



Lion's Lore

LHS Course Description Guide (grades 9 -12)
2014 – 2015

Littleton High School Individual Career and Academic Plan

As you plan your four years of study at Littleton, keep in mind not only the graduation requirements, but also your postgraduate goals. Most colleges and universities require much more than what is required for graduation. Use the provided materials to help plan your course of study.

Graduation Requirements	Grade 9	Grade 10	Grade 11	Grade 12
Language Arts: LHS: 40 Credits *CCHE: 4 years	Language Arts 9 Language Arts 9 Honors	Language Arts 10 Language Arts 10 Honors	<i>(Write-in)</i>	<i>(Write-in)</i>
Social Studies: LHS: 35 Credits *CCHE: 3 years (at least one unit of U.S. or world history)	Early Civ & World Geography Early Civ & World Geography Honors	US History AP US History	World History AP World History	Civics (sem) AP Government/AP Economics
Mathematics: LHS: 20 Credits *CCHE: 4 years (Must include Algebra I, Geometry, Algebra II or equivalents)	Algebra Algebra Honors Geometry Geometry Honors Integrated Adv Algebra Honors	Algebra Algebra Honors Geometry Geometry Honors Adv Algebra Adv Algebra Honors Trig/Pre Calc Trig/Pre Calc H	Geometry Geometry Honors Adv Algebra Adv Algebra Honors Trig/Pre Calc Trig/Pre-Calc H Prob & Stats AP Stats	Geometry Geometry Honors Adv Algebra Adv Algebra Honors Trig/Pre Calc Trig/Pre-Calc H Prob & Stats AP Stats
Science: LHS: 20 Credits of Lab Science *CCHE: 3 years (two units must be lab-based)	Integrated Science I & II Integrated Science I & II Honors	Integrated Science III & IV Chemistry	Chemistry AP Chemistry AP Biology Physics AP Physics Crime Lab (sem) Genetics (sem) Physiology (sem) Vertebrate Zoology (sem)	Chemistry AP Chemistry AP Biology Physics AP Physics Crime Lab (sem) Genetics (sem) Physiology(sem) Vertebrate Zoology(sem)
Fine Arts LHS: 5 or 10 Credits	<i>(Write-in)</i>	<i>(Write-in)</i>	<i>(Write-in)</i>	<i>(Write-in)</i>
Practical Arts: LHS: 5 or 10 Credits	<i>(Write-in)</i>	<i>(Write-in)</i>	<i>(Write-in)</i>	<i>(Write-in)</i>
Physical Education: LHS: 12 Credits Health (4) and Swimming (4) Or Life Sports Required	<i>(Write-in)</i>	<i>(Write-in)</i>	Health	<i>(Write-in)</i>
World Language: LHS: None. *CCHE: 1 year	<i>(Write-in)</i>	<i>(Write-in)</i>	<i>(Write-in)</i>	<i>(Write-in)</i>
Additional Electives: LHS: At least 68 to make Total Credits equal to or above 210. *CCHE: 2 years of Academic Electives	<i>(Write-in)</i>	<i>(Write-in)</i>	<i>(Write-in)</i>	<i>(Write-in)</i>
Total: 210 Credits	Total:	Total:	Total:	Total:

*Colorado Commission on Higher Education College Entrance Requirements: The Colorado Commission on Higher Education has adopted the Higher Education Admission Requirements which are entry requirements for students planning to attend any of Colorado's public four-year colleges or universities. These students will need to complete these classes in order to fulfill the Higher Education Admission Requirements. For more information see www.highered.colorado.gov.

College Readiness Benchmarks

The benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. See www.act.org.

	Reading	English	Math	Science	Composite
My ACT scores					
College Readiness Benchmark	21	18	22	24	

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Education Is Our Business

The staff at Littleton High School lives by its belief that education is its highest priority. Mindful that the nature of society and education is rapidly being transformed by technology, the information era, and demographic shift, the staff is keeping abreast of the growing demands on its students and striving to prepare its youth for a fulfilling life in the 21st century. Despite adjustments and change, however, Littleton High School will continue to strive for quality education through its long tradition of a demanding curriculum, the number of hours students are required to devote to studies, and the examination system, combined with a healthy school environment and the crucial role of the home.

This handbook includes the listing of courses offered to students at Littleton High School during the 2014-15 school year. The number of specific courses offered in a school at a particular time, as well as the courses themselves, reflect the educational priorities identified by the professional staff and the number of students requesting specific courses. Factors considered in course selection include course prerequisites, students' grade levels, students' ability levels, high school graduation requirements, career and college goals, and student/parent preferences.

Organizational theorist Terry Deal suggests organizations describe what their organization stands for in four words or less. According to the faculty and staff, the four words that best describe Littleton High School are:

Vision – A common research-based learning theory guides decision-making at the school, and there is some agreement about what teaching and learning should “look like.” Members of the professional staff believe that there is a desired state of affairs in today’s world that is worth striving for. Exploration and responsible risk taking in support of the school's vision is not only encouraged but expected.

Excellence – Student achievement is job one. There is a clear definition of what students are supposed to know and be able to do, and about the level of performance that is expected, at the course, department, program, and school levels. Collective critical reflection is focused on student achievement.

Diversity - Differences, whether it be in the way people dress, their ethnicity and culture, or the activities in which they find enjoyment, are not just tolerated, they are valued. It is not necessary for everyone to fit the same mold. Littleton High School’s strength, and the richness of the school community, is due in part to the diversity of its people.

Personalization - The Littleton High School staff believes it is important that every student is known well by at least one adult in the school. Academic, social, and personal problems are resolved in ways that best meet the needs of the individual students involved to the extent that fairness to all students permits. Student ownership and choice, when in harmony with other school values and when feasible given the school’s limited financial resources, are promoted.

Nondiscrimination Statement

Littleton Public Schools does not discriminate on the basis of race, color, sex (which includes marital status), sexual orientation, religion, national origin, ancestry, creed, age, disability, or need for special education services. The following individuals have been designated to handle inquiries regarding the non-discrimination policies: Lori Kinney, Assistant Superintendent of Human Resources or Melissa Cooper, Director of Special Education and Student Support Services; Littleton Public Schools; 5776 S. Crocker; Littleton, CO 80120; [303-347-3330](tel:303-347-3330)

Vision Statement - The World needs young people who know how to learn, as well as how to read, write, speak, and compute. The World needs young people with strong interpersonal skills, the ability to contribute to economic productivity and social progress and justice. The World needs young people who can acquire, analyze, and apply information, so as to think creatively, and solve problems.

As workers, parents, citizens, and individuals, members of the next generation should know how to question, invent, anticipate and dream.

We of the Littleton High School community should work every day to help young people do these things, so that they can move, at last, beyond us, each prepared to make a living, make a life, and make a difference.

Mission Statement - Littleton High School is proud to be a diverse International Baccalaureate world school, where every student demonstrates the knowledge and skills necessary to thrive in an interdependent and ever-changing world. Committed students, staff, parents, and family, united with the greater Littleton community, share the responsibility of educating individuals equipped to engage fully and successfully in post-graduate experiences.

GRADUATION REQUIREMENTS

A student must earn a minimum of 210 credits in grades 9-12 to graduate from Littleton High School.

The minimum and maximum semester student loads shall be as follows (except as approved by the principal):

Grade 9	30-35 credits
Grades 10 through 12	28-35 credits

Students enrolled in the Advanced Placement or International Baccalaureate programs may be granted exceptions regarding the maximum semester student loads. An exception to the maximum class load involving students enrolled in the area vocational school classes or other unusual circumstances must receive counselor approval.

Credits must be earned in the following subjects areas in order to meet graduation requirements:

LANGUAGE ARTS--40 credits distributed as follows:

- (1) 9th and 10th grade Language Arts -- 20 credits
- (2) Electives -- 20 credits

SOCIAL STUDIES--35 credits distributed as follows:

- (1) Early Civilizations -- 5 credits
- World Geography -- 5 credits
- (2) U.S. History -- 10 credits
- (3) World History -- 10 credits
- (4) Civics -- 5 credits

MATHEMATICS--20 credits distributed as follows:

- (1) Algebra/Geometry 9 -- 10 credits
- (2) Algebra/Geometry 10 -- 10 credits

SCIENCE--20 credits of lab science credit distributed as follows:

- (1) Integrated Science 1-2 -- 10 credits
- (2) Integrated Science 3-4 -- 10 credits

FINE ARTS/PRACTICAL ARTS--15 credits distributed as follows:

- (1) 5 credits Fine Arts: music/band/choir, drama, art
- (2) 5 credits Practical Arts: Technology Education/Business/
 Family & Consumer Science/Career & Technical Education
- (3) 5 credits additionally must be taken in Practical Arts OR in Fine Arts

PHYSICAL EDUCATION--12 credits distributed as follows:

- (1) Health --4 credits
- (2) Swimming--4 credits. Students must take a swimming course unless they can demonstrate proficiency by passing the swimming skills test.
- (3) Electives-- In addition to the above each student must select other P.E. electives to complete the 12 required credits.

ADDITIONAL ELECTIVES --68 credits

In addition to the above requirements each student must select other electives from the above areas of study to complete the total of 210 credits required to graduate.

Colorado Academic Standards - According to the Colorado Department of Education, “the Colorado Academic Standards (CAS) are the expectations of what students need to know and be able to do at the end of each grade. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. State standards are the basis of the annual state assessment.” The standards have been developed in ten content areas: Colorado Arts (Music, Theatre, Dance and Visual Arts); Reading, Writing and Communicating; Math; Comprehensive Health and Physical Education, Science, Social Studies, and World Languages. At Littleton High School we have worked collaboratively within each department listed above to align our curriculum with the CAS. You will find the “Standards at a Glance” for these departments listed at the beginning of each content area. Then, as you look at each individual course you will see the content-area standards which are covered in that course. For more detailed information related to the Colorado Academic Standards, we suggest you visit www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards.asp.

GENERAL INFORMATION

BUILDING YOUR SCHEDULE

Because course placement, teacher assignments and building needs are all dependent on student course selection, careful thought should be given to the selection of courses. This curriculum catalog describes courses offered at Littleton High School. Course selection should be made by students and parents, with the help and expertise of each student's counselor.

Once courses and alternates are chosen through the online course selection process, the administration, through use of the Infinite Campus program will create the building schedule. The computer scheduling process determines the period and teacher that a student receives for a particular course. Teacher and academic period requests cannot be considered at this point in the process, but can be requested during the schedule adjustment period as explained below.

ADDING AND DROPPING CLASSES/SCHEDULE CHANGES

Schedule adjustment opportunities are available just before each semester begins. The dates and times for schedule adjustment are advertised through the parent newsletter and published on the LHS website <http://littleton.littletonpublicschools.net/>. **ADDING OR DROPPING COURSES AND REQUESTING SCHEDULE CHANGES ARE NOT PERMITTED WITHOUT ADMINISTRATIVE APPROVAL THROUGH YOUR COUNSELOR** once the semester has begun. This policy minimizes class disruptions and maximizes the possibility of success for students. Students who do not choose to select courses in the spring will be scheduled for core graduation requirements but are not guaranteed schedule adjustments. Counselors will review individual cases in the event of serious extenuating circumstances, i.e., a student acquires a physical disability, experiences a personal trauma, has medically documented evidence of illness, was erroneously placed in a course (Lacking a prerequisite or adequate preparation), etc.

