

TULELAKE HIGH SCHOOL

Grades 7-12

Course Planner

This handbook is designed to describe the course offerings at Tulelake High School. You are encouraged to read all of it and use it to plan your course of study. Educational plans and future goals often change. You are encouraged to seek help when you wish to discuss a change. Carefully choosing your course of study is one of the most important decisions you will make in high school.

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Graduation Requirements THS 2016 and Onwards

Graduation Requirements

Courses taken prior to 9th grade shall not count toward graduation requirements *EC Section 51225.3*. If a student receives a substandard grade for a graduation requirement, they may repeat the course until a satisfactory grade has been earned. Any credit earned with a substandard grade that has been replaced by repeating the course and earning a better grade, has the option to either use the credit toward electives or omit the grade from the overall GPA. If the student opts to use the lower grade as elective credit, they can not use the same course more than once as elective credit. *EC Section 55042*.

College courses shall not be used toward graduation requirements, except for courses that are dual or concurrently enrolled and the course is placed on the high school matrix. Special permission to substitute a THS graduation requirement with an equivalent college course may be awarded, if the THS course a student needs toward graduation is unavailable due to conflicts in the student's strength of schedule and the course is not able to be taken in following years. Special permission must be approved by the site administrator. Initial course selection and changes made to student course schedules must be approved by the guardian, unless the student is 18 years or older.

If US History is unable to be placed on a student's schedule because of conflicts, and the student schedule is filled with THS graduation or college entrance requirements, the student may take History 1017 and 1018 as a substitute for US History. Both must be taken to replace the THS US History course. ENGL 1001 College Composition and ENGL1501 Advanced Composition Literature can be taken in lieu of a THS English course. Both courses must be taken to replace one year of THS English.

A minimum of 260 credits shall be completed in order to graduate from Tulelake High School in the following subject areas. All areas must meet completion of the state minimum required courses:

Graduating Classes (2025-2027)

<u>SUBJECT AREA</u>	<u>UNITS REQUIRED</u>
English	40
Algebra	10
Math Elective	30
Science	30
Social Science	30
Visual Performing Arts	20
Physical Education	20
Health	10
World Language	10
<u>Electives</u>	<u>60</u>
	260

Graduating Classes (2028 and Beyond)

<u>SUBJECT AREA</u>	<u>UNITS REQUIRED</u>
English	40
Math	20
Science	30
Social Science	30
Visual Performing Arts	20
Physical Education	20
Health	10
World Language	10
Financial Literacy	10
<u>Electives</u>	<u>70</u>
	260

Pathways

<i>Tulelake High School Pathways</i>				
CTE Pathway	Grade 9 (Intro)	Grade 10 (Concentrator)	Grade 11 (Capstone)	Grade12 (Desired)
Ag Mechanics	Ag Mech I (AG4100)	***Ag Mech II (AG4125)	Ag Mech III (AG4150)	Ag Mech IV (AG4175) or Work-based Learning
	Ag Mech I (AG4100)	***Ag Mech II (AG4125)	Ag Mech III (AG4150)	Ag Manufacturing (AG7300) or Work-based Learning
Plant and Soil Science	*Ag Science I (SCI215)	***Plant Science (AG2701)	Greenhouse (ECC1)	Work-based Learning
Animal Science	*Ag Science I (SCI215)	***Animal Science (SC1310)	Vet Science (AG7141)	Work-based Learning
(New) Agricultural Business	*Ag Science I (SCI215)	Food Science (SCI216)	***Farm to Fork (SCI10B)	Work-based Learning
(New) Agriscience	*Ag Science I (SCI215)	*Ag Biology (DH0339)	*Ag Chemistry (ECC9)	Work-based Learning
(Proposed) - Business Management or Financial Services	*Algebra I (M4001B)	*Financial Literacy (ECB01)	Entrepreneurship (ECB02)	Work-based Learning
(Proposed) - Ornamental Horticulture	*Ag Biology (DH0339) or *Biology (DH0311)	*Floral Design (DH0241)	*Floral Design 2 (DH0340)	Work-based Learning
UC-AG Pathway	Grade 9	Grade 10	Grade 11	Grade12
*UC-AG	English 9S (DS2346)	English 10S (DS2347)	American Literature (E20410)	English Literature (D2024) Advanced Literature (D2025)
	Algebra 1 (M4001B)	Geometry (M551GE)	Algebra II (M500A2)	Trigonometry/Precalculus (M75001) Statistics I (DH0203) Calculus (M76000)
	Ag Science I (SCI215)	Biology (DH0311)	Chemistry (ECC6)	Physics (SCI900)
	Ag Science I (SCI215)	Ag Biology (DH0339)	Ag Chemistry (ECC9)	Physics (SCI900)

	Ag Science I (SCI215)	Plant Science (AG2701) Biology (GH0311)	Chemistry (ECC6) Ag Chemistry (ECC9)	Physics (SCI900)
	Spanish I (D4691)	Spanish II (ECF1)	Spanish III (ECF9)	
	Art I (FA4000) Yearbook (ECF5) Beginning Dance (FA4001) Multimedia Design/Yearbook (EF01)	Art II (FA4500)		
		World History (SST300)	US History Ethnic Studies (ES1776)	Civics (SST500) Economics (SST550)
	One UC-AG Approved Elective Over all Four Years (Can be a UC-AG course in areas A-F that was not taken to satisfy A-F)			
*UC-AG				
***Dual Enrolled				

Total units required for graduation: 260

Students in grades nine through twelve are expected to make continuing progress each year they are enrolled.

