- Introduction to exponential functions
- Introduction to quadratic functions
- Quadratic equations

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 Topics:

- Sequences and Functions
- Polynomials and Rational Functions
- Complex Numbers and Rational Exponents
- Exponential Functions and Equations
- Transformations of Functions
- Trigonometric Functions
- Statistical Inferences

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 Extended Algebra Year 2.

Course topics:

- Constructions and rigid transformations
- Congruence
- Similarity
- Coordinate geometry
- circles
- Conditional probability

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 topics:

- One-variable statistics
- Linear, inequalities, and systems
- Two-variable statistics
- Functions

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 topics:

- Introduction to exponential functions
- Introduction to quadratic functions
- Quadratic equations

Pre-Calculus - Two Semesters

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 - Two Semesters

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):
<ul style="list-style-type: none"> - Algebra I - Algebra II - Geometry - Pre-Calculus - Calculus (This may be offered as a postsecondary enrollment option taken at Waldorf, NIACC, or online) 	<ul style="list-style-type: none"> - 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:
<ul style="list-style-type: none"> - Extended Algebra Year One - Extended Algebra Year Two - Geometry - OPTIONAL - Algebra II 	<ul style="list-style-type: none"> - Extended Algebra Year One - Extended Algebra Year Two - Geometry - OPTIONAL - Algebra II
<p>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.</p>	

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 mental health, nutrition and making good food choices, goal setting and how to make plans for the future, human sexuality, sexually transmitted infections, 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 all relationships in everyday life.
- Understand the importance of sexual abstinence and possible consequences of sexual activity.
- Develop a general knowledge of sexually transmitted infections (STI's) and medical treatments.
- Identify positive and negative effects of each type of contraception.
- Know current issues and laws dealing with sexuality.
- Recognize that when we make future plans and set goals, we tend to make better decisions related to our health.

Personal Health and Wellness (9th - 12th) One Semester

This class is designed to cover the areas of nutrition, making good food choices and fitness. Students will be able to log and monitor their food intake, while being mindful of ways to add fruits and vegetables into their lifestyle. Students will look at what foods help in athletic performance and recovery. Health is about lifelong wellness and how we can achieve our goals.

Physical Education (9th - 12th) Two Semesters - (PE OR WT 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 (9th - 12th) - Two Semesters (PE OR WT Required)

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 and performance based course, only students

that are interested in improving strength and conditioning should enroll in this course. Enrollment will be limited to 21 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.

Biology (Class of 2027:10th Grade, Class of 2028: 9th Grade) - 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.

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.

(College-Prep) Chemistry (11th) - Two Semesters (Required...or Conceptual Chemistry)

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. This course is designed as a college-preparatory course and may be taken after receiving credit for conceptual chemistry OR as the first chemistry course taken in high school.

Course Outcomes:

- use proportional reasoning through the use of dimensional analysis to solve problems
- apply mathematical models to atomic structure
- model the mole concept and apply mathematical models
- model and apply the kinetic theory of reactions to reaction rates and equilibrium
- model and apply the kinetic theory to investigate ideal gasses and their behavior

Conceptual Chemistry (11th)- Two Semesters (Required...or Chemistry)

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. Students may take this course and then take the college-prep chemistry course and receive two separate credits for science.

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

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.

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.

Advanced Chemistry (12th) - Two Semesters

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.

Science Tech & Society (9th - 12th) - One Semester

This course will cover a variety of topics revolving around technology applications and the implications of those technologies on individuals and society. Possible units of study include: history of technology, robotics, nuclear energy, artificial intelligence, cloning, and genetic engineering.

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

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 Semesters -(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 (10th) - Two Semesters - (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 (10th - 12th) - 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 units 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.

9th Grade with Instructor Approval

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 Issues (10th - 12th) - One Semester

Current World Issues 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.

9th Grade with Instructor Approval

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 achieve 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.

American/World Studies (10th - 12th)- One Semester

American/World Studies is designed to offer students the opportunity to learn about specific world events that have had a world-wide impact for generations. While survey courses can provide a basic understanding of these events, American Studies will provide an in-depth understanding of this historical moment. Students will evaluate the causes of these historical events as well as the global impact. In connection to the historical event, a specific focus will be on reading primary sources or other classic literature that use this history in context. Units for this class are flexible; however, the French Revolution, Russian Revolution, Middle East and the rise of Islam, Civil Rights Movement, and Martyrs are common and often taught units. Students are allowed to also complete an individualized research project about a historical movement of their choice.

- 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.
- Identify and describe various writers and their works that have influenced world culture.
- Read and evaluate literature, relating the readings to global life today and in years past.
- Synthesize historical and cultural information into an understanding of the global way of life.

Sociology (9th-12th) - One Semester

Sociology is designed to show the students the multiple perspectives on human society and how trends, norms, values and changes within human society shape our everyday lives. At the end of the class, students will be able to identify the impacts of different social institutions, theories/perspectives, and other more contemporary aspects of society (like social media) and how it changes our world over time.

Course Outcomes:

- Define the meaning of sociology and what its purpose is in our world
- Explain how sociology is applicable in many different areas of human society
- Demonstrate an understanding of major sociological theories and the ramifications they have when applied to human society
- Conduct research into the changes that have occurred over various generations and how they compare to today's societal norms, trends, and values.
- Explore the impact of major societal and technical changes (like television, the internet, and social media) and what has actually happened in our world to reflect those changes
- Explore the idea of deviance within society and how it is a part of our everyday lives.
- Investigate on multiple occasions how current events can be seen through a sociological view and how events will impact society on a short and long term basis.
- Research major figures within the discipline of sociology and understand the impact of their theories within the discipline.
- Acknowledge and investigate the idea that students themselves fall within a sociological system that does impact them on a daily basis.

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, 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 Semesters

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 Semesters

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 their own language and culture.
- Participate in multilingual communities and global society.

Latin American Cultures (9th-12th) - One Semester

Students will learn about multiple aspects of Latin American cultures including but not limited to holidays, music, art, food, geography, ancient cultures and current events. A mix of movies, documentaries, books and web sources will be used. This class will be conducted in English. Successful completion of this one semester class is counted as a social studies credit.

Course Outcomes

- Demonstrate cultural awareness
- Evaluate cultural expressions
- Demonstrate knowledge of Latin American Geography
- Cultivate critical thinking on identity and diversity
- Explore indigenous knowledge and practices

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.

Concurrent Enrollment

If offered, 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 take college classes that are Concurrent Enrollment (earn credit for both high school and college) must meet with the principal, CCTC, or school counselor 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 or NIACC.

Advanced Placement Courses

If offered, 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. 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.

Work Study (9th - 12th) - Two Semesters

Work Study provides students with an IEP (Individual Education Plan) 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, answer to that employer and are 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.

Work Release may be an option for 11th-12th graders for no credit.