Any student who wishes to change level, from honors to non-honors must do so with teacher, parent, counselor and administrative approval. This can occur up to the sixth week of the semester.

STUDENT WITHDRAWAL FROM A CLASS

Students must carry a minimum of 28.0 credits in each semester of enrollment. The following scenarios include how students will approach withdrawal procedures from classes **so long as** students remain above the requisite 28.0 credits:

1. 0 – 2 Weeks into the Semester: Students may drop classes with a counselor contact and parent approval.
2. 2 – 6 Weeks into the Semester: Students may drop classes only if student is misplaced in an upper level (Honors or AP) class with teacher, counselor and administration approval. Otherwise, a withdrawal after two weeks results in an “F” grade.
3. After 6 Weeks: Students can no longer withdraw from a class without the penalty of a final grade of “F” on the permanent record (the option of W/P – Withdraw Pass will no longer be an option at this point).
4. Students can opt to take a class on a Pass/Fail basis up through the 14th week of a semester. Students can take the P/F option for a maximum of one course per semester, only if the course is **NOT** a graduation requirement.
5. Withdrawal requests after week 6 due to extenuating circumstances will be addressed by the Assistant Principal with the student and family.

Note: Freshman must carry a minimum of 30.0 credits both semesters.

REPEATED COURSES

Any student in grades 10-12 may repeat a course in which he/she received an F. The grade for the repeated course will be averaged with the previous mark and will be used in determining overall GPA. Repeated courses can be taken on-line, in the building or through summer school. Courses must be approved by a building administrator.

GRADE OPTION: Pass/Fail

Students, of any grade level have the option of taking a maximum of five credits per semester on a pass/fail graded basis; however, pass or fail options are not cumulative.

1. This option is open for all grades for **any course not required for graduation** up to a total of 5 credits per semester.
2. The Pass/Fail option can be exercised through the fourteenth week of the semester.
3. Students dropped for lack of attendance in a course taken with this grade option will receive an “F” for the semester.

4. A "P" passing grade will have no effect on GPA calculation; while an "F" grade will be used in the GPA calculation.
5. Students who produce quality work can have the option of changing a "Pass" to a letter grade. However, the grade can only be changed in accordance with a written agreement made with the cooperating teacher after a reasonable time following the semester final.

RECOVERABILITY FOR FRESHMEN

Beginning with the class of 2013, N/C (no credit) will be applied to all courses failed by freshmen. This procedure places a value on what students know and can do and not on past mistakes. The intent is to provide motivation for "starting new" after a poor freshmen year, and provide another incentive to work towards graduation.

At the end of each semester, teachers will give grades as they always do, including F's. All students, including freshmen, will receive report cards with the F's indicated. The freshmen F's will be converted administratively to N/C (no credit) after the report cards are printed. The N/C grades will not figure into the cumulative GPA. Repeated courses can be taken on-line, in the building or through summer school. Courses must be approved by a counselor or building administrator.

HOMEWORK POLICY

Homework, work that is assigned during class to be done outside the regular class meeting time (at home, during academic prep time or at some other location and time), is an integral part of the educational program. Homework should be meaningful and relevant both to the class work and to the student. It should help the student develop useful skills and gain increased insight into class work. All homework should contribute directly as well as indirectly to the student's performance evaluation. Although regular homework requires self-discipline and individual commitment on the part of the student, the best results occur when homework is a collaborative effort between school, teachers, students, and parents. Yet it is recognized that some time in a student's out of school life must be devoted to physical, social, religious, and other activities. Homework is an educational tool, not a disciplinary measure.

A high school student can reasonably expect to complete an average of thirty minutes of homework per academic class for each credit received for the class during each week. For a five-credit class a student should receive approximately 150 minutes of homework per week; for a three-credit class, 90 minutes, etc. A student with five academic classes of five credits each will have an average of twelve and one-half hours of homework each week, or an average of two and one-half hours per day. Clearly some classes will have more than thirty minutes of homework per class/credit hour per week while others will have much less; the average of thirty minutes should apply. Because this is an average amount, some students should expect to have more homework than this amount while others will have less.

A student's responsibilities:

- To know what the assignment is before leaving the classroom.
- To make a written note of the assignment for later reference.
- To complete the assignment on time.
- To seek help when "stuck" on a problem or assignment.
- To do his/her own work.
- To use time wisely.
- To recognize that for some students some assignments will take more than the same assignment will take for other students.

A teacher's responsibilities:

- To make the assignment clear.
- To show the relevance of the assignment to the class work.
- To be available to help students with assignment problems.
- To collect, grade (or in some form check or evaluate), and return the assignment quickly.
- To be aware of the recommended time limits for homework.
- To recognize that for some students some assignments will take more time than the same assignment will take for other students.
- To be aware that students have activities outside of school which provide valuable and necessary life lessons for them.
- To use homework to reinforce and practice, to expand and extend, to create and apply, to prepare and gain background, etc., but not to teach anew.
- To be sensitive to the unique factors inherent in group assignments.

A parent's responsibilities:

- To provide a place for a student to do his/her homework.
- To monitor that homework is done.
- To organize activities (social, athletic, occupational, etc.) so that they do not interfere with the completion of homework.
- To recognize that for some students some assignments will take more time than the same assignment will take for other students.
- To know that a student always has homework--sometimes formal assignments; sometimes less and practice work; sometimes material to read; sometimes getting ready for a test; and sometimes general study and review of the material presented in a class.

The school's responsibilities:

- To provide quiet study areas for students to use to do homework during the school day.
- To provide an area for teachers to work individually with students.
- To provide access to necessary facilities and equipment (library, laboratories, etc.).

FINAL EXAMINATIONS

Final exams are an integral part of most courses and are granted a value as high as 20% of the final semester grade. These exams are pre-scheduled for the last four days of the semester. In order to provide a valuable, consistent and fair opportunity for all students it is expected that students attend all final exams during the scheduled time. Any student absent from an exam must have a pre-arranged absence approved by the administration or a physician's note excusing the student from attending school. Make-up exams must be arranged with the instructor, counselor or the administration.

SUMMER SCHOOL

Our school district conducts a summer school program. Specific information regarding the dates for registration is made in a summer school bulletin issued in April, available in the Counseling Office. Each student must check with their counselor to approve registration for the proper course.

GRADE POINT AVERAGE AND RANK

GPA and Rank will be based on grades 9-12. All students are included in class rank and all courses for which the student received an A-F are included in the GPA. Basic Skills, Area Vocational School, and Resource Room classes for students with special needs and learning disabilities are graded and included in the GPA and Class Rank computations.

WEIGHTED GRADES

The Littleton High School Accountability Committee determined the following weighted grading system:

Honors/Advanced Placement (AP)/IB course: A = 5; B = 4; C = 3; D = 1; F = 0

All courses not labeled Honors, AP, or IB: A = 4; B = 3; C = 2; D = 1; F = 0

ELIGIBILITY: CHSAA

In order to maintain your eligibility for the next semester, you cannot fail more than 5 hours in the semester in which you are currently enrolled. *If you fail more than 5 hours in a semester, you will be ineligible to participate in any athletic or activity program until the sixth Thursday following Labor Day for the first semester and on the Friday immediately prior to March 4th for the second semester. At that time, your grades will be checked to see if they meet LHS and CHSAA academic standards. Upon having satisfactory grades, then your eligibility will be reinstated.*

ELIGIBILITY: NCAA

Students who wish to participate in Division I and II college athletics must be registered with the NCAA Initial Eligibility Clearinghouse. Students must submit the Student Release Form, a final high school transcript, and ACT or SAT scores. Student Release Forms are available at <https://web1.ncaa.org/eligibilitycenter/common/>.

The NCAA Eligibility Center has instituted new academic rule changes that impact the classes of 2013-2016 and beyond, and whether your college-bound student-athletes will be eligible for practice, completion and financial aid in their first year at a NCAA Division I or II college or university.

Division I Changes

1. Increase in the minimum required core-course grade-point average (GPA) from 2.000 to 2.300.
2. Ten of the 16 required core courses must be completed before the beginning of the seventh semester (senior year).
 - a. Seven of these 10 required courses must be English, math or natural/physical science.
 - b. A repeat of one of the “locked in” courses will not be used if taken after the seventh semester begins.
3. Increase in the overall core-course GPA as it relates to the ACT or SAT score, which results in a new sliding scale.

Incoming ninth graders (class of 2016) must meet these new requirements if they plan to participate in intercollegiate athletics at the Division I level.

Division II Change

- Increase in the number of required core courses from 14-16.
 - a. One additional course in English, math or science.
 - b. One additional course in any core academic area (English, math, science, social science) or foreign language, comparative religion/philosophy.

All students, current and incoming, must meet this new rule if they plan to participate in intercollegiate athletics at the Division II level.

Where to find information

- a. See the Quick Reference Guide or the Initial Eligibility Brochure found in your school’s counseling office.
- b. See the NCAA Guide for the College-Bound Student –Athlete, available on the Resources page at www.eligibilitycenter.org.

ACTIVITY FEES FOR CO-CURRICULAR COURSES

Littleton High School appreciates our students' participation in LHS activities and encourages them to continue. The school recognizes that extra and co-curricular activities provide unique learning opportunities for students and strengthen our school and community.

Co-curricular courses in the LHS curriculum are those that involve students in both an instructional and an activity, performance or competitive setting. While the district does provide the school with some funds, maintaining outstanding choir, band, drama, speech, newspaper, yearbook and student council programs requires significant resources. In order to provide the most enriching and safe experience for our students, the school district must pay equipment, materials, training, uniforms or costumes, transportation, performance or competition costs, as well as stipends for teachers/sponsors for their after-school commitments.

To offset some of these costs, the LPS school board implemented a twenty-five dollar (\$25) activity fee several years ago. Students who participate in any of the activities listed below are required to pay the fee. Fees will be reflected in each student’s Infinite Campus account. Once fees have been posted in IC, payment can be made to Littleton High School with cash, check or credit card.