- Freshman Year: 70 units
- Sophomore Year: 140 units
- Junior Year: 210 units
- Senior Year: 260 units

Students earning less than the required number of units at each grade level will be expected to make up the failed units. Units for most credit recovery classes can be made up during summer school and/or online through Imagine Learning.

SCHEDULE CHANGES

Students may request a schedule change within the first (5) school days of the 1st semester, and within the first (5) school days of the 2nd semester. **Parents/Guardians will be notified of all schedule changes prior to the change. Any desired changes after the time frame in this policy shall require administrative approval.** Students who sign up for a class that lasts a year are expected to remain in the class for the entire year.

HIGH SCHOOL COURSE DESCRIPTIONS

ENGLISH

ENGLISH 9S (D2346)

This course is designed to meet the district and state standards in literary response and analysis, writing strategies and applications, reading comprehension, word analysis, fluency, and vocabulary development. Through the study of short stories, poetry, novels, and plays the strengths and differences of the different genres will be explored. Lessons will be given on the writing of persuasive, expository, and narrative essays. Students will also write clear, thoughtful responses about the significant aspects of the literature studied in class. Students will revise their writing techniques of peer editing, teacher response, and teacher-guided student revision. Students will be expected to present their projects visually through the use of technological and visual mediums. Outside reading and writing required. **Students enrolled in English 9S may be required to take a Composition and/or Reading Intervention class as prescribed by test results. All students must pass this class to graduate.**

ENGLISH 10S (D2347)

Prerequisite: Satisfactory completion of Eng 9S and/or teacher recommendation.

This is a course designed to promote an appreciation of literary genres including short stories, novels, essays, drama, nonfiction, and poetry. Reading comprehension emphasizes structure, themes, and evaluation of literature. Writing includes creative writing, essay writing, and poetry along with the writing process. Students shall have opportunities for written, oral, and visual presentations. They will be expected to utilize technology for research and presentation of projects. Systematic vocabulary development shall include definitions, connotative meaning, and word origin. Outside reading from a core literature list is required. ***Students enrolled in English 10S may be required to take a Composition, Reading Intervention class, or English Intervention course prescribed by test results. All students must pass this class to graduate.***

AMERICAN LITERATURE (E20410)

Prerequisite: Satisfactory completion of English 10S and/or teacher recommendation. Students enrolled in American Literature will study works that are significant to historical periods in the U.S., such as the “Great Depression”. Spelling and vocabulary exercises will also be given. Students will be expected to defend their ideas and opinions on the views held by the authors they will study. Writing instruction in American literature includes the expository and persuasive essay, research and writing of literary criticism, and narrative and creative writing. Students are also expected to respond to and analyze literature both in writing and in class discussions, using the text and other pieces of literature to support their responses. Multimedia will be used in presentations for American Literature. Outside reading and writing is required for this course.

ENGLISH LITERATURE 12 (D2024)

Prerequisite: Satisfactory completion of American Literature and /or teacher recommendation. This is an academic course where the college bound student will study various genres in literature including short story, poetry, novels, and drama. Examples of literary works include Shakespearean drama and poetry, Beowulf, Chaucer, the metaphysical poets, the Nineteenth Century novel, and contemporary literature and poetry. Writing and research skills shall be reflected in expository, descriptive, narrative, and persuasive essays and in literary

criticism. Technology, bibliography, and presentation skills shall be included. In addition to class readings, outside reading is required.

ESL INTERVENTION (DH0279)

This class is intended for students who need extra reinforcement in language arts skill areas as well as provide support in their required courses. Eligible students will be assigned into this class in addition to their regular ELA course. This course is designed for students who have been identified as English Language Learners (ELL). Class time will be devoted to working on targeted skills that will help students to pass their core ELA courses, English 9S & English 10S, both of which are required for graduation.

MATHEMATICS

ALGEBRA CONCEPTS AND SKILLS (M4000)

This course teaches fundamental algebraic reasoning, focusing on variables, expressions, equations, and functions (linear, quadratic, polynomial, exponential to model real-world situations, emphasizing problem-solving through graphing, analyzing patterns, and developing procedural fluency for higher math, often incorporating technology for deeper understanding. Key topics include solving systems of equations, inequalities, simplifying radicals, working with rational exponents, and applying concepts like slope, rate of change, and the Pythagorean theorem.

