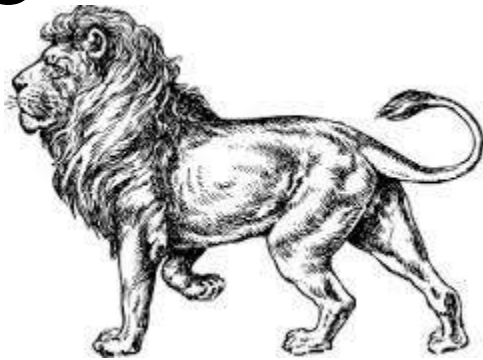


# **LIVE OAK HIGH SCHOOL**

## **Course Catalog**

**&**

## **Registration Guide**



**2022– 2023**

Featuring:

- \* Registration Instructions
- \* Graduation & University Requirements
- \* Course Descriptions

# **LIVE OAK HIGH SCHOOL**

## **Registration Information & Instructions**

**2022 - 2023**

1. Make sure you are familiar with the graduation requirements listed on the next page. They are the minimum that must be passed along with the Senior Project before graduating. Check with our counselor if you have questions.
2. Every course has a description that tells you a little about the course.
3. Determine your post-secondary (out of high school) goal -- university, community college, trade school, military, workforce etc. Discuss this important decision with your parents, talk to your counselor, and read the college requirements on page 3 of this guide.
4. Choose the required courses first -- read the descriptions included. Then, choose electives based upon your interest, skill, and career path. Remember; make choices carefully, as you will be in these classes for the entire year. Class changes require approval and must be made during the first week of any semester.
5. Complete the registration for your grade level and return it to the counseling office. We advise you to make decisions in consultation with your parents and counselor.

Remember, most advanced classes can only be taken upon successful completion of the primary class. (For instance, you cannot take Ag Construction and Maintenance without first taking AG/Woodworking). In addition, some advanced classes require the instructor's approval before you can enroll in the class. Be sure to check with the counselor and see the teacher of the class.

# LIVE OAK HIGH SCHOOL

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LIVE OAK, CA 95953

(530) 695-5415

## GRADUATION REQUIREMENTS

1. Graduates must have 260 semester credits (150 credits of required courses plus 110 credits of electives) successfully completed (a grade of an “A” to “D-” in each).
2. Each of the seven classes a student takes receives 5 credits per semester.
3. Each school year a student should earn 70 credits (35 each semester).
4. Completion of the Senior Project, senior year.

Subject	Years	Credits (Total=260)	Page(s)
English	4	40	5-7
History/Social Science	3	30	8-9
Mathematics ( <i>Must Pass Integrated Math I</i> )	2	20	10-11
Science ( <i>1 yr. Life Sci &amp; 1 yr. Physical Sci</i> )	2	20	12-14
Physical Ed.	2	20	15
Fine Arts, Foreign Language <i>or</i> Career Technical Education (CTE)	1	10	16-25
State Requirements (SR)/Life Skills	1	10	26
Electives	- - -	110	16-28

## College Requirements

### California State University (CSU) & University of California (UC) A-G Entrance Requirements

Any student who plans to attend a university upon graduation from high school should at least meet the minimum requirements for the California State University System.

<b>Subject</b>	<b>Years</b>
English (b) <i>(Eng 9-12, Eng 9 &amp; 10 Honors, AP English)</i>	4
Mathematics (c) <i>(Integrated Math 1, Integrated Math 2, Integrated Math 3, Trigonometry)</i>	3-4
Laboratory Science—1 Life & 1 Physical (d) <i>(Integrated Science 1- 3, Anatomy, Physics, AP Biology)</i>	2-3
Social Science (a) <i>(U.S. History, AP U.S. History, World History, AP World History, Government)</i>	2
Foreign Language (e) <i>(Spanish 1-3, AP Spanish, Punjabi 1-3)</i>	2-3
Visual & Performing Arts (f) <i>(Art, Band, Choir, Drama, Floral Design, Music Appreciation)</i>	1
Elective (g) <i>(1 yr. extra from above or approved elective (ex: AVID, Ag Science 1, Economics, Calculus)</i>	1

 --Indicate courses that meet A-G Requirements

#### CSU/UCs

Students must challenge themselves by taking advanced classes and getting good grades in order to compete for the spaces available at the freshman level. The increasing number of students applying for admissions to both the University of California and California State University systems has allowed the colleges to be more selective.

#### Private & Out of State Universities

Students who plan to attend a private university or university outside of California should consult the school website or catalog for entrance requirements.

#### Community Colleges

Community college students do not need to meet course requirements for entrance. However, students are sometimes placed into courses based on high school transcripts and only a rigorous course schedule will prepare you for the challenges that college will present. Live Oak High School has partnership programs with both Yuba Community College and Butte Community Colleges.

#### SAT/ACT

- UC's: No longer use SAT/ACT scores to determine admissions
- CSU's: SAT/ACT requirement is currently pending. As of March 2022 it is required for the Class of 20
- Community Colleges: Do not require SAT/ACT
- Private/Out of State Schools: admissions requirements vary.

# CAREER PATHWAYS

Students are encouraged to enroll in a Career Pathway. Career Pathways are a sequence of courses students take to enhance their workability skills and give them exposure to careers.