Students who participate in more than one activity (for example if a student is in Wind Ensemble *and* Concert Choir) only have to pay the activity fee once. No student will pay more than twenty-five dollars (\$25) to participate in any or all of the following co-curricular activities:

- | | |
|-------------------------------|----------------------------------|
| * Chamber Orchestra | * <i>Lions’ Roar</i> (Newspaper) |
| * Concert Band | * Marching Band |
| * Concert Choir | * Troubadours |
| * <i>Corlionis</i> (Yearbook) | * Vocal Jazz |
| * Drama | * Wind Ensemble |
| * Flags | * Women’s Ensemble |
| * Jazz Band | |

Littleton High School International Baccalaureate Course Sequence — 2013-2014

Subject	Grade 9	Grade 10	Grade 11	Grade 12	Exam 3 (4) HLs; 3 (2) SLs
Group 1: Language A (English)	Language Arts 9 Honors	Language Arts 10 Honors	IB Comparative World Literature	IB Advanced Literature Studies	HL
Group 2: Language B (World Language)	French 1 or French 2 Honors Spanish 1, Spanish 1 Honors or Spanish 2 Honors	French 2H or 3H Spanish 2H or 3H	French 3H or 4IB* Spanish 3H or 4IB*	French 4IB Spanish 4IB	SL or HL *students test at 4IB
Group 3: Individuals and Societies (Social Studies)	World Geography and Early Civilizations	AP US History or US History Regular (AP is strongly recommended)	IB European History	IB 20th Century History	HL
Group 4: Experimental Sciences	Integrated Science 1-2 (students exempt out of IS 3-4 at the end of grade 9)	General Chemistry	IB Biology Year 1 or IB Chemistry*	IB Biology Year 2 or IB Chemistry*	HL SL *one-year course
Group 5: Mathematics	Integrated Alg/Geo 9	Integrated Alg/Geo 10 Honors	Integrated Adv Algebra	Functions, Stats, Trig (IB Math Studies)	SL
	Integrated Alg/Geo 10 Honors	Integrated Adv Alg 10 Honors	Integrated Trig/Pre-Calc Honors	IB Calculus (IB Math SL)	SL
	Integrated Adv Alg 10 Honors	Integrated Trig/Pre-Calc Honors	AP Calculus BC (AP Exam)	Beyond Calculus (IB Math HL)	HL
Group 6: Fine Arts	Art Foundations	Drawing 1, Ceramics 1, Art Photography1, Painting, or Sculpture	IB Studio Art (HL Year 1 or SL)	IB Studio Art (HL Year 2 or SL)	HL/SL
	Choice Music Elective	Choice Music Elective	IB Music Year 1 (AP Music Theory and take AP Exam)	IB Music Year 2	HL/SL
	Intro to Drama	Drama History and Literature and Acting Study 1	Acting Study 2	IB Theater Company	HL/SL
	Technology Studies 1 (take in grade 9 or 10)	Technology Studies 1 (take in grade 9 or 10)	IB Design Technology Studies 1	IB Design Technology Studies 2	SL/HL
			IB Philosophy (one-year course offered alternate years)	IB Philosophy (one-year course offered alternate years)	SL
			IB Psychology (one-year course offered alternate years)	IB Psychology (one-year course offered alternate years)	SL

Other IB Diploma Program Requirements	Other Littleton High School Graduation Requirements
<p>Theory of Knowledge Course (ToK) 100 hours Class takes place on Monday and Thursday nights (Students choose one night to attend) 6-8:30pm 100 hours = two semesters: Second semester of Junior year and first semester of Senior year</p> <p>Extended Essay (EE) 4000-word research essay on a topic of student's choice Students begin the process March of Junior year and complete the essay in December of Senior year. Student works with a teacher advisor</p> <p>Creativity, Action and Service (CAS) 150 Hours Students design a 50-hour service project The remaining hours are divided among various <u>creativity</u>, <u>action</u> and <u>service</u> activities</p> <p>Students undertake activities starting the summer before Junior year CAS reflections and evidence are due March of Senior year</p>	<p>Students must earn 210 credits in grades 9-12 Most semester courses are 5 credits</p> <p>Language Arts—40 credits Students on the IB/AP Social Studies—35 credits track automatically fulfill these credits Mathematics—20 credits</p> <p>Science—20 credits</p> <p>Fine Arts/Practical Arts—15 credits distributed as follows: 5 of Fine Arts 5 of Practical Arts 5 additional from either fine or practical arts</p> <p>Physical Education—12 credits distributed as follows: Health—3 credits Swimming—4 credits 5 credits of other PE elective courses</p> <p>Students are advised to spread out the fulfillment of their Fine Arts/ Practical Arts and PE credits over the course of four years.</p>

HL=Higher Level (2 year 240 hour course), SL=Standard Level (1 year 150 hour course)

Sixth Subject

Besides Groups 1-5, students choose a Sixth Subject to complete the Diploma Program: This can be from The Arts (above) or we also offer Chemistry SL (if it's not already your Group 4 requirement), Psychology SL (2012-13), Philosophy SL (2013-2014), Design Technology SL or HL, or a second World Language.

Theory of Knowledge (TOK) 100 hours

An interdisciplinary class designed to stimulate critical thinking: ask questions, examine truth and understand knowledge.
11th grade - 2nd semester, evenings 6-8pm; 12th grade - 1st semester, evenings 6-8pm
Diploma Requirements-Attend classes, Two essays, External examiners assess 1 essay (1,200-1,600 words), Internal assessment-oral presentation

Extended Essay (EE) 4,000 words

An independent and original, in-depth research project supervised by a teacher.
11th grade - begin process in the spring of junior year
12th grade - essay is due during the first semester of senior year
Diploma Requirements-Submit essay for external assessment

Creativity, Action, Service (CAS) 150 hours

CAS broadens students' education beyond the classroom and encourages respect and concern for other people and the world. The students must stretch themselves to develop a project for which they have passion with the hope they will become involved in the world around them for life.

Creativity-33 hours This should be interpreted as imaginatively as possible to cover a wide range of arts and other activities and to include creativity by the individual student in designing and carrying out a project at school or otherwise, or attending cultural events(performances, museums, etc.) Evidence of attendance must be kept (ticket stub or program)

Action-33 hours May include physical activities, both team and individual, and also training for Service.

Service-33 hours Encompasses community and social service but may also include environmental and international projects.

50-Hour Project A minimum of 50 hours must be devoted to one project of the students' choice. The project must encompass the Service component and one of the two (Creativity, Action) other components.

10th grade-students receive their CAS instruction in May of their sophomore year and may begin collecting hours in the summer after their sophomore year. All CAS activities and approval is completed through an online service called Manage Bac.

11th grade-students collect 33 hours in each of creativity, action, and service
-work on 50-hour in-depth community service project, pre-approved by the IB Coordinator.

12th grade-students -In March, finalize and submit CAS activities, reflections and evidence.

ADVANCED PLACEMENT PROGRAM®

The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.

The Program's success is rooted in the collaborative efforts of motivated students, dedicated teachers, and committed schools. By participating in the Program, secondary schools make the commitment to organize and support at least one class that is equivalent to a first-year college course.

At Littleton High School, we offer 14 Advanced Placement courses; however, students can take any of the 33 Advanced Placement tests offered by College Board. In May of 2012, 260 students took 390 tests: 15 of these exams received scores of 5; 56 received scores of 4; and 104 received scores of 3. Forty-five percent of the exams received scores of 3 or higher. Please see Mrs. Zerr, or go to collegeboard.com if you have questions regarding Advanced Placement.

ADVANCED PLACEMENT-HONORS

Note: For suggested International Baccalaureate Sequence of Courses, see the table of contents.

Some classes at Littleton High School are grouped so that individual students may progress at a rate different from that of the regular classes. Decisions involving grouping in these classes are based on interest, standardized test results, teacher and counselor recommendations, and previous grades.

a. Honors Courses: The methods and materials are designed to provide enrichment and depth to the courses. In some cases students may enroll in honors courses one or more years earlier than would be the normal period for instruction.

b. Advanced Placement Courses: Littleton High School implemented the Advanced Placement Program in the fall of 1975. Some specific subject matter requirements for graduation may be waived. Students may cross-enroll in AP courses among the three high schools in the district. AP classes offered at LHS are English Literature, Calculus, Biology, Chemistry, Physics B, Spanish Language, French Language, US History, World History, Statistics, Music Theory, Studio Art, Economics, and Government.

SUGGESTED SEQUENCE OF COURSES

<u>Typical</u> <u>9th Grade</u>	<u>Honors</u>	<u>Typical</u> <u>10th Grade</u>	<u>Honors</u>
Language Arts 9	Language Arts 9 Honors	Language Arts 10	Language Arts 10 Honors
World Geography Early Civilization	World Geography Early Civilization	U.S. History	AP U.S. History
Integrated Science 1-2	Integrated Science 1-2	Integrated Sciences 3-4	Chemistry (if student exempted from Integrated Science 3-4)
Integrated Algebra/Geometry 9	Integrated Algebra /Geometry 10 Honors	Integrated Algebra/Geometry 10	Integrated Advanced Algebra Honors
World Language 1	Spanish 1 Honors or Spanish 2 Honors	World Language 2	World Language 3 Honors
<u>Typical</u> <u>11th Grade</u>	<u>Honors</u>	<u>Typical</u> <u>12th Grade</u>	<u>Honors</u>
Language Arts Elective	Comparative World Lit	Language Arts Electives	AP English Literature
World History	AP World History	Civics	AP Gov / AP Economics (Macro)
Science Electives	Science Electives or AP Sciences*	Science Electives	AP Sciences*
Integrated Advanced Algebra	Trigonometry/Pre- Trigonometry/Pre-Calculus Calculus Honors	Integrated Trig/Pre-Calc or Statistics or AP Statistics	AP Calculus AB or AP Calculus BC or IB Beyond Calc
World Language 3	World Language 4 Honors	World Language 4	World Language 4 Honors or AP World Language
CTE Options (ACTS)		CTE Options (ACTS)	

*AP Sciences: AP Biology, AP Chemistry, AP Physics

STEM at LHS

Science, Technology, Engineering and Math

Littleton High School has many opportunities for students interested in the fields of science, technology, engineering, and math. We know that there is a high demand for graduates with these skills and we want students to be aware of the pathways that will prepare them for careers and advanced studies in this area.

Littleton High School is proud to offer students the opportunity to earn certification upon graduation in STEM. Information about STEM certification is available later in this section.

Science

- Littleton High School offers a comprehensive science program.
- College-bound students should complete four years of science.
- Advanced Placement and International Baccalaureate classes which expose students to college-level coursework are an excellent preparation for college-bound students and will help them be “college-ready.”
- Students have access to applied science experiences through our ACTS program. Courses include Health Sciences, Introduction to Health Careers, Agriscience, and Equine Science.

Technology and Engineering

- Littleton offers four years of Technology Studies onsite in our technology lab.
- We have a thriving extra-curricular Technology Students Association, which has won the state TSA competition consistently over the past several years.
- Littleton currently offers Introduction to Computer Science and is exploring the addition of Advanced Placement Computer Science.
- Students have access to applied technology and engineering courses through our ACTS program. Courses include Auto, Aviation Technology, Diesel Technology and Equipment Repair, Cabinet and Furniture Construction, Digital Commercial/Comprehensive Commercial Photography, Basic/Comprehensive Graphic Design, Mechanical Drafting, and Architectural Drafting.
- Littleton is pleased to offer an entirely new pre-engineering course called “Creative and Collaborative Problem Solving,” which is part of the pathway to STEM certification.

Math

- Littleton offers a comprehensive mathematic program.
- College-bound students should complete four years of math.
- Advanced Placement and International Baccalaureate classes which expose students to college-level coursework are an excellent preparation for college-bound students and will help them be “college-ready.”

Business and Community Partnerships

- In 2013-14, over 200 Littleton Public Schools students enrolled in Saturday morning engineering workshops sponsored by LHS and offered by our community partner, Shades of Blue. This nine-week series, which exposes students to careers in engineering, particularly aerospace, will be offered again in Fall 2014.
- Littleton High School partnered with the Littleton Public Schools Foundation to fund a new learning space, the “Center for Creativity and Collaboration.” This \$67,000 retrofit allows students in computer science courses as well as students in other departments to solve problems on multiple platforms (PC and Apple) in a highly flexible environment.
- Littleton High School partners with Lockheed Martin to offer free tutoring three evenings per week.