PRE ALGEBRA ESSENTIALS (AE0738)

This is a foundational mathematics class designed to bridge the gap between basic arithmetic and more abstract algebraic expressions. Primary objective is to prepare students for success in Algebra I and high math level courses by reinforcing skills and introducing introductory algebraic reasoning.

ALGEBRA I (M4001B)

This course is a comprehensive exploration of algebraic concepts, with a focus on real-world applications. The curriculum is focused on Foundations of Algebra and Equations, Functions and Linear Relationships, and Linear Systems. Exponential, Polynomial, and Quadratic Functions and Factoring are introduced.

GEOMETRY (M551GE)

Prerequisite: Grade C or better in Algebra 1 and instructor approval. Students will study the mathematics of the properties, measurement, and relationships of points, lines, angles, surfaces, and solids. Basic trigonometric relationships will be introduced.

ALGEBRA II (M500A2)

Prerequisite: Grade C or better in Algebra 1 and instructor approval. This course extends concepts of Algebra I with further emphasis on quadratic, cubic, and polynomial systems, functions, sequences, and series. Students learn about the complex number system and logarithmic functions. This course is aligned with the California Content Standards for Algebra II.

TRIGONOMETRY/PRE-CALCULUS (M75001)

Prerequisite: Grade of C or better in both Algebra 2 and Geometry and instructor approval. Students study trigonometry relationships and identities in depth. Rational functions, continuity, limits, and . In this course, students will use graphing calculators extensively and be required to do many application type problems.

STATISTICS (DH02023)

This course teaches students to collect, analyze, interpret, and present data, covering descriptive statistics (graphs, center, spread), probability, experimental design, often using technology like graphing calculators to understand real-world patterns, make predictions, and critically assess information from media and studies,

preparing them for college-level work.

FINANCIAL LITERACY (ECB01)

This course is an Algebra based, applications-oriented finance course that utilizes mathematical modeling. Financial Literacy makes use of high school mathematics topics that are applied to real world situations. A variety of problem solving skills and strategies will be used as students make conjectures about budget choices and understand how those choices impact their future financial health. Students will learn about investing, taxes, and the basics of credit and banking. In addition, students will examine various economic systems, including the movement of goods and services, supply and demand, and production chains. This course would be a math elective course.

SCIENCE

AG SCIENCE I (SCI215)

This is an entry-level science course designed to introduce students to the area of earth science and to the investigative and experimentation techniques and methods science uses towards agriculture. Major areas to be covered will be the foundation of science (technology), the exosphere (solar systems), the lithosphere (minerals, rocks, soils, weathering and erosion), the atmosphere (temperature, pressure, humidity, clouds, precipitation, wind and storms), and the hydrosphere (water). FFA and leadership skills are integrated into the curriculum.

AG BIOLOGY (DH0339)

This is an elementary study of the broad principles of life processes in plant, animal, fungi, and microorganisms including their origin, development, reproduction, taxonomy, and ecology. Plant and animal anatomy, physiology, and standards relating to Biology are covered as well as genetics and genetic inheritance.

AG CHEMISTRY (ECC9)

Prerequisite: Algebra I. Chemistry is a college prep lab oriented science course. The course discusses how the chemical elements interact with each other and the role they play in our everyday lives. Lectures follow the outline of the text, and labs are used to give the student a practical understanding of the topics being discussed.

PHYSICS (SCI900)

Prerequisite: Algebra I. This college prep class will explore motion, Newton's laws of motion, momentum, energy, gravity, heat and temperature--(they are different!) sound, light, electricity and even some magnetism. Concepts are explored through labs and hands-on projects. We will adventure through the phenomena that surround our daily lives; it will be fun, challenging and exciting! Prior completion of Geometry would be advantageous.

PLANT SCIENCE (AG2701)

This course teaches the fundamental biological, chemical, and agricultural principles behind plant growth, reproduction, and use for food, fiber, and beauty, integrating hands-on activities in areas like plant anatomy, photosynthesis, soil science, crop production, genetics, pest management, and careers in horticulture or agriculture, often with FFA/SAE components for real world experiences.

GREENHOUSE (ECC1)

This course is designed to study basic botany, the raising of house and garden plants, and commercial plant production. Practical experience will be obtained in the greenhouse. Students will be involved by raising plants from seeds and cuttings and acquire skills in potting plants for sale in commercial nursery practices. Students will manage the annual plant sale.

ANIMAL SCIENCE (SCI310) Animal Science will introduce and incorporate science into the raising of

domestic livestock with emphasis on sustainable livestock production in the U.S. Students will learn basic concepts of raising animals for the fair to complex concepts of genetics. Livestock studied includes Beef, Sheep, Poultry, Horse and Swine production. Topics of study will include basic nutrition, genetics, reproduction and animal health in domestic farm animals. This class will incorporate modern production practices that include hands-on learning at local ranches.

VET SCIENCE (AG7141)

Prerequisite: Animal Science

This course is designed to provide students with an opportunity to study the science of veterinary medicine, including animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students will learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills. This course qualifies students to participate in all local, state, and national FFA events/activities throughout the year as an official state and national FFA member.