Live Oak High School offers the following Career Pathways:

## **Career Pathway: Ag Mechanics**

- Woodworking (Concentrator)
- Ag Construction (Completer)
  
- Welding Technology (Concentrator)
- Farm Equipment (Completer)

## **Career Pathway: Food Service & Hospitality**

- ROP Restaurant Management (Completer)

## **Career Pathway: Information Support & Services**

- Computer Applications (Concentrator)
- Computer Graphics (Completer)

## **Career Pathway: Machining & Forming Technologies**

- ROP Advanced Manufacturing (Completer)

## **Career Pathway: Ornamental Horticulture**

- Horticulture (Concentrator)
- Floral Design (Completer)

## **Career Pathway: Patient Care**

- ROP Certified Nursing Assistant (CNA) (Completer)

## ENGLISH COURSES

ONE COURSE IS REQUIRED EACH YEAR (40 CREDITS FOR GRADUATION)

Students must take one (1) English class each year. Choices or levels available in the 9th through the 12th grade -- Regular English, and Honors/AP English. See your counselor and talk to your parents before deciding.

### **Regular English Classes -- English 9, English 10, English 11, & English 12** ✍

All regular English classes provide in-depth study of English language mechanics, reading and writing skills, as well as literature -- plays, poetry, short stories, novels, non-fiction and other forms. Teachers use group work as well as individual assignments to raise skill levels to meet the challenge of Common Core standards. Google chrome books are used on a regular basis to allow students to produce quality multimodal projects as well as written assignments. Chrome books, Google Drive, and other online applications are used on a regular basis to allow students to read, annotate and analyze complex texts, produce writing and multimodal projects, and collaborate with classmates. English 9, 10, 11, and 12 are college preparatory.

### **Honors English Classes -- English 9H, English 10H** ✍

**\*Recommendation:** A grade of "B" or better in your previous semester Honors English class *or* an "A" in regular English.

All honors English classes provide the same instruction toward state standards as regular English classes. In addition, students complete a rigorous program specifically designed for future Advanced Placement English courses and college preparation. Increased focus on independent work and project based work.

### **AP English Language and Composition** ✍

**Grade: 11**

**\*Recommendation:** One or more of the following: a) A grade of "B" or better in previous English class. b) An aspiration to enhance composition and language skills and willingness to challenge yourself in college-level English (must have a teacher recommendation from your previous English class).

Students engage in reading a variety of texts and are taught basic elements of rhetoric: writing with a purpose, addressing and appealing to an audience, creating effective text structures, and affecting an appropriate style. Students also learn argumentation and the skills of synthesizing, summarizing, paraphrasing, quoting and citing proper source material. This class meets the requirements of the Advanced Placement program and is the entry English course for the college level in eleventh grade. Upon completion of the class students will have the opportunity to take the AP Exam for advanced college placement and credit. There is a fee associated with the AP exam (cost subject to change each year).

## AP English Literature and Composition ✍

Grade: 12

**\*Recommendation:** One or more of the following: a) A grade of "B" or better in your previous English class. b) An aspiration to enhance composition and language skills, and willingness to challenge yourself in college-level English (must have a teacher recommendation from your previous English class).

An AP course in English Literature and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This class meets the requirements of the Advanced Placement program and is the honors level class for twelfth grade students. Upon completion of the class students will have the opportunity to take the AP Exam for advanced college placement. All fees associated with the test are the responsibility of the student.

# ENGLISH LANGUAGE DEVELOPMENT (ELD)

## English Language Development– (ELD)

**\*Prerequisite:** Students must be a designated English Language Learner (ELL) and are placed in ELD courses according to individual assessment results.

### ELD 1 Conversation and Content Vocabulary

The focus of the **English Language Development (ELD) I** course is to provide an articulated system of instruction that enables beginning English Language Learners in grades 9 - 12 to gain proficiency in English so they are prepared to transition from “Emerging” to “Expanding” English Proficiency. The intent of the course is to provide English instruction at just above the student's English proficiency level with the aim of having students progress through the ELD levels to acquire proficiency in listening, and speaking.

### English ELD 1- Reading and Writing

The focus of the **English Language Development (ELD) I** course is to provide an articulated system of instruction that enables beginning English Language Learners in grades 9 - 12 to gain proficiency in English so they are prepared to transition from “Emerging” to “Expanding” English Proficiency. The intent of the course is to provide English instruction at just above the student's English proficiency level with the aim of having students progress through the ELD levels to acquire proficiency in reading and writing.

### **ELD III**

This course is designed for advanced English Learners, EL students who have scored an intermediate or above on the English Language Proficiency Assessments for California, ELPAC. Students enrolled in this course acquire: academic and vernacular vocabulary, grammar, sentence structure, reading of non-fiction and fiction texts and writing. Students read non-fiction and fiction texts of demanding length and complexity in various genres to prepare them for mainstream English and other content areas. Through quality collaborative instruction, a print and technologically-rich environment, and ample public speaking opportunities students will increase and improve their academic language proficiency in all domains: listening, speaking, reading, and writing. Students are involved in expository, reflective and narrative writing that shows deep understanding of the various genres.