STEM Certification at Littleton High School

Littleton High School is pleased to offer students who complete an approved pathway of coursework and high school experiences in Science, Technology, Engineering, and Math (STEM) the opportunity to receive STEM certification upon graduation. Students will receive Littleton High School STEM certificates at Spring Convocation and will earn either a purple or a gold honor cord. Certification will be noted on transcripts (not diplomas). To receive certification, students will need to complete coursework well beyond minimum graduation requirements.

Additional STEM Certification Requirements

To earn STEM Certification, students meet requirements in four areas: cumulative grade point average (GPA), extra-curricular participation, completion of a portfolio, and completion of math and science coursework beyond the minimum distribution requirements while completing a four-course STEM pathway. Students may earn STEM Certification at two levels: purple and gold.

Area 1: GPA – the cumulative GPA from all LHS classes is required at the end of seven semesters. A GPA of 3.0 is required for purple certification. A GPA of 3.5 is required for gold certification.

Area 2: Extra-curricular participation – students complete 100 hours by the end of their seventh semester for both purple and gold certification. These hours complement and enhance their classroom experiences. Some of these activities may be structured and organized by Littleton High School, while others will be developed by the individual student. Extra-curricular participation will be documented in the STEM portfolio. We expect school-sponsored activities for 2014-2015 to include Technology Student Association, college campus visits, Shades of Blue Engineering Workshops (Saturday mornings), Lockheed Martin Tutoring, as well as field trips to local businesses. By 2015-2016, we hope to offer school-sponsored shadowing experiences and mentoring.

Area 3: Portfolio – STEM certificate students at both the purple and gold levels will complete a digital portfolio as part of participation in each STEM class. This portfolio will document their academic learning, their extra-curricular participation, and their post-high school plans.

Area 4: STEM Coursework: Science and Math – STEM certificate students will complete additional math and science beyond our two-year graduation requirement. Purple level certification requires completion of eleventh grade math and science. Gold certification requires completion of eleventh and twelfth grade math and science.

STEM Coursework: Electives - students will also complete four semester-long STEM courses beyond our current distribution requirements. Several elective courses have already been designated as STEM courses by our faculty. Each meets a set of requirements established by the faculty, and all include a portfolio component. For 2014-15, four elective courses have already been designated as STEM courses:

- Creative and Collaborative Problem Solving
- Technology Studies
- Woods
- Introduction to Computer Science

Purple and Gold STEM Certification Levels



PLANNING AND PREPARING FOR COLLEGE

High School Course Requirements for College Admissions

At Littleton High School, every student is encouraged to pursue a college degree. All students who graduate from high school can be considered for college acceptance. However, **the requirements for earning a high school diploma are not adequate preparation for college admissions or academic success in**

4-year or selective colleges Admissions standards vary widely among colleges and are related to the purposes of the college, particular fields of study, and the degree of selectivity of the admissions process. General guidelines for college academic preparations and fulfilling admissions requirements include the following:

MINIMUM REQUIREMENTS FOR 4-YEAR COLLEGE ADMISSIONS

160-200 academic credit hours in grades 9 through 12 including:

1. 40 credit hours of Language Arts (including literature and writing courses recommended for 11th/12th grade)
2. 30-40 credit hours of Social Studies (including 10 credit hours of U.S. History, 10 credit hours of World History, and 5 credits of World Geography)
3. 30-40 credit hours of laboratory Science (10 credit hours should be at the 11th or 12th grade level)
4. 20-40 credit hours of World Language for selective colleges or for specific majors
5. 40 credit hours of Mathematics (Alg/Geo 9 and more advanced courses)

****STUDENTS WHO PLAN TO APPLY TO SELECTIVE COLLEGES NEED
4 YEARS OF ALL 5 ACADEMIC AREAS****

Students are urged to consult college websites for recommendations and/or requirements of particular institutions and specific majors. Admissions requirements may range from just a high school diploma, such as for 2-year community colleges, to four years of all five core subjects, such as for selective colleges or majors. Additionally, some colleges may require specific electives, such as schools in the University of California system, which require two electives in the arts.

Littleton High School highly recommends that students take core math and science classes beyond the two year LHS requirement, regardless of their choice of community college, four-year college or selective schools. **To meet college readiness standards and NOT test into remedial coursework* at the college level, take as many core classes with rigor as possible.**

*Remedial coursework means a student tests into a level at college that is beneath the school's basic requirements. The student must take the remedial course(s) at cost, but these classes do not count towards an Associate's or Bachelor's degree.

GENERAL REQUIREMENTS FOR COLLEGE ADMISSIONS

Requirements may vary according to the prospective college major as well as the degree of selectivity of the college.

TYPE OF COLLEGE:	Community & Junior College	4-year Colleges	Universities	Selective College or Competitive Majors
GRADES 9-12 BASIC ACADEMIC COURSES TO MEET COLLEGE REQUIREMENTS	Courses necessary to earn high school diploma	Language Arts - 4 yrs. Social Studies - 3-4 yrs. Math - 4 yrs. Science --3 yrs.	Language Arts - 4 yrs. Social Studies 3-4 yrs. Math – 4 yrs. Science – 3-4 yrs. World Language - 2-3 yrs. for some majors	Language Arts - 4 yrs. Social Studies - 3-4 yrs. Math - 4 yrs. Science - 4 yrs. World Language - 4-5 yrs.
CLASS RANK	Only requirement is graduation from high school or GED	Upper 2/3 - 1/2 of senior class. LHS GPA: 3.0+	Upper 1/2 - 1/4 of senior class. LHS GPA: 3.2+; higher for certain majors	Upper 1/4 - 1/10 of senior class. LHS GPA: 4.0 weighted GPA or higher
COLLEGE ENTRANCE TEST	ACT used for placement only	SAT I or ACT 50th percentile and higher	SAT I or ACT (usually with writing) - 70th percentile and higher	SAT I, SAT subject tests, ACT with writing - 90th percentile or higher
HONORS, ADVANCED PLACEMENT, AND/OR IB CURRICULUM	Not necessary for admission	Recommended	Recommended	Necessary in subject areas of strength
ACTIVITIES (extra-curricular sports, clubs, and community service, including leadership experience)	Not necessary for admission	Recommended	Recommended	Very important
LETTERS OF RECOMMENDATION (from academic teachers in Grades 11 or 12 and/or from our counselor)	Not necessary for admissions	Recommended – consult college website	Recommended – consult college website	Required

GUIDE TO COURSES

The following courses illustrate classes that would meet the expectations of a pre-collegiate curriculum as defined by the Colorado Commission on Higher Education. The CCHE's combination of courses represents those needed to qualify for admission to Colorado's 4-year public colleges and universities.

ENGLISH: (4 units required)

To meet the pre-collegiate curriculum, at least two of the required four units must emphasize writing, grammar and composition skills. Examples of acceptable courses are:

- English
- Integrated English (such as English and social studies)
- Literature
- Literature/composition (in which freshman English is a core English credit)
- Speech
- Debate
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed
- Honors, Advanced Placement, and/or International Baccalaureate courses
- Any college level English course

Examples of unacceptable courses include:

- Pre-freshman level English
- Remedial and developmental English
- Business English
- School publications
- Yearbook
- Drama (Appropriate as academic elective)
- Journalism (Appropriate as academic elective)

Note: 2 units of ELA English may count for the pre-collegiate curriculum when combined with 2 units of successfully completed college preparatory English.

MATHEMATICS: (4 units required)

To meet the pre-collegiate curriculum, mathematics must be at the level of algebra I and higher. Pre-collegiate courses completed prior to 9th grade are acceptable. Examples of acceptable courses are:

- Integrated Algebra/Geometry 9
- Integrated Algebra/Geometry 10
- Integrated Advanced Algebra
- Integrated Trigonometry/Pre-Calculus
- Pre-calculus
- Trigonometry
- Probability and Statistics
- Discrete Mathematics
- Integrated mathematics which includes algebra I and geometry or higher and provides a foundation for higher level mathematics. Students are expected to complete the entire sequence whenever possible.
- Computer science courses that have a prerequisite of at least algebra I and cover programming.
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed. Honors, Advanced Placement, and/or International Baccalaureate courses. Any college-level mathematics course.

Examples of unacceptable courses include:

- Pre-algebra
- Remedial and developmental mathematics
- General math
- Business math
- Consumer math
- Accounting (Appropriate as academic elective)

Note 1: When Algebra I content is extended beyond one year, only 1 unit of the pre-collegiate curriculum is met.

Note 2: While the required three or four units of mathematics may be completed prior to the 12th grade, it is recommended that students take a mathematics course in 12th grade to retain student proficiencies.

Note 3: College-preparatory ELA mathematics courses that include content and academic rigor/level comparable to acceptable courses listed may satisfy the pre-collegiate curriculum.

NATURAL & PHYSICAL SCIENCE: (3 units required)

To meet the pre-collegiate curriculum, at least two of the three required units must have laboratory work. Laboratory work may be in separate labs or embedded in classroom activities. Examples of acceptable courses are:

- Biology
- Chemistry
- Physics
- Earth, space, or geophysical science
- Physical Science that is a prerequisite course to higher level science courses, especially chemistry and/or physics
- Integrated science course sequences that provide a foundation for higher level science
- Students are expected to complete the entire sequence whenever possible
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed. Honors, Advanced Placement, and/or International Baccalaureate courses. Any college level natural/physical science course

Examples of unacceptable courses are:

- General science
- Remedial and developmental science
- Outdoor education
- Environmental studies, when not a standards-based science course

Note: College-preparatory ELA science courses that include content and academic rigor/level comparable to acceptable courses listed may satisfy the pre-collegiate curriculum.

SOCIAL SCIENCE: (3 units required)

To meet the pre-collegiate curriculum, at least one of the three required units must be U.S. history or world civilization. Examples of acceptable courses are:

- U.S. history
- World history
- World civilization
- State history
- Civics/American Government
- Principles of democracy
- Geography
- Economics
- Psychology
- Sociology
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed
- Honors, Advanced Placement, and/or International Baccalaureate Courses
- Any college level social sciences course

Examples of unacceptable courses are:

- Family living
- Marriage and family
- Consumer education

ACADEMIC ELECTIVES: (2 units of academic electives and 2 units of foreign language required)

Acceptable courses include additional courses in English, mathematics, natural/physical sciences and social sciences beyond the minimum units listed above, or foreign languages (2 units of foreign languages must be from the same language), art, music,

journalism, drama, computer science, honors, Advanced Placement, and International Baccalaureate courses.

Approved career and technical education courses with content comparable to courses meeting Colorado’s Model Content Standards and industry specific/CTE standards are counted as academic electives.

Foreign language becomes a separate academic area and is included as part of academic electives only when a third or fourth year is completed (only two units of foreign languages need to be in the same language). Except for the special requirement pertaining to foreign languages, students may “mix and match” academic electives if they choose (e.g., 1 unit of music; ½ unit of art; ½ unit of journalism, etc).