SOCIAL STUDIES

WORLD HISTORY (SST300)

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

US HISTORY (DH0126)

Students in this course study the major turning points in American History in the 20th century. Following a review of the nation's beginnings and the impact of the enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. Students will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprises a precious inheritance that depends on an educated citizenry for their preservation and protection.

CIVICS (SST500)

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

ECONOMICS (SST550)

In addition to studying government in grade twelve, students will also master fundamental economic concepts,

applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economics systems, measurement and methods. Students understand common economic terms and concepts and economic reasoning, in terms of: 1. the causal relationship between scarcity and the need for choices
2. opportunity cost and marginal benefit and marginal cost
3. the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior
4. the role of private property as an incentive in conserving and improving scarce resources, including the non-renewable natural resources
5. the role of a market economy in establishing and preserving political and personal liberty (e.g., the works of Adam Smith.)

PHYSICAL EDUCATION

All Students must earn 20 credits in physical education to graduate and all 9th grade students are required to take PE for one year (10 credits). Students who participate and complete all requirements for the season in any interscholastic sport will be granted 5 credits for each sport up to a maximum of 10 credits.

PE (ECE3)

is a planned program that contributes to the development of the social, emotional, cognitive, and physical functions of students through enhanced fitness, the learning of basic movement concepts, and the refinement and utilization of basic movement skills. Learning occurs in an environment that promotes maximum participation of all students, cooperation, success, and a healthy attitude toward competition. All students will: Actively participate in physical activities on a daily basis. Demonstrate strategies in various game play situations. Respond to each other in a positive manner. Seek personal improvement in motor skills through units designed around generic movement patterns. Improve and record individual fitness levels through the use of goal setting and charting in individual sport folios. Use cooperative learning skills (listening, courtesy, acceptance of individual differences, encouraging, complimenting). Demonstrate proficiency in the five main fitness areas: flexibility, muscle strength, muscle endurance cardio-respiratory endurance, and an improved body composition.

PE II (PE2000) 1. Students will be able to perform more advanced movement activities with competence. Students will be introduced to a wider variety of activities. (Movement Skills) 2. Students will continue to identify, understand, & assess specific skills in movement activities. Students will also be able to understand more advanced strategies in games. (Movement Knowledge) 3. Students will be able to identify the benefits of Physical Fitness. Students will continue to assess & work towards enhancing their Personal Fitness. (Physical Fitness) 4. Students will continue to analyze the benefits derived from & participate in physical activities. Students will learn & apply safety & sportsmanship to all physical activities. (Personal Development) 5. Students continue to cooperate with each other using techniques such as conflict resolution & peer teaching. Students will continue to learn the history of Physical Education & sports in a more in-depth manner. (Social Development)

WEIGHT TRAINING (DH0333)

This class teaches students safe and effective lifting techniques for building strength, endurance, and power, covering core lifts, anatomy/physiology, nutrition, and personal fitness programming for lifelong health or athletic performance, using free weights, machines, and conditioning exercises.

VISUAL OR PERFORMING ARTS

ART I (FA4000)

High School Art builds on foundational skills and expands students' technical and conceptual abilities across a wide range of media, including graphite, charcoal, soft and oil pastels, acrylic and watercolor paint, ink, ceramics, pottery, and mosaic work. Emphasizing elements and principles of design, students refine observational drawing, advanced shading, color theory and mixing, expressive brushwork, ink techniques, three-dimensional forming and glazing, and mosaic design and installation. Coursework balances skill development, creative experimentation, and sustained projects that promote craftsmanship, personal voice, and critical thinking. Students engage in art analysis and critique, develop a cohesive portfolio, and explore historical and cultural connections to support visual literacy, professional practices, and preparation for advanced study or careers in the arts.

AG FLORAL DESIGN (DH0241)

This class teaches the art and business of creating floral arrangements, blending horticultural skills with design principles for various occasions.

MULTIMEDIA / YEARBOOK (ECF01)

Video production and editing is the medium through which a variety of multimedia tools are applied. These include video, still images, audio, and soundtrack applications. Students will learn the technical skills involved in operating video production and editing equipment. Students will learn and apply artistic skills related to film editing and photographic composition.

This course is designed for students who wish to work on and produce the THS 2021-2022 Yearbook. In this class students will be taught basic photography techniques, layout and design principles, and desktop publishing and photo editing skills. Students will be required to take pictures at games and events throughout the school year. It will be necessary for students to work independently to meet strict deadlines. This course will have limited enrollment with preference given to students who have taken the class before.

MULTIMEDIA II (ECF11)

This course expands the use of digital media to the creation of audio files and edited video for school web based applications along with learning to author DVDs with classroom created content. Additionally, a focus on script structure for short news features and video storylines will support the creation of creative and fact based projects.

ART II (FA4500)

Prerequisite: successful completion of Art I; teacher approval. Art II is a second year course for the serious art student. Students explore and learn the use of art media to communicate and produce their own art. Students will demonstrate the ability to recognize different art styles as well as be able to define their own aesthetics and arrive at personal judgments about art.