<p style="text-align: center;"><b>ENGLISH INTERVENTION COURSES</b> <b>DO NOT SATISFY ENGLISH REQUIREMENT</b></p>
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#### **English Intervention**

**Grade: 9-12**

**\*Prerequisite:** Students are assessed prior to taking the intervention, and must fit a targeted range to be enrolled.

Students qualifying for the intervention class will be enrolled in a year-long intervention designed to improve reading and core-content study skills. Students will spend time using the SRA FLEX Literacy Program. FLEX fosters reading achievement for all learners using powerful technology that individualizes instruction, motivates students, and accelerates learning. FLEX is categorized into three different learning experiences- small group based learning, project based learning, and individualized instruction via technology. This course is in addition to a regular English class.



## **SOCIAL STUDIES COURSES**

ONE COURSE IS REQUIRED EACH YEAR (30 CREDITS FOR GRADUATION)

### **World History** ✍

**Grade: 10**

In this course students examine major historical events and their role in shaping the modern world from the late 17<sup>th</sup> century to the present. Discussion of current issues between parents and students is highly recommended. Reading material assigned is critical to student success. Preparation for the Common Core Test will be integrated throughout the course with the use of primary sources and writing activities.

### **AP World History: Modern (1200AD to Modern Day)** ✍

**Grades: 10 - 12**

**\*Recommendation:** 10<sup>th</sup> Grade: “A” in English 9 *or* at least a “B” in English 9 Honors  
11<sup>th</sup>/12<sup>th</sup> Grade: “B” *or* better in US *or* World History

This course is designed for the university-bound students who are expected to possess the reading, writing and research skills necessary for college- or university-level work. The major focus of this course is preparation for the AP World History Test. Students will engage in the process of framing an inquiry, selecting relevant sources and organizing evidence in support of a thesis. Primary and secondary sources of information will be examined and analyzed. Students will build on their skills in logic, analytical reading, critical thinking and high-level expository writing. Students who complete the course are encouraged to take the college level examination. A successful performance on the advanced placement exam will enable students to obtain college credit in World History at selected colleges and universities. This course follows the national AP World History framework and builds an understanding of cultural, institutional, and technological themes that have changed societies and nations around the globe.

### **U.S. History** ✍

**Grade: 11**

This course begins with a selective review of the United States history from colonial times to the end of the 19<sup>th</sup> century. It continues with an in depth study of America from 1900 to the present. Students examine major turning points in the 20<sup>th</sup> century with an emphasis on the growth and the development of the U.S. as a world power.


### **AP United States History** ✍

**Grades: 11 & 12**

**\*Recommendation:** 11<sup>th</sup> Grade: “A” in English 10 *or* at least a “B” in English Honors  
12<sup>th</sup> Grade: “B” *or* better in US *or* World History

U.S. History (AP) is a course spanning American history from the colonial period through the 1980’s. This course is designed to meet district and state high school graduation requirements in

American history while giving the advanced student intensive and accelerated instruction in the major periods of American history. Emphasis in the course will be on the development of conceptual knowledge, research and writing skills, and higher levels of thinking. Summer reading prior to school opening will be required. Students can earn college credit for this course by their performance on an advanced placement exam offered in May.

**American Government/Economics** 

**Grade: 12**

The first semester concentrates on economic principles and business relationships. The semester is devoted to the functions of federal, state, and local government. Second semester, students explore money management theories with an emphasis on helping the student gain skills which allow him/her to become a more knowledgeable, thinking consumer.

<b>MATHEMATICS COURSES</b> TWO COURSES ARE REQUIRED BEFORE GRADUATION (20 CREDITS)
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It is recommended that students take math classes in the 9th and 10th grade years. All students must pass Algebra 1 or Integrated Math 1 prior to graduation. Students who will attend a four-year university directly from high school must take and pass math through Integrated Math 3 with a grade of at least a “C”. A fourth year of math is recommended for all college bound students.

**Suggested Sequence of Integrated Math Courses**

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Integrated Math 1A	Integrated Math 1B	Integrated Math 2	Integrated Math 3
Integrated Math 1	Integrated Math 2	Integrated Math 3	Trigonometry
Integrated Math 2	Integrated Math 3	Trigonometry	Calculus

**Integrated Math 1A/1B**

**Grade: 9**

Integrated Math 1A/1B is a two year long sequence of courses that meets the Integrated Math 1 requirement and two year high school math requirement.

**Integrated Math 1** ✍

**Grades 9 - 12**

**\*Prerequisite:** a passing in Math Readiness or 8<sup>th</sup> grade math

Integrated Math I course is to formalize and extend the mathematics that students learned in middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, Statistics, and Probability. **Students must pass 10 credits of Integrated Math I in order to graduate.**

**Integrated Math 2** ✍

**Grades: 9 - 12**

**\*Prerequisite:** “C” or better in Integrated Math 1

This course satisfies the California Common Core State Standards for Integrated Math 2. This course will engage students in learning the principles, processes, skills and techniques of the second level of Algebra and Geometry. The focus of this course is to extend students’ knowledge of functions from linear and exponential functions to quadratic functions, exponents to rational exponents, number systems to include irrational and complex numbers, and probability to include mutually exclusive events, independent events and conditional probability. Students will write geometric proofs and build a formal understanding of similarity using dilations and proportional reasoning and use similarity to understand right triangle trigonometry.