Other Considerations for Becoming College-Ready

Challenge yourself – Students who plan to further their studies at a 4-year college or university will not only need to take a pre-collegiate curriculum in high school, but also take the most rigorous courses they can, and do well in those courses. Most colleges give preference to students who challenge themselves throughout high school over those who take easier classes and get a higher grade point average. Explore whether you want to take Advanced Placement courses or pursue an International Baccalaureate diploma program. You also may want to enroll for dual credit classes that allow you to earn college credit while in high school through the Concurrent Enrollment Program. Your school counselor can provide you with details on each of these opportunities.

Become involved – Your involvement in activities such as clubs, music, sports, and/or volunteer work will show a prospective college that you pursue your interests outside of class, too. When you have an opportunity, try some leadership roles in these activities. Colleges also consider working a paying job as a productive, responsible use of out-of-school time.

Plan ahead – Visit the Post Grad section under the Counseling tab on Littleton High School’s website (<http://littleton.littletonpublicschools.net>) to find out everything you need to know to prepare for life after Littleton. Download the “College Planning Guidebook” to learn all about the college application process, and click on the different links to access information regarding:

- Junior and Senior college planning timelines
- College entrance exams
- How to utilize Naviance, the LHS online college planning program
- When college admissions representatives will be visiting our school
- Writing a winning college essay
- Processes for applying for financial aid
- Tips on building your list of colleges
- Non-college options after high school

Littleton High School’s Post Grad Center

The LHS Post Grad Center is a vibrant resource open to all students and their parents. Post Grad Center staff and trained volunteers begin working with students during their Freshman year to develop each student’s plan for his or her own “Life After Littleton.” Each student meets with PGC staff members several times during their years at Littleton – in classroom-sized groups, and in small groups with a student-to-instructor ratio of 2:1.

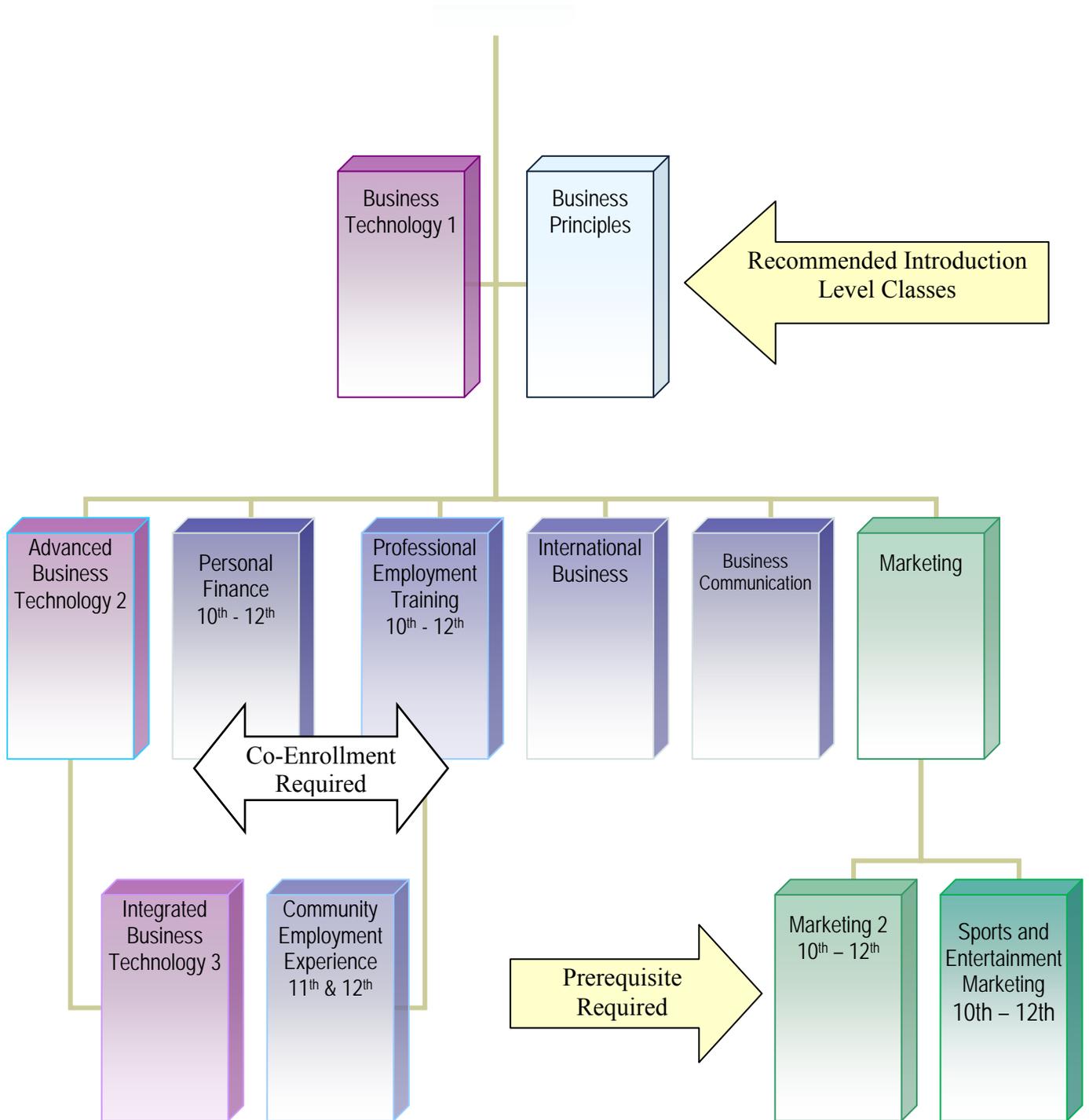
The Post Grad Center is open during school hours every day except Wednesdays, and students are welcome to drop in or to set up an appointment with a staff member. This adds up to an amazing resource for students to get the information, access to tools and resources, and the coaching they need to maximize their post-LHS opportunities.

Post Grad Services

- Classroom-sized “Advisement” sessions for Freshmen and Sophomores
- Small-group meetings with Juniors (ratio of students to instructors is 2:1)
- “Life After Littleton” meetings with Seniors (ratio of students to instructors is 2:1)
- College Night for Juniors and Parents – January
- Financial Aid Night – September
- NET College Access classes for first generation college-bound students
- Information-rich Post Grad webpage available on the LHS website
- Computers available for student use on college-related tasks
- Comprehensive library of college- and career-related books available for checkout
- Open door policy for drop-in advice and assistance

BUSINESS EDUCATION COURSE SEQUENCE

Littleton High School



BUSINESS & MARKETING

All Business and Marketing classes are based on the National Business Industry standards and are aligned with Colorado Academic Standards in Social Studies, Math and Reading, Writing and Communicating.

Business Principles

Semester Course / Credit: 5 per semester /

***Recommended Course for upper-level Business & Marketing Courses**

Course Description: Do you have what it takes to run your own business, survive your next job, or climb the corporate ladder? Broaden your understanding of business inner-workings in this class! Play the Titan Business Simulation to crush your competition with your understanding of economies, the free enterprise system, business structures, supply and demand, human resources, operations, production, marketing, finance, management, and ethics. Once you catch your breath, try your hand at investing in the Stock Market Game where you will manage a \$100,000 portfolio! This class is highly recommended for students planning to take Marketing, Entrepreneurship or International Business.

* Students have the opportunity to become members of Future Business Leaders of America (FBLA) and/ or DECA.

Business Technology 1

Semester Course / Credit: 5 per semester

***Recommended Course for upper-level Business & Marketing Courses**

Course Description: Do you have a love/hate relationship with your computer? Do you wish you could reduce the time you spend on homework and projects? High school and college students, as well as members of the workforce, are expected to not only operate a computer, but to be skilled in how to create professional looking documents and presentations. Business Technology 1 will help you strengthen your knowledge of computer operations, sharpen your keyboarding skills, and broaden your skills in the Microsoft Office Applications - Word, Excel, and PowerPoint. This class is strongly recommended for freshmen and sophomores, as skills gained will support your other LHS academic coursework, and prepare you for college and future careers.

***Students who work efficiently in Business Technology 1 will continue into Advanced Business Technology 2 coursework within the same semester, earning up to 8 credit hours.*

* Students have the opportunity to become members of Future Business Leaders of America (FBLA) and compete.

Advanced Business Technology 2

Semester Course / Credit: Up to 3 per semester

Course Description: This course is offered within the Business Technology 1 course as an extension for students to advance your skills and credit opportunities. You will earn an additional 3 credits for enhancing your professional skills and technology proficiency in this project-based, online-extension to the class. You'll develop advanced skills using Excel, Word and Power Point to create spreadsheets, charts, letters, flyers, promotions, graphics and multimedia presentations. You'll also develop skill in writing professional emails, podcasting and using internet-based applications such as Google Maps and online collaborative documents. We'll also make sure you have basic computer knowledge and trouble-shooting ability.

Integrated Business Technology 3

Semester Course / Credit: 5 per semester

***Recommended prerequisite: Business Technology 1**

Course Description: If you want to learn to develop websites, databases and collaborate with students in other countries through blogs, skypeing and video conferencing, this is the class for you! You will work in international teams to design, develop and implement a website, including the use of podcasting, multimedia and digital cameras as a part of the Global Virtual Classroom website contest. Students will develop skill in using DreamWeaver, Fireworks, Flash and Microsoft Access software, FTP protocols and CS6 design software.

- Students have the opportunity to become members of Future Business Leaders of America (FBLA) and compete.

Business Communications

Semester Course / Credit: 5 per semester / Available for Business or English Credit

***Recommended prerequisite: Business Principles**

Course Description: Become a highly effective and professional communicator in this class that is available as either Business or English credit. We'll help you develop your skills: listening, reading, interpreting non-verbal communication, writing, surveying and presenting – all with the incorporation of a variety of different technologies and in the context of your career focus. We'll also make sure you develop a keen awareness of ethical issues and professional communication expectations.

* Students have the opportunity to become members of Future Business Leaders of America (FBLA) and compete.

Personal Finance

Semester Course / Credit: 3 per semester

Prerequisite: 11th or 12th Grade / Co-enrollment in Professional Employment Training Required

Course Description: Do you know what skills you will need to financially navigate the next 5 years of your life? Are you constantly wondering where your money went and why you don't have enough? This course is a MUST before you graduate and gain financial independence from your parents. 84% of 18 to 22 year olds admit that they wish they had gotten more financial management education in high school before they were personally responsible for their own money management (Credit.com, 2013). In fact, 7.2% of students drop out of college because of debt or financial pressures before graduating, leaving them with all the debt and stress, but no college degree. Laying a strong financial foundation gives you the opportunity to someday have the home, cars and lifestyle you dream about.

Personal Finance is designed to develop your knowledge of financial management through hands-on training in financial goals and budgeting. You will develop tools for financial success, saving, investment and credit. Highly recommended for seniors!

* Students have the opportunity to become members of Future Business Leaders of America (FBLA) and compete.

Professional Employment Training (PET)

Semester Course / Credit: 2 per semester

Prerequisite: 11th or 12th Grade / Co-enrollment in Personal Finance required

Course Description: Determine your career interests, develop your employment search skills and be prepared to be successful in this fast-paced professional development class. While learning to interact and communicate effectively with other professionals and co-workers, you'll also develop a professional resume, application letters, references, interview skills, negotiating tactics, and networking competency. Become a prepared professional in your life beyond high school! Co-enrollment in Personal Finance is required; highly recommended for seniors!