DANCE (AE0812)

This course teaches expressive movement through various styles. Focusing on technique, choreography, performance, and cultural context, building skills in coordination, flexibility, and artistry.

BEGINNING DANCE (FA4001)

This course introduces students with little or no prior dance training to techniques, history, and the creative process, focusing on developing basic technical skills.

FOREIGN LANGUAGE

SPANISH I (D4691)

This course is designed for students who have little or no prior experience with speaking or studying Spanish. Emphasis on developing listening and speaking skills to accomplish simple communication and conversation in Spanish, as well as some basic reading and writing skills in the language. Topics covered include describing self, family and friends, discussing school life and daily activities, expressing likes and preferences, and making invitations. Students will learn to speak and write about the present, the recent past, and the near future. This class will be conducted at least 75% of the time in the target language.

SPANISH II (ECF1)

Focuses on the continued development of listening and speaking proficiency in the language, with an increased emphasis on reading comprehension and writing skills for use in future educational or professional settings. Topics covered include making plans for vacation and travel, narrating about past experiences, soliciting and offering advice, discussing health and fitness, and talking about hopes and wishes for the future. Students will speak and write using a variety of tenses and moods in the present, past, and future time frames.

HEALTH EDUCATION

HS HEALTH (OE2100)

This course is designed to help students develop the knowledge, skills, attitudes, and behaviors needed for a lifelong commitment to health. Decision-making skills are developed throughout the course in many different aspects. Health topics include alcohol abuse, drug abuse, tobacco use, human sexuality (with emphasis on abstinence), HIV/AIDS/STI prevention, Positive Prevention as well as nutrition.

ELECTIVES

AG LEADERSHIP (DS123)

This course helps develop leadership, communication, and management skills within the context of the food, fiber, and natural resources industries, teaching students to be effective decision-makers through topics like public speaking, teamwork, problem solving, and FFA involvement, preparing them for careers in agriculture and beyond.

AG MECHANICS (AE1747)

Ag Mechanics is a course designed to provide individualized instruction to students developing basic shop skills needed in today's world. Specific areas of instruction for the 1st semester include shop & personal safety, tool identification, shop management, measurement & shop math, woodworking and carpentry skills, painting, project planning and drawing for proposed project and wood project construction. The second semester will include woodworking, metalwork, residential electrical wiring, rope work, plumbing, concrete & masonry work, basic tool repair, and introduction to arc welding. The development of leadership and employability skills are emphasized throughout the course. FFA will be integrated into the curriculum.

AG Mechanics II (AG4125)

Prerequisite: Students enrolled in this course must have successfully completed Ag Mechanics I with a "C" or have instructor approval. Agricultural Mechanics II is a course designed to provide individual instruction to students in developing welding and fabrication skills in Oxy-Fuel welding and cutting, Arc Welding, and MIG welding. Students will develop skills in welding flat, horizontal, and vertical positions. The class will also devote a great percentage of classroom and shop time (2nd semester) introducing students to Small Engines. Students are introduced to various aspects of small engine tools, equipment, and repair applications. All students enrolled will continue their membership in the FFA, keep record books and either begin or continue an on-going SAE project(s).

AG Mechanics III (AG4150)

Prerequisite: Grade of "C" in Agricultural Mechanics II or instructor approval. Agricultural Mechanics III is a course designed to apply and enhance the practical knowledge and skills learned during the previous two years of agricultural mechanic's instruction. The course is developed to improve students' skills in the areas of Shop and Personal Safety, Measurement, Tool and Equipment Operation and Maintenance, Welding (Oxy-Fuel, SMAW, GMAW & FCAW), and Cutting (Oxy-Fuel and Plasma Arc). The course will also devote a great percentage of classroom and shop time introducing students to Project Design and Layout, Project Sketches and Working Drawings, Cut Lists, Bill of Materials and Project Planning. All students will have the opportunity to design and fabricate smaller project(s) of their own. All students enrolled will continue their membership in the FFA, keep record books and either begin or continue an on-going SAE projects(s). Students are encouraged to exhibit any constructed, repaired or restored projects at the local county fair and the California State fair.

AG Mechanics IV (AG4175)

Prerequisite: Grade of "B" in Agricultural Mechanics III or instructor approval. Agricultural Mechanics IV is a course designed to train advanced students for entry-level positions in Metal Fabrication, Specialty Welding Shops and Post-Secondary Agricultural Mechanics, Welding Technology & Industrial Technology Educational Programs. This course applies the practical knowledge and skills learned during the previous three years of agricultural mechanic's instruction. The course devotes a high percentage of classroom and shop time in preparing student portfolios including resumes, letter of applications, working drawings, bill of materials, work samples, letters of recommendations(s) and the construction or fabrication of student projects. The course will develop advanced skills in the areas of Welding, (Oxy-Fuel, SMAW, GMAW, FCAW & TMAW), Cutting (Oxy-fuel and Plasma Arc), Metal Working, Measurement, Tool and Equipment Use, Equipment Maintenance and Repair, Equipment Troubleshooting, Project Design & Fabrication, Trailer Electrical, Painting, Record Keeping and Shop Management. The majority of advanced shop skills will be taught on an individual basis on student projects. All students enrolled will continue their membership in the FFA, keep record books and continue with their SAE project(s). Students are encouraged to exhibit any constructed, repaired, or restored projects at the local county fair and the California State fair.