### Integrated Math 3 ✍

Grades: 10 - 12

**\*Prerequisite:** “C” or better in Integrated Math 2

Integrated Math 3 is the third course of the three course sequences including Integrated 1, 2 and 3. It integrates Algebra, Geometry, Trigonometry and Statistics under the Common Core State Standards. The course extends the mathematics students learned in 1 and 2. Students expand their repertoire of functions to include polynomial, rational, and radical functions. The expand study of right-triangle trigonometry to include general triangles. They bring together data, functions, and geometry to create models and solve contextual problems.

### Trigonometry ✍

Grade 11 & 12

**\*Prerequisite:** “C” or better in Integrated Math 3

Pre-Calculus/Trigonometry combines the material from Trigonometry and Pre- Calculus into one course. The first semester of the course is Trigonometry which includes trigonometric ratios and functions; inverse trigonometric functions; fundamental trig identities; and applications of trigonometry, including vectors and laws of cosine and sine. The second semester of this course is Pre-calculus, where the foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

### Calculus ✍

Grade 12

**\*Prerequisite:** A “C” or better in Trigonometry.

Calculus is a full year course in differential and integral calculus. The course will cover topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

## **SCIENCE COURSES**

TWO COURSES ARE REQUIRED BEFORE GRADUATION (20 CREDITS)

One life science class and one physical science class must be taken prior to graduation. Some classes from other departments qualify as fulfilling this requirement. See the notes below. It is recommended that college prep students take additional science classes in the junior and senior years.

### **Science Course Sequence**

#### **University Track (Recommended):**

Integ Sci 1 *to* Integ Sci 2 *to* Integ Sci 3 *to* Anatomy & Physiology or AP Biology or Physics

#### **High School Graduation Track:**

Integrated Sci 1 or Agriculture Sci 1 *to* Integrated Sci 2 or Agriculture Sci 2

## **PHYSICAL SCIENCE COURSES**

### **Integrated Science 1**

**Grade: 9**

This is a laboratory-oriented course designed to give students experience interpreting data and arriving at scientific principles. Laboratory work is closely correlated to text and class discussion. Through a variety of methods such as labs, problem based situations and guided inquiry, students are given a more in-depth science foundation, develop useful laboratory skills, and use mathematics to solve scientific problems. This course will emphasize the important facts, theories, laws, and principles of physics and earth science in an integrated way. Students will be required to not only know and understand the concepts but also mathematically predict and control outcomes of various situations. This course meets the UC/CSU physical science lab requirements.

### **Integrated Science 3** ✍

**Grades: 11 & 12**

**\*Prerequisite:** Completion Integrated Math 2

Integrated Science 3 will mainly focus on chemistry with concepts of Earth science being integrated as they relate to the chemistry topics. Students will be introduced to concepts in chemistry that they will encounter in their first semester of college chemistry in most university and junior colleges. Those topics include: matter and change, atomic structure, the Periodic Table, chemical bonding, chemical names and formulas, chemical reactions, stoichiometry, gas laws, and solutions. Students will master concepts through lecture, laboratories, and multiple assessments. This course relies heavily on higher levels math skills as this is a college preparatory class. This course meets the UC/CSU science lab requirements.

### **Physics** ✍

**Grades 11 & 12**

**\*Prerequisite:** Completion of Integrated Math 2 with a “C” or better

This course emphasizes the solving of word problems using trigonometry, geometry, and algebra. This course studies the actions and interactions of everyday situations. It focuses on kinematics, mechanics, and optics along with other fields of physics. This course is designed to prepare students for a college physics course. It will challenge students who have excelled in physical science. Successful completion of both a physical science and a life science is required for placement in Physics. This course meets the CSU/UC science lab requirement.

## **LIFE SCIENCE COURSES**

### **Integrated Science 2** ✍

**Grades: 10 - 12**

This course focuses on Life Science while integrating Earth Science concepts. Labs are designed to deepen student understanding of life on Earth and the interactions between biotic and abiotic systems. Course content will include: Ecology-Human Impact, Climate Change and Biodiversity, Cycles of Matter, Evolution, Biological Systems, and Genetics and Development. This course meets the CSU/UC science lab requirement.

### **Anatomy & Physiology** ✍

**Grades: 11 & 12**

**\*Prerequisite:** A grade of “B” or better in both semesters of Integrated Science 2.

Anatomy & Physiology is a course designed to extend the student’s knowledge and understanding of the human body in respect to its structure and function. It includes an in depth study of the body systems that maintain homeostasis from anatomical, physiological, and

histological perspectives. The areas covered will include: medical terminology, basic chemistry, cell tissue and structure, and systems of the human body. Laboratory work will be required. This class should prepare students to take an introductory college level anatomy and physiology course. This course meets the UC science requirement.

**AP Biology** ✍

**Grades: 10 - 12**

**\*Recommendation:** Completion of Integ Sci 2 and Integ Sci 3 (or concurrent enrollment)

This second year biology course is designed to be the equivalent of an introductory college biology course, taken by the freshmen students majoring in biology. The AP Biology course covers the following topics: molecules and cells, heredity and evolution, organisms and population ecology. The textbook used is a college level biology text and the labs done are equivalent to those performed by college students.