* Students have the opportunity to become members of Future Business Leaders of America (FBLA) and compete.

International Business

Semester Course / Credit: 5 per semester + 3 College Credits

***Recommended prerequisite: Business Principles**

Course Description: Develop your understanding of the interdisciplinary nature of international business. You will learn about the development of international business; theories and methods of international trade; financing mechanisms and terms used in export documentation and export finance; the effects of economics, political and cultural environment on international business and trade; impact of geography in business transactions; legal aspects of international business; and developing an effective international marketing strategy. This class is a concurrent enrollment class with Arapahoe Community College. The textbook is supplied for you.

Earn a C or better and you will also earn 3 free college credits in addition to the 5 credits at LHS.

* Students have the opportunity to become members of Future Business Leaders of America (FBLA) and compete.

Marketing 1-2

Full Year Course / Credit: 5 per semester

***Recommended prerequisite: Business Principles**

Course Description: When you come up with the next billion dollar idea or business plan, do you know how to convert your idea into sales and profit? Marketing 1 is designed to teach you to understand what drives customers and their buying habits. You will explore sales, advertising, product development, pricing, entrepreneurship, management, communications and merchandising. As a Marketing 1 student, you will participate in the running of the DECA school store, where you will learn skills such as customer service, inventory and cash management, and on the job responsibilities.

*Class Expectations: Students can become members in DECA, with the option to complete in DECA competition.

Advanced Marketing 1-2

Semester Course / Credit: 5 per semester

Prerequisite: Marketing 1-2 / - Offered again in 2015/2016

Course Description: This course presents the analysis of theoretical marketing processes and the strategies of product development, pricing, promotion and distribution, and their applications to businesses and the individual consumer. Students who earn a C or better will also earn 3 college credits (in addition to their high school credits). No textbook or tuition costs applicable for this course (free college credit!). This class is a concurrent enrollment class with Arapahoe Community College.

With the help of local community business representatives, the students enjoy the luxury of expertise and personal guidance in preparing for District, State and National competition through the DECA program. Guest speakers and field trips compliment this course.

*Class Expectations: Students will become members in DECA, with the option to compete in DECA competition.

Sports & Entertainment Marketing

Semester Course / Credit: 5 per semester

Prerequisite: Marketing 1 - 2

Course Description: Do you dream of one day being or working with professional athletes or entertainment superstars? In this class, you will develop a thorough understanding of marketing concepts and theories that apply specifically to the sports and entertainment industries. Emphasis is placed on different types of products and services, pricing, promotion, and the role of branding, image, licensing, and sponsorships. You will gain hands-on experience by planning and promoting a sports or entertainment event. Further develop your skills in customer service, inventory and cash management, and on the job responsibilities through the DECA school store.

Class Expectations: Students can become members in DECA, with the option to compete in DECA competition.

Entrepreneurship

Semester Course / Credit: 5 per semester

***Recommended prerequisite: Business Principles / New in 2015/2016!**

Do you want to be your own boss? Are you ready to develop your best ideas into money-making ventures? Many of America's most successful companies started with one person who recognized an opportunity and did something about it. In Entrepreneurship, you will discover your entrepreneurial style, develop your business plan, learn how to bring your product or service ideas to market, and experience the excitement of developing your own company. Can you create a plan that will impress the investors?

* Students have the opportunity to become members of DECA and/or FBLA and compete.

Community Employment Experience – OJT (on the job training)

Full Year/Semester Course / Credit: earn up to 10 per semester

***Prerequisite: Professional Employment Training**

Please see "Unique Course Offerings" section for additional information.

ENGLISH LANGUAGE ACQUISITION (ELA)

English Language Acquisition (ELA) is offered to non-native speaking students who lack sufficient English language skills to be successful in the mainstream high school classroom. Students are tested for their English language ability and then scheduled accordingly into a level of ELA. As students complete their ELA coursework and advance in their abilities, they are placed into more mainstream curriculum and monitored by the ELA Department for two more years. It is our goal to not only assist English language learners (ELLs) in acquiring conversational English, but to also ensure the development of the academic language and background knowledge necessary for success in the mainstream curriculum.

ELA Newcomers Language Arts

Full Year Course / Credit: 15 per semester

Course Description: This course is designed for students who are new to the English language and/or have very limited abilities to read, write, listen, or speak in English. Students classified as NEP (Non-English Proficient) by the ACCESS exam will receive instruction via this three-section course. Each section emphasizes a particular domain of language acquisition. For example, one section emphasizes speaking and listening and incorporates the Fast ForWord computer program, while the others emphasize reading and writing, respectively. The *Edge* Program and a variety of other materials are introduced at this level and skills are presented through various thematic units; also, these materials expose students to poetry and drama as well as novels. Students examine and practice grammatical structures, the correct use of punctuation, and are accountable for developing Common Core vocabulary and correct spelling. Units are designed to help students who are new to the U.S. adapt to and survive in their new school and the community as a whole.

ELA Language Arts Level 3-4

Full Year Course / Credit: 10 per semester

Course Description: Students continue to develop their reading, writing, listening, and speaking skills in this two-section course. Most students classified as LEP (Limited English Proficient) by the ACCESS exam will receive instruction via this two-section course. For example, one section emphasizes speaking and listening and incorporates the Reading Assistant computer program, while the other emphasizes reading and writing. Students read from the *Edge* Program and are exposed to a variety of fiction and nonfiction genres from multiple sources. They focus on grammatical structures and punctuation, while being held accountable for mastery of spelling and usage of the Common Core vocabulary. Students engage in text-based discussions, employ reading strategies to enhance comprehension and develop critical thinking skills. Regular oral presentations offer the opportunity to organize, prepare, and speak effectively in front of a variety of audiences.

Sheltered Ancient Civilizations and World Geography

Full Year Course / Credit: 5 per semester

Course Description: This course is taught by an instructor highly qualified in both Social Studies and ELA. It is a two-part course containing one semester of ancient history and one semester of world geography. Students learn about the development of early civilizations, early world empires and survey the five major world religions during the first semester. In the second semester, they examine elements of human and physical geography, emphasizing the themes of population, conflict, sustainable development and globalization. The course parallels the mainstream course, yet places greater emphasis upon language acquisition and literacy development while providing scaffolding to difficult concepts.

ELA Content Support – Math

Full Year Course / Credit: 5 per semester

Course Description: ELA students take this course in conjunction with Algebra/Geometry 9. Students are pre-taught various math concepts they will encounter in their mainstream math class and focus on developing their skills in mathematical discourse, numeracy, problem solving and vocabulary usage.

ELA Content Support – Science

Full Year Course / Credit: 3 per semester

Course Description: ELA students take this course in conjunction with Integrated Science 1-2. Students have essential science concepts and vocabulary front-loaded and reviewed to strengthen their focus for successful integration in the mainstream class. This course extends available learning time for students still acquiring English.

ELA Reading/Writing Workshop

Full Year Course / Credit: 3 per semester

Course Description: ELA students take this course in conjunction with Language Arts 9 and/or 10. Students taking this course are often classified as FEP by the ACCESS assessment, but still lag in their reading and writing ability. The course prepares students for the

more research-based courses they will encounter in eleventh grade. Building background knowledge, conducting research, utilizing reading strategies and developing composition skills are stressed. Oral presentation skills are also targeted for improvement.

ELA Study Skills

Full Year Course / Credit: 2 per semester

Course Description: In this course, English Language Learners (ELLs) receive assistance and tutoring for their mainstream classes and receive language support for all areas of academic study.

FAMILY AND CONSUMER SCIENCES

A quality comprehensive Family and Consumer Sciences curriculum includes:

- Consumer and Resource Management
- Interior Design
- Culinary Arts
- Individual, Child/Adolescent and Family Development
- Personal and Professional Development

Teen Choices

Semester: I / Credit: 5 per semester

Grades: 9, 10 / *Opt-In Note is Required

Course Description: You can expect this course to be one of your favorite classes. Why? Because it is all about you, your struggles, your relationships and the decisions you are faced with daily. This course is designed to help you acquire academic knowledge and understanding necessary for critical thinking and healthy decision-making. Aligns with Colorado Academic Standards: Reading, Writing, & Communicating, and National Industry Standards.

Child Development

Semester: I & II / Credit: 5 per semester

Grades: 9 - 12

Course Description: Do you want to be a pediatrician, teacher, child care provider or child psychologist? This course will explore theories of human development, history of parenting styles and responsibilities; advantages of family planning; identify and prevention of child abuse/neglect; and career opportunities. Aligns with Colorado Academic Standards: Reading, Writing, & Communicating, and National Industry Standards.

Textbook: *Parents and Their Children*

* You will be required to participate in the Real Care Baby Simulation.

Relationships

Semester: II / Credit: 5 per semester

Grades: 11, 12 / *Opt-In Note Is Required

Course Description: Do you like interactive classes? Communication is the most important key to success in all aspects of life. People who have a positive self-image and build healthy relationships experience success in their personal, family, and professional lives. Due to changing relationships and lifestyle trends within our society, there is an increasing need for developing healthy, stable, critical thinkers through personal and family life studies. Aligns with Colorado Academic Standards: Reading, Writing, & Communicating, and National Industry Standards.

Textbook: *Families Today*

Culinary Essentials I & II

Year Long Course / Credit: 5 per semester

Grades: 9- 12

***Prerequisite: Must pass Culinary Essentials I with a 70% or better to take Culinary Essentials II**

***Fee: \$30 each semester**

Culinary Essentials I

This class is an introduction to the world of culinary arts. Classes are comprised of a combination of formal instruction, food preparation labs, demonstrations and observations. The focus for the semester will be on culinary cooking techniques, professional kitchen equipment, culinary nutrition, baking and pastry, career opportunities, planning a catered event, and basic dining service. Aligns with Colorado Content Standards: Reading, Writing and Communicating; Mathematics and Natl. Industry Standards.

Textbooks: *Culinary Essentials & Guide To Good Foods*

Culinary Essentials II

This class is a continuation of Culinary Essentials I. This semester long course will serve as the foundation of techniques to produce all fine cuisine. The focus will be on: garde manger, seasonings and flavorings, International cuisine, American regional cuisine, dining service skills, culinary nutrition and sensory analysis, planning a catered event, and career opportunities. Aligns with Colorado Content Standards: Reading, Writing and Communicating; Mathematics and Natl. Industry Standards.

Textbooks: *Culinary Essentials & Guide To Good Foods*

Interior Design I & II

Year Long Course / Credit: 5 per semester

Grades: 10- 12

***Fee: \$30 for the year**

Course Description: Are you interested in the interior design, architecture or other types of design? This year-long course will include the understanding of blueprints, basic construction of homes: elements and principles of design; color harmonies; furniture styles; construction and arrangement of furniture; textile coordination; computer drafting; architectural scales and career exploration. At the end of this course you will have many portfolio-ready projects. Aligns with CO Academic Standards: Reading, Writing & Communicating #1 & #2; Mathematics #4 and Natl. Industry Standards.