AG MANUFACTURING (AG7300)

Prerequisite: Geometry & Computer Literacy; students in this course must have successfully completed Agricultural Mechanics II with a "C" or have instructor approval. This course provides students with an understanding of the technologies common to careers in the fields of product design and manufacturing. Representative topics include the principles of design, the product design and development process, computer-aided design, fabrication and manufacturing processes, sustainability, and the principles of business, entrepreneurship, and global design. Students will expand upon computer-aided manufacturing as well as receive additional training in Gas Metal Arc Welding, Plasma Cutting, and Oxy Fuel Cutting. Students will be introduced to and develop skills in state of the art 3-D modeling and manufacturing as well as utilize modern software packages including Solid Works, SheetCam, and MasterCam to produce industry relevant products. Product Innovation & Design I will build upon mathematical and design principles taught in other courses and counts as a "Math Elective" or "Other Elective" for graduation.

AVID 11/12 (ECG8)

Course is designed to prepare students for four-year college eligibility and success in all course studies. AVID will assist students in meeting the University of California and California State University entrance requirements. Course topics will include "coping skills" and motivational strategies, study skills time management, note taking, test taking strategies, SAT/College entrance exam preparation, effective text book reading, and library research skills. Course will incorporate guest lectures, field trip studies, career awareness and counseling, and greater community interaction; *by permission of Counselor, AVID Coordinator, or the Principal.*

EARLY RELEASE & SERVICE PERIODS

Students may not sign up for the following classes at registration without parent, administrator, and

instructor approval: Teacher Aide/Bilingual Teacher's Aide, AVID Tutor, and Work Study based on the following:

California Assembly Bill—AB1012 was enacted at the beginning of the 2016-17 school year. AB1012 adds new sections 51228.1, 51228.2 and 51228.3 to the *Education Code (EC)*, concerning the conditions under which a public school pupil in grades 9-12 can be assigned to a “course period without educational content” for longer than one week in any given semester or can be assigned to repeat a course that he or she has already satisfactorily completed. AB 1012 also establishes a procedure for a complaint of noncompliance with the course assignment requirements.

Assignment to a “course period without educational content” is defined to mean one of three things: (1)

The pupil is released from campus prior to the conclusion of the regular school day

(2) The pupil is assigned to a “service” or “instructional work” period in which the pupil assists a certificated employee who is teaching a class that period, the pupil is not expected to complete the curricular requirements of the class, and the ratio of teacher to pupils who are in the class for curricular purposes is “less than one to one” (i.e., where more than one pupil is acting as an assistant per class) or

(3) The pupil has no course assignment for that period. (*EC* 51228.1(c))

Under AB1012 in order for a pupil to be assigned to one of these courses, the following requirements must be met:

(1) The pupil’s parent or guardian (or the pupil if he or she is 18 or older) has given written consent; (2) A “school official” has determined the pupil will benefit from the course;

(3) The principal or assistant principal has stated in a writing maintained at the school, that all pupils assigned to the specified courses meet the first two conditions;

(4) No pupil is assigned to one of these periods because there are not sufficient curricular offerings for the pupil to take during that particular period of the school day. (*EC* 51228.1(a))

FAMILY HOME CONSUMER (AE1248)

Students will learn the fundamentals of nutrition, meal planning, grocery shopping, food preparation, cooking, baking, presentation, kitchen organization, safety, and sanitation. They will practice reading recipes, measuring ingredients, managing time, comparing unit prices, shopping within a budget, reducing food waste, controlling portions, and evaluating finished products for taste, texture, appearance, and quality. Instruction will also include the safe use, cleaning, and maintenance of common kitchen tools and equipment. Students will complete a realistic monthly budget that includes housing, food, transportation, utilities, insurance, clothing, entertainment, cell phone service, and internet access. Students will also develop household-management skills, including cleaning, laundry, stain removal, clothing care, and the safe use of household products. Basic sewing instruction will include sewing on buttons, repairing seams, patching tears, and completing simple hemming projects. Students will participate in classroom instruction, demonstrations, assignments, collaborative projects, and hands-on laboratory experiences.

FARM TO FORK (SCI10B)

This hands-on course explores California agriculture, guiding students through the journey from farm to fork. Students will learn about local farming practices, plant and harvest fresh produce, and gain practical skills in food preparation. The class emphasizes sustainability and community by contributing fresh, healthy food to the school cafeteria.