<p style="text-align: center;"><b>PHYSICAL EDUCATION COURSES</b> TWO COURSES ARE REQUIRED BEFORE GRADUATION (20 CREDITS)</p>
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**Freshman Physical Education**

**Grade 9**

The freshman physical education program is designed to provide students with the knowledge and ability needed to maintain an active, healthy life-style. The two main components of this course will include physical fitness and skill building activities designed to increase proficiency in team and individual sports.

**Physical Education**

**Grades: 10 - 12**

As an integral part of the total education process, this course has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities. Immediate goals of the program emphasize the development of coordination, strength, skills, and endurance. Activities may include flag football, track, badminton, wrestling, volleyball, tennis, archery, soccer, physical fitness testing, field hockey, and softball

**Team Games & Dance for Fitness**

**Grades: 10 - 12**

This course is offered to self motivated students who have met the freshmen requirements for physical education. This class will focus on team sports and games 2-3 days a week with a dance fitness focus the other 2-3 days a week. The sports focus will be on further building individual skills, team strategies, leadership on the court, and teamwork skills. The dance fitness portion will focus on Zumba and HIIT workouts so that students enjoy their fitness. You do not need to have any dance skills to join this class...they will be taught as we go.

**Weightlifting**

**Grades: 10 - 12**

Students in Strength and conditioning training will have a wide range of exercises to develop their skills with a focus on mind, mobility, stability, strength, endurance, power, speed, agility and performance. There will be a program focusing on strength, power, speed, agility, conditioning, flexibility, recovery, and nutrition. Where training programs will be periodized with percentages varying each week so students can reach their goals within each cycle. The course will focus on students getting stronger, reducing injuries and teaching lifelong fitness and movement skills. Students will be expected to improve their performances through specific lifts and activities and will have a variety of tests so students can demonstrate their knowledge!



## VISUAL AND PERFORMING ARTS COURSES

ONE VISUAL AND PERFORMING ARTS OR FOREIGN LANGUAGE COURSE OR  
CAREER TECHNICAL EDUCATION COURSE IS REQUIRED BEFORE GRADUATION  
(10 CREDITS)

### VISUAL ART

#### Art 1 ✍

Grades: 9 - 12

This course introduces the studio arts pertaining to drawing and basic painting. The course will emphasize the basic elements of art through various drawing techniques introduced to the student. The student will have the opportunity to create works in various mediums and also gain the ability to analyze and respond to various works, including their own. Students will be introduced to numerous cultural and historical genres and motifs as well. Through critiques, students will display the ability to aesthetically value and appreciate works of art, as well as understand the relationship between art, culture and history. Art I meets the CSU/UC Fine Art requirement.

#### Advanced Art

Grades: 10 - 12

**\*Prerequisite:** Must pass Art 1 with a “B” or better

This course expands previous coursework in Art 1 and introduces new media and techniques related to painting and portfolio building. Creative expression through observation, life experiences and feelings, as well as formatting work, will be emphasized.

### PERFORMING ARTS

#### Drama ✍

Grades: 9 - 12

Drama is designed to give students a general knowledge and appreciation of the theatre as an art through script analysis, character development, writing and directing, set design and performance. All students are required to participate in the Spring Showcase.

#### Concert Band ✍

Grades: 9 - 12

**\*Teacher Approval Required**

Concert Band is an intermediate to advanced instrumental ensemble. In addition to rehearsing and performing, students will learn advanced musicianship skills, instrumental technique, and

will study the historical and cultural context of various pieces of music. Students will be required to perform in events outside of the school day such as home football games, concerts, festivals, and graduation. Students must have prior experience reading music and playing a band instrument to participate. Concert Band meets the CSU/UC Fine Art requirement.

**Choir** ✍

**Grades: 9 - 12**

Choir is a beginning to intermediate vocal ensemble. In addition to rehearsing and performing, students will learn basics of vocal technique, music reading skills and theory, and the historical and cultural context of various pieces of music. Students will be required to perform in events outside of the school day such as concerts and festivals as part of their grade. No prior experience is required to participate in Choir. Choir meets the CSU/UC Fine Art requirement.

**Music Appreciation** ✍

**Grades: 9 - 12**

Within this course you will learn about and listen to music from different cultures and time periods in history. You will learn about music through videos, recordings, artwork and other forms of media. Throughout the course you will learn about: Electronic, Pop, Country, R&B, Classical, Metal, Rock & Roll, Hip Hop, Disco, Jazz and many more genres, as well as some fundamentals of music theory.

## **FOREIGN LANGUAGE COURSES**

All foreign language courses meet the UC/CSU A-G requirement.

### **Punjabi 1** ✍

**Grades: 9 - 12**

Punjabi 1 is the beginning course designed to provide the students with the basic skills of understanding, speaking, reading and writing the Punjabi language. Oral communication skills are highly emphasized and various aspects of Punjabi culture are covered.

### **Spanish 1** ✍

**Grades: 9 - 12**

This is an introductory course to the Spanish language. Students will develop communicative competence through understanding, speaking, reading, and writing Spanish at a beginning level. Students will develop an appreciation for the diversity of the many cultures of people who speak Spanish.