Textbook: *Homes & Interiors*

LANGUAGE ARTS

Language Arts Sequence of Courses

Regular Sequence:

Grade Level	Courses	Graduation Credit
9	Language Arts 9	10
10	Language Arts 10	10
11	Electives	10
12	Electives	10
	Total Language Arts Credits:	40

Honors/AP/IB Curriculum Sequence:

Grade Level	Courses	Graduation Credit
9	Language Arts 9 Honors	10
10	Language Arts 10 Honors	10
11	Comp World Lit Honors / IB 11 th	10
12	A.P. English / IB 12 th	10
	Total Language Arts Credits:	40

NOTE: While LHS encourages students to challenge themselves by taking Honors courses, any transfer into a regular course MUST take place within the first six weeks of the semester.

Colorado Academic Standards at a Glance

READING, WRITING, AND COMMUNICATING

Ninth Grade	Grade Level Expectation
1. Oral Expression and Listening	<ol style="list-style-type: none"> 1. Oral presentations require effective preparation strategies 2. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain attention
2. Reading for All Purposes	<ol style="list-style-type: none"> 1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison 2. Increasingly complex informational texts require mature interpretation and study
3. Writing and Composition	<ol style="list-style-type: none"> 1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions
4. Research and Reasoning	<ol style="list-style-type: none"> 1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions 2. Effective problem-solving strategies require high-quality reasoning
Tenth Grade	Grade Level Expectation
1. Oral Expression and Listening	<ol style="list-style-type: none"> 1. Content that is gathered carefully and organized well successfully influences an audience 2. Effectively operating in small and large groups to accomplish a goal requires active listening
2. Reading for All Purposes	<ol style="list-style-type: none"> 1. Literary and historical influences determine the meaning of traditional and contemporary literary texts 2. The development of new ideas and concepts within informational and persuasive manuscripts 3. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts
3. Writing and Composition	<ol style="list-style-type: none"> 1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience 2. Organizational writing patterns inform or persuade an audience 3. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process
4. Research and Reasoning	<ol style="list-style-type: none"> 1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions 2. An author’s reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy

Language Arts 9

Full year Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: This course offers training in effective reading, writing, listening and speaking skills, all vital to success in high school. Students study literature as the primary, though not exclusive, basis for instruction in these skills. They read novels, short stories, poetry, drama, nonfiction, and essays. Students learn reading strategies and examine the elements of literature and literary techniques as the basis for analyzing, interpreting, and evaluating. Students write both expository and creative pieces which emphasize critical thinking, research skills, analysis, originality, and organization as well as editing and proofreading. They are accountable for using appropriate punctuation and grammar, correct spelling, and an expanded vocabulary. Students give informative and persuasive speeches which demonstrate effective organization, critical thinking, and presentation skills. Students learn listening strategies in order to analyze a speaker's purpose, gain information, and interpret meaning. Completion of this course prepares students for success in other classes.

Language Arts 9 Honors

Full Year course / Credit: 5 per semester

Prerequisite: Capability and desire to participate in high-level, advanced literary studies.

Colorado Academic Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: This accelerated course offers students an opportunity to strengthen their reading, writing, listening, speaking, and critical thinking skills. Students learn reading strategies and examine the elements of literature and literary techniques as the basis for analyzing, interpreting, and evaluating. Students engage in critical analysis of texts in preparation for further advanced studies. Students write both expository and creative pieces, which emphasize critical thinking, research skills, analysis, originality, and organization as well as editing, and proofreading. They are accountable for using appropriate punctuation and grammar, correct spelling, and expanded vocabulary. Students give individual speeches, as well as group presentations which demonstrate effective organization, critical thinking, and presentation skills. They also focus on Socratic seminars as a means of demonstrating depth of knowledge and understanding.

Language Arts 10

Full Year Course / Credit: 5 per semester

Prerequisite – LA9

Colorado Academic Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: This course emphasizes further knowledge, practice, and application of the four basic areas of communication: reading, writing, speaking, and listening. This course moves quickly through a variety of literature, skills, and knowledge at a more sophisticated level than Language Arts 9, and provides students with the opportunity to refine and enhance their communications skills. In the first semester, students focus on their expository and persuasive writing skills, using a variety of literature as models. Editing and proofreading at this level emphasizes refinement of ideas as well as more sophisticated word choice and sentence structure. Students apply the research process to several course assignments. Successful completion of this program provides a foundation for both vocational and college preparatory classes.

Language Arts 10 Honors

Full Year Course / Credit: 5 per semester

Prerequisite - Successful completion of LA 9 or LA 9H

Colorado Academic Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: This yearlong course, designed for the above-average, hard-working student, serves as preparation for the higher-level I.B. and/or Honors/A.P. courses. This challenging course concentrates in depth on the literary analysis as well as the literary quality of classic and contemporary literature. Critical analysis of distinguished literature gives students practice comparing and contrasting the values, characteristics, problems, and pressures existing in a variety of cultures past and present.

IB Comparative World Literature

Full Year Course / Credit: 5 per semester

***11th Grade**

Prerequisite - The student must be admitted to the I.B. degree program.

Course Description: This challenging course is the first level of a two-year in-depth study of world literature designed to prepare I.B. candidates for the Language A-1 Higher Level assessments required of the International Baccalaureate program. Students analyze literary works for their literary excellence, social significance, and personal meaning. These works include selected novels, plays, poetry, and essays. Students compare literature that belongs to our common heritage and literature of other cultures. Students also begin the 1200-1500 word comparative world literature essays.

Comparative World Literature Honors

Full Year Course / Credit: 5 per semester

***11th Grade**

Prerequisite - Students should have the approval of 10th grade Language Arts instructor, as well as the capability and desire to participate in high-level, advanced literary studies.

Course Description: This challenging course is an in-depth study of world literature designed to prepare honors students for A.P. English. Students analyze literary works for their literary excellence, social significance, and personal meaning. These works include selected novels, plays, poetry, and essays. Students compare literature that belongs to our common heritage and literature of other cultures.

IB Advanced Literature Studies

Full Year Course / Credit: 5 per semester

***12th Grade**

Prerequisite - The student must have completed Comparative World Literature I.B. successfully. Additionally, the student must be working towards the I.B. diploma.

Course Description: This challenging course is a continuation of Comparative World Literature I.B. and completes the two-year in-depth study of world literature designed to prepare I.B. candidates for the Language A1 Higher Level assessment required of the International Baccalaureate program. Students will complete essays and responses (times and untimed), individual/group literary projects and group seminars and discussions. Students are expected to read in-depth, to write with practiced facility, and to initiate perceptive and articulate discussions.

Students will complete all I.B. assessments including the following:

- Oral Commentary which is scored by the teacher and moderated by an I.B. committee;
- World Literature papers 1 and 2 which are scored by the I.B. committee.
- I.B. Exam which is scored by the I.B. committee and counts 50 % of the total Language A1 I.B. score.

Advanced Placement Literature and Composition

Full Year Course / Credit: 5 per semester

***12th Grade**

Prerequisite - Students should have the approval of 11th grade Language Arts instructor, as well as the capability and desire to participate in a high-level, advanced literature course. It is also required that students complete a summer reading assignment in order to gain enrollment in the course.

Course Description: The AP Literature and Composition course is open to a limited number of qualified and highly motivated seniors. The course builds on the analytical skills acquired in previous honors Language Arts courses and prepares college-bound seniors for the rigors of college writing. Preparation for the College Board Advanced Placement Literature exam is emphasized in the form of frequent in-class essays and grading scales that are based on College Board's numerical scale. Qualified students who enroll in the course are expected to read widely and in depth, to write with competence, and to initiate perceptive and articulate discussions. Discussions, presentations and written assignments will focus on the craft of writing, in other words the choices writers make and the effects those choices have on audiences. This course, as all courses in the Language Arts Department, emphasizes the four communication skills of writing, reading, speaking, and listening.

LHS Language Arts Department

Guide for Upper-level electives

To insure that all LHS students are exposed to the full district curriculum during each of their four years, the LA department has established the following structure for Junior and Senior elective courses. In the 11th and 12th grade, students may choose four semester long electives, two from each category below:

“A” Electives

READING

Genres: novel, short story, poetry, drama
Purposes: criticism, literary techniques
Comprehension strategies
Reading Process

WRITING

Persuasive, critical (literary), argumentative, expository
Writing Process

SPEAKING

Formal speech—persuasive
Discussion (Socratic)

VIEWING & LISTENING

Purposes:
Process
Acquire info
Critique
Appreciate

Current Courses:

Science Fiction
American Lit
Rock and Pop A to Z
Poetry

“B” Electives

READING

Genres: non-fiction, essay
Purposes: gather information
Comprehension Strategies
Reading Process

WRITING

Personal, expressive, creative, practical and technical
Writing Process

SPEAKING

Speaking to express (oral interp)
Discussion

VIEWING & LISTENING

Purposes:
Process
Acquire info
Critique
Appreciate

Current Courses:

Expository Writing
Debate & Discussion
ScreenWriting & Video Production
Yearbook
Newspaper
Creative Writing

ELECTIVE COURSES 11TH & 12TH GRADE OPTIONS

American Literature

Semester Course / Credits: 5 per semester

***Elective**

Course Description: This survey course allows students to experience the range of American Literature in-depth, focusing on historical trends and cultural themes. Highly recommended for the college-bound student, this course focuses on literary techniques and analysis, as well as critical writing. Reading, analysis, and critical writing are the key focus areas of this course.

Creative Writing

Semester Course / Credits: 5 per semester

***Elective**

Course Description: Creative Writing enables students to explore new realms of writing and thinking. Students' craft work in the areas of poetry, autobiography, satire, character sketch, informal essay, humor, children's literature, short story, and drama. The primary virtue of this class will be regular writing practice. A variety of exercises will be employed to stimulate new insight and expression. This is a participatory class: lectures are limited, students do most of their work in class, including sharing their writing with others and critiquing peer work.

Debate & Discussion

Semester Course / Credit: 5 per semester

***Elective**

Course Description: In Debate and Discussion, students will learn argumentative theory and practice, from argument construction to use of evidence and case writing. Additionally, students will increase their comfort and aptitude in their public speaking skill set. Students will practice their debate skills in a variety of settings, from Congressional-style policy debate to Lincoln-Douglas philosophical debate.

Newspaper

Full Year Course / Credit: 5 per semester / Language Arts or Practical Arts credits

Prerequisite - Application completed and approved by advisor and some advertising selling is required

***Elective: 10 - 12**

Course Description: Students become integral, involved members of the staff of *The Lions' Roar*, the school newspaper, which is produced by the members of this class. As reporters, students become aware of and are directly involved in activities and events at LHS because assignments involve working with people in real circumstances. The opportunities to develop leadership abilities and to gain experiences in communication are unlimited. Students collaborate on every aspect of production, and work extensive hours, both in and out of class. Students enrolled in this course are required to pay an activity fee (please see the Table of Contents for more information).

Expository Writing

Semester Course / Credit: 5 per semester

***Elective**

Course Description: In this intensive writing course, students have the opportunity to improve their expository writing skills. In class, students implement peer-editing techniques; students must be willing to critique others' writing in detail and share their own writing in small groups. Students use the writing process, and spend ample time revising their own drafts. Outside of class, students are expected to revise their writing and read supplemental materials on a variety of expository pieces used for modeling. This course is recommended for juniors and seniors interested in writing.