LIFE SKILLS (AE0997)

This course teaches practical, non-academic competencies for daily living and future success, focusing on areas like financial literacy, personal responsibility, career readiness, communication, decision-making, problem-solving, and social emotional well-being to foster independence, self-sufficiency, and healthy adult functioning.

ESL INTERVENTION (DH0279)

This course provides language development instruction for non-native speakers, focusing on conversational fluency, practical communication, and future planning. Helping students with listening, speaking, reading, and writing skills to help students achieve English proficiency, meet academic standards, and integrate culturally, often leading to graduation credit or academic support for mainstream classes.

SENIOR SEMINAR (0004)

Prerequisites: Must be a senior. A year-long course designed to prepared graduating seniors for success after high school. Students will develop the academic, personal, financial, professional, and life skills needed to successfully transition into college, careers, military service, trades schools, apprenticeships, or other postsecondary pathways. Students will explore postsecondary options, complete college and career activities, strengthen financial literacy, build life skills, develop professional communication skills, and create a personalized post-secondary graduation transition plan. This course integrates AVID strategies and the CCGI platform to provide students with practical tools for planning and achieving their postsecondary goals.

TEACHER AIDE/BILINGUAL TEACHER'S AIDE

Prerequisites: parent consent; administrator & teacher approval. Students will facilitate the teacher in the classroom with respect to assisting in answering questions by fellow students **STUDENTS WILL BE ALLOWED ONLY (1) AIDE POSITION EACH SCHOOL YEAR**. A letter grading system will be used, but this class will not be included in the GPA.

Grade level 10-12 10 Credits Year course

WORK STUDY (DH0175)

Prerequisites: Parent consent; administrator and counselor approval.

The independent work/study program is intended to help students gain desirable work habits and attitudes in real jobs. All students are required to complete and turn in timecards to their assigned teacher. The district shall grant credit toward graduation to pupils for successful completion of the independent work study education program. A total of 20 credits are allowed each year. Pupil Qualifications: In order to qualify for participation in an independent work/study program, students shall:

The independent work/ study program

1. Be at least 16 years of age.
1. Be a full-time pupil enrolled in four or more subjects.
2. Have parental or guardian approval.
3. Have the approval of the high school administration to enroll.
4. Have a vocation or educational goal to which the selected work experience will, in the opinion of school administration, contribute.
5. The work study program must meet the strict state official guidelines. Students will be required to have a valid work permit.

JUNIOR HIGH SCHOOL COURSE DESCRIPTIONS

Requirements for JH Promotion Ceremony:

All students who wish to take part in the 8th grade promotion ceremony must have passed all core courses and earned at least 25 credits for each full semester they were enrolled in at Tulelake High School. (Core: English, Math, Science, Social Studies, and PE) Students must have all discipline cleared by admin. Promotion seating will be based off of GPA, beginning with 3.0 to the highest GPA in the front.

ENGLISH 7S (D2351)

This course develops students' reading, writing, speaking, listening, and language skills through grade-appropriate complex texts and rigorous performance tasks aligned with the California Common Core State Standards (CCSS). Students will analyze literary and informational texts to determine central ideas, cite textual

evidence, evaluate author's purpose and craft, and compare themes across genres (RI.7.x, RL.7.x); engage in argumentative, informative/explanatory, and narrative writing with clear organization, development of claims with precise evidence, and attention to task, audience, and purpose (W.7.x); conduct short research projects and synthesize information from multiple sources while citing evidence (W.7.7–8); build vocabulary and command of conventions through targeted grammar and usage lessons (L.7.x); and participate in collaborative discussions and presentations that require clear reasoning and use of evidence (SL.7.x). Instruction emphasizes critical thinking, evidence-based responses, writing revision, and media literacy to prepare students for college and career readiness.

ENGLISH 8S (D2355)

This course English 8 strengthens students' reading, writing, speaking, listening, and language skills through engagement with increasingly complex literary and informational texts in alignment with the California Common Core State Standards (CCSS). Students will interpret and analyze texts to determine central ideas and themes, evaluate textual evidence and author's craft, and compare multiple accounts or perspectives (RI.8.x, RL.8.x); produce argumentative, informative/explanatory, and narrative writing that demonstrates coherent organization, development of claims with relevant evidence, and purposeful style (W.8.x); plan and carry out short research projects, synthesize information from diverse sources, and correctly cite textual evidence (W.8.7–8); expand vocabulary and mastery of grammar, usage, and conventions to improve clarity and precision (L.8.x); and engage in structured discussions and formal presentations that require logical reasoning and effective use of evidence (SL.8.x). Instruction emphasizes analytical thinking, revision and editing, and media literacy to advance college- and career-readiness.

MATH 7S (MJH7S)

A course designed to prepare students for a rigorous college preparatory algebra course. It uses a problem based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the "Mathematical Practices" of the Common Core State Standards.

MATH 8S (MJH8S)

A course designed to prepare students for a rigorous college preparatory algebra course. The course is structured around problems and investigations that build conceptual understanding of these topics and an awareness of connections between different ideas. Students are encouraged to investigate concepts, communicate their thinking and generalize. The lessons in the course meet all of the content standards and embed the "Mathematical Practices" of the Common Core State Standards.