## **ADVANCED FOREIGN LANGUAGE CLASSES**

All Advanced level classes require passing the introductory course or the instructor's approval before entering. College bound students are encouraged to take advanced level language classes. See your counselor for more information.

### **Punjabi 2** ✍

**Grades: 9 - 12**

**\*Prerequisite:** "C" or better in Punjabi 1 *or* by placement test

Punjabi 2 course builds on the skills learned in Punjabi 1 and includes more advance study of Punjabi language and culture. The emphasis is placed on developing reading, writing, comprehension and effective communication skills. Designed for students who have already taken Punjabi 1 and passed the course with a grade of "C" or better.

### **Punjabi 3**

**Grades: 10 - 12**

**\*Prerequisite:** "C" or better in Punjabi 2

This course will engage student in learning much higher levels of speaking, listening, reading and writing the Punjabi language. This class is conducted primarily in Punjabi on a daily basis to help

students work toward adult level fluency in speaking Punjabi. Students will also work on much more extensive reading and writing in Punjabi and in reading Punjabi short stories, poems and plays and working with Punjabi songs and videos. Students will engage in activities, experiences and class projects to learn about Punjabi culture in more depth and breadth.

## **Spanish 2** ✍️

**Grade: 9 - 12**

**\*Prerequisite:** “C” or better in Spanish 1 *or* by placement test

This is an intermediate course in the Spanish language. Students will continue to develop communicative competence through understanding, speaking, reading, and writing Spanish at an intermediate level. Students will continue to develop an appreciation for the diversity of the many cultures of people who speak Spanish. Students are expected to demonstrate adequate conversation and pronunciation skills as well as listening comprehension abilities with more advance structures.

## **Spanish 3** ✍️

**Grades: 10 - 12**

**\*Prerequisite:** “C” or better in Spanish 2

Level three Spanish continues the emphasis on communicative competence established in levels one and two. Listening, speaking, reading, and writing skills are blended holistically toward the use of appropriate language in a wide range of situations. There is a continued study of culture and history. This course introduces great works in Spanish literature.

## **AP Spanish** ✍️

**Grades: 11 & 12**

**\*Recommendation:** “B” or better in Spanish 3

AP Spanish is designed to develop college level proficiency in Spanish language and composition comparable in depth rigor to a full year of third level college Spanish. The linguistic assessments of function, context, content and mastery, which promote proficiency on the Advanced Placement Spanish Language Test, are aligned with the National Foreign Language Standards and the California Language Learning Continuum.

<p style="text-align: center;"><b>APPLIED ACADEMICS COURSES</b> ADDITIONAL CLASSES THAT MAY BE TAKEN AS ELECTIVES</p>
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There are four areas of concentration in this broad vocationally oriented department: agriculture, business, and woodworking. Students may enroll in applied academic courses based upon their interests and their vocational plans.

## **AGRICULTURE COURSES**

### **Agricultural Science 1** ✍

**Grades: 9 - 12**

This is an introductory course for students interested in agriculture or related vocations. All students become members of the Future Farmers of America and participate in group and individual activities related to FFA. This course meets the graduation requirement for physical science.

### **Agricultural Science 2**

**Grades: 10 - 12**

Students continue growth in the FFA. This course meets the graduation requirement in life science. This course is recommended for students with a greater interest in animal science. We will use a hands-on approach to learning about and caring for animals.

### **Ag/Woodworking**

**Grades 9 - 12**

Career Pathway Concentrator Course: Ag Mechanics

Students will develop an insight and understanding of woodworking and its place in our society. Students learn safe techniques that are stressed at all times. Students must demonstrate proper use of hand tools before learning the basic use of power equipment. They learn to draw-out and read basic plans for projects.

### **Ag Construction & Maintenance**

**Grades 10 – 12**

Career Pathway Completer Course: Ag Mechanics

**\*Prerequisite:** “C” or better in Ag/Woodworking

This course takes the interested student into the advanced use of power equipment. They learn to design and construct furniture and cabinets. Skills learned relate to a career in the field of furniture and cabinet making.

### **Horticulture**

**Grades: 9 – 12**

Career Pathway Concentrator Course: Ornamental Horticulture

This course is recommended for all students interested in plants. Students get to operate the greenhouse facility, and are allowed to take home many of the plants they grow. This course will cover plant reproduction, soils, fertilizers, plant identification, pruning, and greenhouse management. All students become members of the Future Farmers of America and participate in group and individual activities related to FFA.

### **Floral Design** ✍

**Grades: 10- 12**

Career Pathway Completer Course: Ornamental Horticulture

Learn the basics of floral design, including principles and elements of color theory, tools of the trade, handling and flower identification and how to create basic arrangements.

### **Welding Technology**

**Grades: 9 – 12**

Career Pathway Concentrator Course: Ag Mechanics

The Welding Technology program will train the student in the basic technical skills of the trade to: (1) develop knowledge and competence for job qualification, and (2) allow possible entry into apprenticeship programs of the construction unions. Job search skills, business ethics, appropriate communication skills for the marketplace, and job retention skills, including attendance, punctuality, attitude, and grooming will be reinforced at all levels of instruction. Shield metal arc welding, Gas metal arc welding, Oxy-fuel welding and cutting, will be the main focus of this class. Each student enrolled is part of FFA which is a mandatory part of the class.

Students are introduced to agricultural machinery and welding with an emphasis on safety. They will learn to identify and work with metals through cutting, filing, and welding. Students will learn basic skills using plasma cutter, arc welding machine plus how to use the cutting torch. All students must participate in FFA.

### **Farm Equipment and Metal Fabrication**

**Grades: 10 – 12**

Career Pathway Completer Course: Ag Mechanics

**\*Prerequisite:** “C” or better in Welding Technology

The modern-day farm equipment and metal fabricator is a skilled technician in the manipulative arts of gas and arc welding and related processes. He/she must be able to fabricate or repair all types of metallic using all types of metal-working tools, equipment, and techniques. The course will emphasize the development of independent work skills through individualized instruction. Job search skills, business ethics, appropriate communication skills for the marketplace, and job retention skills, including attendance, punctuality, attitude and grooming will be reinforced at all levels of instruction. Students will also be able to show proper maintenance, lubrication, and operation of basic machinery used in normal farm or industrial operations. Each student enrolled is part of FFA which is a mandatory part of the class.

## **BUSINESS/COMPUTER COURSES**

### **Computer Applications**

**Grades: 9 – 12**

Career Pathway Concentrator Course: Information Support & Services

Students will learn basic keyboarding skills for speed and accuracy, as well as utilize a variety of computer programs to process data, create, format, and produce documents. Students will learn how to use Microsoft Office programs such as Excel to create tables, charts, and graphs. They will learn how to use MS Word, Adobe Suite, HTML, and CSS. Students will use electronic media, manuals, and tutorials as resources to access information.

### **Digital Photography/Web Design**

**Grades: 10 - 12**

**\*Prerequisite:** Completion of Computer Literacy or Computer Applications

Students will learn hands-on photography using digital cameras and computers. Students will have an introduction to elements of art and principles of design. This course will familiarize the student with digital photographic equipment, materials, and methods through theory and hands-on practice. Students will learn the history of photography, studying and emulating a variety of photographic styles. Students will create a portfolio of original compositions. Students will develop the abilities to aesthetically value in critiques of their own work, and that of their classmates.

### **Graphic Communications**

**Grades: 10 - 12**

Career Pathway Completer Course: Information Support & Services

**\*Prerequisite:** Completion of Computer Applications

In this course students will learn the ability to state feelings, emotions, and information through various types of printed and digital media. They will present their work in various ways and learn how to evaluate the work of others.

**Programs Used**

Microsoft  
PowerPoint  
Microsoft Word  
Microsoft FrontPage  
Adobe PhotoShop  
Adobe PageMaker  
Macromedia Flash

**Equipment Used**

Computers  
Digital Cameras  
35mm Cameras  
Scanners  
Graphics Tablet  
Projector



## **Regional Occupational Program (ROP)**

### **ROP Advanced Manufacturing**

**Grade: 11<sup>th</sup>-12<sup>th</sup>**

Career Pathway Completer Course: Machining & Forming Technologies

Advanced Manufacturing Technology is designed to prepare students for employment in the manufacturing industry. Students will engage in interdisciplinary learning of Science, Technology, Engineering, Art and Math (STEAM) through a hands-on Project Based Approach. Students will receive advanced level exploratory instruction and guidance on topics including proper use of machinery tools, foundation in applied physics, basic concepts behind drive train systems, pneumatics, and actuators, designing and creating models using CNC machines, analyzing design tools and simulations on created Computer Aided Design (CAD), basic introduction to robotic programmable welding applications, implementation of Introduction and Advanced STEAM concepts through real world applications of classroom concepts. Acquiring of knowledge will be demonstrated through a series of projects starting with research and initial design and culminating with the completion of a build project that is focused on solving real-world problems. Activities in this course include work-based learning that connects students to industry and the local community.

### **ROP CNA**

**Grade: 11<sup>th</sup>-12<sup>th</sup>**

Career Pathway Completer Course: Patient Care

Students will know basic nursing skills and procedures as designated by state and federal guidelines. They will assist with activities of daily living, prevention of decubiti, elimination problems, and patient feeding. They will perform and assist with treatments and procedures to optimize patient well-being. This 300 hour program prepares the student for employment in long-term care facilities and acute care in hospitals. Under the supervision of a registered or licensed vocational nurse, students will provide for patients' hygiene, nutrition, exercise, and safety. This program may also be used as a stepping stone on the nursing career ladder, since basic nursing care is the foundation upon which all nursing is built. When the student successfully completes the course, he/she will be eligible to apply to take the certification examination for nursing assistants required by the Department of Health Services. Upon successful passing of this examination, the student will be a CNA (Certified Nursing Assistant).