JH PHYSICAL EDUCATION

JH PE (7) (PE0250) & JH PE (8) (PE0300)

Students will be able to perform basic movement activities with competence. Students will be introduced to a wide variety of activities. Students will identify, understand, & assess specific skill in movement activities. Students will learn basic strategies in games. Students will be able to identify the benefits of Physical Fitness. Students will assess & work towards enhancing their Personal Fitness. Students will participate in physical activities. Students will learn & apply safety & sportsmanship to all physical activities. Students will cooperate with each other using techniques such as conflict resolution & peer teaching. Students will learn some basic history of physical education & sports.

JUNIOR HIGH ROTATION GRADES 7-8

Students rotate after completing 1 Semester

JH AG BUSINESS (JHAG15)

This course combines principles of business, economics, finance, and management with specialized knowledge

of the agricultural and food industries. The curriculum prepares students for careers in the production, processing, marketing, distribution, and financing of agricultural commodities and resources.

JH AG MECH (D6792)

This course introduces students to safety protocols and fundamental shop skills. It provides a foundation for future career and technical education (CTE) pathways in areas like agricultural engineering, farm equipment mechanics, and welding.

JH ART (JHE6)

This course introduces students to a broad range of artistic media and processes, including graphite, charcoal, soft pastels, oil pastels, acrylic paint, watercolor, and basic pottery techniques. Students explore foundational elements of art—line, shape, value, color, texture, space, and composition—while developing observational drawing, shading, color mixing, brushwork, and three-dimensional forming skills. Lessons emphasize experimentation, craftsmanship, creative problem solving, and personal expression through guided projects, skill-building exercises, and portfolio development. Students learn to analyze and give constructive feedback on artworks, reflect on artistic choices, and connect their work to cultural and historical contexts, fostering visual literacy and confidence in diverse media.

JH COMP CODING (DH2016)

This course teaches students the fundamental principles of computer programming, robotic building, coding, and computational thinking through engaging projects like creating simple games, animations, and websites. Focusing on foundational logic and problem-solving skills, including algorithms, loops, variables, conditional statements, and debugging.

JH AVID (JHEQ17)

This introductory course is designed to begin to prepare students for 2 year and 4 year colleges and for students to experience success in all course studies. Course topics will include “coping skills” and motivational strategies, study skills, time management, note taking, test taking strategies, effective text book reading, and library research skills. The course will incorporate guest lectures, field trip studies, career awareness and counseling, and greater community interaction.

JH SOCIAL STUDIES 8th Grade (SST185)

This course is designed to provide a greater understanding of social studies through the study of United States history, government, geography, and economics. Centering on US history from the nation’s founding, 19th or early 20th century.

JH SOCIAL STUDIES 7th Grade (SST100)

This is a junior high (7th grade) course that teaches world history, Medieval Europe, Rise of Islam, African Civilization, The Renaissance, Exploration, and The Enlightenment.

SCIENCE 7 (DH0220)

This course is designed to build on fundamental scientific inquiry skills and introduces core concepts in the natural world. Students will be transitioned from basic observation to more complex investigation, enhancing their ability to ask questions, design experiments, collect and interpret data, develop models, and construct evidence based arguments.

SCIENCE 8 (SCI2)

This course provides an integrated science curriculum that provides an in-depth study of core concepts across physical science, life science, and Earth and space science, while emphasizing scientific inquiry and engineering

practices. Students will practice building upon knowledge from previous grades and prepare for high school science courses.

COLLEGE OF THE SISKIYOU POLICY

Students have the opportunity to take courses online through the College of the Siskiyous. THS students interested in taking COS classes must be at least a 7th grade student with a minimum 3.0 GPA. Students are encouraged to explore the wide range of online course offerings available from COS to enrich their high school career as well as satisfy college level general education requirements. Students may see College of the Siskiyous Course list for a schedule of the current COS semester course offerings.

College courses shall not be used toward graduation requirements, except for courses that are dual or concurrently enrolled and the course is placed on the high school matrix. Special permission to substitute a THS graduation requirement with an equivalent college course may be awarded, if the THS course a student needs toward graduation is unavailable due to conflicts in the student's strength of schedule and the course is not able to be taken in following years. Special permission must be approved by the site administrator. Initial course selection and changes made to student course schedules must be approved by the guardian, unless the student is 18 years or older.

Release of Records for Minor Students:

Parents have certain rights with respect to their children's records. These rights transfer to the student when they reach 18 years of age **OR** when they attend a school beyond the high school level. In case of a special admit student attending College of Siskiyous, the student is considered the same as any other college student. As such, access to the student's records by parents/guardians is only permitted with a written "Release of Information" form signed by the student. Release forms are available in the high school office.

College Credit (OE5551)

This course is designed to give students the opportunity to work on their college level course during high school hours. Students will not be graded by THS in this course. The grade will be given by the college institution they are enrolled in.