### **ROP Restaurant Management**

**Grade: 11<sup>th</sup>-12<sup>th</sup>**

Career Pathway Completer Course: Food Service & Hospitality

The Advanced Culinary Arts/Hospitality Management program prepares students for careers in the rapidly expanding food service and hospitality industry. Emphasis is placed on learning by hands-on execution. Students learn to prepare food in restaurant and catering type settings. Instruction includes such topics as: kitchen terminology, culinary nutrition, food sanitation, menu production, food pairing, recipe analysis, meat identification, product knowledge, demonstration of skills and much more. In addition to this, students operate a fully themed mobile kitchen in an entrepreneurial model. Guest speakers and guest chefs help to guide this unique culinary experience that enhances the students learning experience. The course offers students an opportunity to become part of the food service industry and provides a basic knowledge as the beginning of a foundation for advanced training in college level hotel and restaurant courses. All students will earn their ServSafe Food Handler Certification. This course helps prepare students for entry-level jobs in the commercial food industry.

## **OTHER REQUIRED COURSES**

### **State Requirements/Study Skills**

**Grade: 9**

All ninth grade students will take a year of State Requirements/Study Skills.

Passing this course will give the student a certificate allowing them to take the DMV test to receive their permit or their provisional license. General good driving skills as well as preparation for the DMV written examination is included. The class covers three main components: Driver's Education, Health, and Geography. Health Topics include nutritional health, anti-drug/tobacco/alcohol education, and HIV/STD prevention. Physical geography is emphasized during the Geography component, combined with special topics in human geography. Emphasis on the Health Career Pathway.

## **OTHER ELECTIVE COURSES**

ALL REQUIRE SPECIAL PERMISSION BEFORE ENROLLING

The following classes may be elected if the student has received permission from the counselor and the teacher/supervisor to take the class. Each has special requirements.

### **Cyber High**

**Grades: 9 - 12**

**\*Prerequisite:** Counselor Approval Required

Students will have the opportunity to make up classes through Cyber High in a special period before school. This may only be used if the student has previously failed the class at Live Oak High School. Any fees associated with the class will be the responsibility of the student.

### **ASB Leadership**

**Grade: 9-12**

ASB leadership is a year-long course held during Zero period where students learn to be effective leaders to peers by developing skills through attitude and action. Topics covered include communication, personal and social development, civic and service learning, and event planning. This course is open to all students with a desire to develop leadership skills through service.

### **Leadership**

**Grades: 9 - 12**

Through a series of guided interaction, lectures, and group activities, students will explore the principles of leadership and learn to develop individual and group skills to impact their lives and their community. Content areas include decision-making, goal setting, effective communication, servant leadership, organization and time management skills.

### **Teacher/Office Assistant**

**Grades: 11 & 12**

Students help teachers or secretaries with daily organizational duties. Office and organizing skills are stressed. Students receive a letter grade based upon diligence to duties. Students must maintain eligibility with at least a 2.5 GPA. Seniors must have scored in the “Met Standard” range on the English Language Arts and “Approaching Standard” range in the Mathematics portions of the Smarter Balance test. Students must also have no suspensions and must be on track to graduate.

### **Work Experience**

**Grades: 11 & 12**

**\*Prerequisite:** Counselor Approval Required

Students may earn credits while working. Class assignments and work time cards are required. Students must have a work permit and earn minimum wage. There are mandatory assignments and evaluations.

### **Yearbook**

**Grades: 11 & 12**

**\*Prerequisite:** Application and Teacher Approval Required

This course is designed to teach the skills necessary to produce the school yearbook, which offers a complete record of an entire school year. The year begins by planning the coverage for the school year and designing a unifying theme for the book. Students will study magazine journalism including layout and design techniques, writing and editing headlines and picture captions. This course provides the study of and practice in gathering and analyzing information, interviewing, note taking and photography. Students will learn strategies of planning, marketing (ad sales) and distribution of the yearbook. Students will learn proofing strategies and work independently with photographers. At times, deadlines require that staff members work after school, on weekends, and holidays. Students will learn good work habits and are responsible for all phases of yearbook publication.

## **SPECIAL PROGRAMS**

PROGRAMS BELOW ARE OPEN TO ALL WHO QUALIFY

**AVID** (Advancement Via Individual Determination) ✍

**Grades: 9 - 12**

**\*Prerequisite:** Application and Interview (for grades 9 & 10)

A.V.I.D. is a program to ensure that all students, especially students in the middle, capable of completing a college preparatory path, succeed in rigorous curriculum, become involved in school activities, prepare for college, and become educated and responsible participants and leaders in a democratic society. Students are selected based on specific criteria.

**Resource Program**

**Grades 9 - 12**

The Resource program or Special Education program is for those students having an IEP indicating specialized academic instruction is needed to meet their individualized goals and objectives. In addition, students may be placed in the resource program on a school based placement recommendation of the site principal and special education director. Students in the program must be properly referred, assessed, and declared eligible. These students have specially designed programs that may also include vocational development depending upon needs.

**Yuba College Courses**

**Grades 9 - 12**

**\*Prerequisite:** Counselor Approval Required.

Yuba College classes (with course numbers under 50) give student an extra grade point for taking a college level class if they earn a grade of “C” or better. All Yuba College classes must be pre-approved to receive high school credit.

Transportation provided to Juniors and Seniors enrolled in set courses Fall & Spring semester during 6<sup>th</sup> & 7<sup>th</sup> period. Students enrolling in this program must have at least a 2.8 GPA.