Poetry

Semester Course / Credit: 5 per semester

***Elective**

Course Description: This course is designed to increase knowledge and enjoyment of poetry through the study of a variety of poems and poets. The course focus is on experiencing poetry as one means that people use to understand and express what it means to be human. Another underlying assumption of the class is that most poetry is meant to be heard, not read. Therefore, students can expect to participate in this class in three ways: finding poetry that fits the class assignment then presenting them in class, participating in the discussion of poems presented by other students, and writing their own poems. Modern American poets will be emphasized, with poetry from other cultures and other times used as comparative materials. Writing assignments involving poetic analysis and original poetic works will be required. This course examines poetic expression of experiences and emotions as its thematic emphasis.

Science Fiction

Semester Course / Credit: 5 per semester

***Elective**

Course Description: Science Fiction provides an introductory survey of science fiction literature. Students will read, listen to, view and discuss science fiction, focusing on technology and change. Science fiction is studied as literature, as an artifact of culture, and for personal enjoyment. Critical reading, analysis, and argumentative and creative writing are the main focus points of the course.

Yearbook

Full Year Course / Credit: 5 per semester / Language Arts or Practical Arts credits

***Elective: 10 - 12**

Course Description: The yearbook expresses, through design, theme, color, typography, photography, and writing, the essence of the school year. For their peers and posterity, students produce a 300+ page book, including as much color as the program can afford, plus a spring magazine-type supplement. Students become knowledgeable in magazine-style journalism and collaborate on every aspect of production, working extensive hours both in and out of class. The teacher by title has purely an advisory role. Students enrolled in this course are required to pay an activity fee (please see the Table of Contents for more information).

Screenwriting/Video Production

Semester Course—SPRING / Credit: 5 per semester

***Elective**

Course Description: Screenwriting and Video Production is LHS's only course for the aspiring filmmaker. This course concerns itself with all aspects of film based communication. Students will receive a solid grounding in dramatic concepts (plot, character development, script format and theory) while crafting and developing their own professional scripts. Furthermore, students will experience hands-on filmmaking as they apply video technology and computer editing to the scripts they've written—both in dramatic and informative (documentary) styles. The primary work of the course is student-driven projects, with guidance from the instructor. All students should expect to work collaboratively throughout the semester.

(NOTE: this course does not fulfill NCAA Language Arts requirements)

Rock 'n' Pop from A-Z

Semester Course / Credits: 5 per semester

***Elective: 11-12**

Course Description: Rock 'n' Roll and Pop music have been among the most significant contributors to modern American culture. Through articles and book passages, lyric studies, video recordings, and listening to songs, the course will focus on the rise of popular music, from 1955 through 1970. The course will examine many genres including folk music, rock music, blues, R&B, the "British Invasion" vs. the California sound, folk-rock and protest music, psychedelic music and acid rock, and progressive rock and the experimental music of the late 60's. In this course students will develop an understanding of the structure of various musical works, including blues and ballad forms, and the ways they were blended to create rock 'n' roll. Songs will be examined in the historical context of their place in a rapidly changing American culture. Among the artists whose works will be examined: The Animals, The Beatles and the Beach Boys, The Coasters, Bob Dylan, Elvis, ... Led Zeppelin. (Get it? A to Z)

(NOTE: this course does not fulfill NCAA Language Arts requirements)

Philosophical Assumptions

Mathematics is a coherent and useful discipline used to develop problem-solving skills for real life applications.* “All students should have the opportunity and the support necessary to learn significant mathematics with depth and understanding.”** The essential components of the Littleton Public Schools mathematics curriculum are taught through research-based instructional practices.

Components of the Littleton Public Schools comprehensive mathematics curriculum include the new Common Core State Standards and the Colorado Academic Standards for Mathematics:

- Number Sense, Properties, and Operations (*State Standard 1*)
- Patterns, Functions, and Algebraic Structures (*State Standard 2*)
- Data Analysis, Statistics and Probability (*State Standard 3*)
- Shape, Dimension, and Geometric Relationships (*State Standard 4*)

The Littleton Public Schools comprehensive mathematics curriculum integrates “Standards for Mathematical Practice”.

Students will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.
- Use multiple representations (analytic, numerical, graphical, and verbal) of mathematical phenomena to develop models and solve problems.**

**NCTM *Principles and Standard for School Mathematics: An Overview*, pg 14

Mathematics Sequence of Courses

For incoming students who have completed 8th grade mathematics equivalent.

Regular Sequence:

Grade Level	Courses	Graduation Credit
9	Algebra	10
10	Geometry	10
11	Algebra 2/ Probability & Statistics	10
12	Trig/Pre-Calc	10
	Total Mathematics Credits:	40

Honors Sequence:

Grade Level	Courses	Graduation Credit
9	Algebra Honors	10
10	Geometry Honors	10
11	Algebra 2 Honors	10
12	Trig/Pre-Calc Honors / IB Math Studies / AP Statistics	10* 10* 10*
	Total Mathematics Credits:	40

This program would allow students to attain an IB diploma by taking IB Mathematical Studies, a Pre-Calculus based IB math course. They would also be able to reach the AP level statistics class.

Students wanting to take an IB or AP Calculus course would need to take two math classes for at least one school year. We recommend that students do that during their 10th grade year, and take Geometry and Algebra 2 concurrently.

For incoming students who have completed 9th grade mathematics equivalent.

Regular Sequence:

Grade Level	Courses	Graduation Credit
9	Geometry	10
10	Algebra 2	10
11	Trig/Pre-Calc	10
12	Probability & Statistics	10
	Total Mathematics Credits:	40

Honors/AP/IB Curriculum Sequence:

Grade Level	Courses	Graduation Credit
9	Geometry Honors	10
10	Algebra 2 Honors	10
11	Trig/Pre-Calc Honors / IB Math Studies / AP Statistics	10* 10* 10*
12	IB Math Studies / AP Statistics / IB Calculus / AP Calculus AB / AP Calculus BC	10* 10* 10* 10* 10*
	Total Mathematics Credits:	40

* Choices of mathematics course for grade level

Algebra 1

Full Year Course / Credits: 5 per semester

Course Description: Algebra 1 incorporates the Colorado Common Core content standards of mathematics. The curricular areas deepen and extend the understanding of linear, quadratic, and exponential relationships. Students will engage in methods for analyzing, solving and using these families of functions. The mathematical practice standards, which include abstract and quantitative reasoning, constructing viable arguments, modeling, and attention to precision, applied throughout the course encourage students to experience mathematics as a coherent, useful, and logical subject. A TI-Nspire or TI-84 plus graphing calculator is highly recommended.

9th grade students taking this course will be co-enrolled in Math Methods.

Topics include:

Real Number System
Polynomial expressions
Solving equations and inequalities
Solving systems of equations
Properties of linear, quadratic, and exponential functions
Analyze, represent and interpret quantitative data

Algebra 1 Honors

Full Year Course / Credits: 5 per semester

***This course meets concurrently with Algebra 1**

Course Description: This course incorporates the same Colorado Common Core content standards of mathematics as Algebra 1. It is enriched with a more rigorous approach to all the topics and requires a more in depth consideration of the content. A TI-Nspire or TI-84 plus graphing calculator is highly recommended.

9th grade students taking this course will be co-enrolled in Math Methods.

Math Methods

Full Year Course / Credits: 1 per semester

***Taken Concurrently with Algebra 1 or Geometry**

Course Description: Math Methods is a class into which all 9th grade Algebra 1 and 10th grade Geometry students will be co-enrolled. It will focus on the skills and the basic mathematics concepts needed to be successful in the mathematics sequence. It will emphasize numeracy, computation, algebra and geometry.

Geometry

Full Year Course / Credits: 5 per semester

Course Description: Geometry incorporates the Colorado Common Core content standards of mathematics.

Students will explore more complex geometric situations and deepen their explanations of geometric relationships. For example, transformations in the plane are addressed early in the course, and congruence is defined in terms of rigid motion. Students are moving towards formal mathematical arguments (proof). The mathematical practice standards, which also include constructing viable arguments, use appropriate tools strategically, and look for and make use of structure applied throughout the course encourage students to experience mathematics as a coherent, useful, and logical subject. A TI-Nspire or TI-84 plus graphing calculator is highly recommended.

10th grade students taking this course will be co-enrolled in Math Methods. Students will make use of interactive geometry software throughout the course.

Topics include:

Congruence, proof, and constructions
Similarity and trigonometry
Transformations
Extending to three dimensions
Coordinate geometry
Circle geometry
Applications of probability

Geometry Honors

Full Year Course / Credits: 5 per semester

Course Description: This course incorporates the same Colorado Common Core content standards of mathematics as Geometry. It is enriched with a more rigorous approach to all the topics and requires a more in depth consideration of the content. A TI-Nspire or TI-84 plus graphing calculator is highly recommended.

Algebra 2

Full Year Course / Credits: 5 per semester

Course Description: Algebra 2 incorporates the Colorado Common Core content standards of mathematics.

Based on previous work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand their abilities to model situations and solve equations. For example, students solve quadratic equations over the set of complex numbers and solve exponential equations using the properties of logarithms. The mathematical practice standards, which include abstract and quantitative reasoning, constructing viable arguments, modeling, and attention to precision, applied throughout the course encourage students to experience mathematics as a coherent, useful, and logical subject. A TI-Nspire or TI-84 plus graphing calculator is highly recommended.

Topics include:

Polynomial, rational, and radical relationships

Trigonometric functions

Modeling with functions

Inferences and conclusions from data

Complex number system

Fundamental theorem of algebra

Integrated Advanced Algebra

Full Year Course / Credits: 5 per semester

***Prerequisite - Integrated Algebra/Geometry 10 & Algebra and Geometry, or 10th grade math equivalent.**

Course Description: Integrated Advanced Algebra continues to integrate the five strands of secondary, college preparatory mathematics in problem based units, with each unit structured around a central, thematic problem. Concepts covered include modeling real world situations, studying linear, quadratic, exponential and logarithmic functions, systems of equations and inequalities, matrix algebra, analytical and coordinate geometry, inverse functional analysis, developing and applying binomial distributions, and applications of combinations and permutations. The classroom focuses on maintaining a balance between mathematical skills and investigation, problem solving, technology and communication. Students demonstrate mastery of concepts through a variety of assessment techniques, including traditional tests of skills, written explanations of mathematical reasoning and oral presentations. A TI-Nspire or TI-84 plus graphing calculator is required.

Integrated Advanced Algebra Honors

Full Year Course / Credits: 5 per semester

***Prerequisite - Integrated Algebra/Geometry 10, Algebra and Geometry, or 10th grade math equivalent.**

Course Description: In addition to the material covered in Integrated Advanced Algebra, students would be expected to demonstrate a deeper level of understanding of the concepts. Inductive and deductive reasoning is used to examine and develop proofs of mathematical theorems and properties. Students complete two extension projects per semester, and perform research for an oral presentation before a panel of teachers. A TI-Nspire or TI-84 plus graphing calculator is required.

Integrated Trigonometry/Pre-Calculus

Full Year Course / Credits: 5 per semester

***Prerequisite - Integrated Advanced Algebra or 11th grade math equivalent**

Course Description: Integrated Trigonometry/Pre-Calculus continues to integrate the five strands of secondary, college preparatory mathematics in problem based units, with each unit structured around a central, thematic problem. Concepts covered include modeling real world situations with various mathematical representations, geometric transformations, trigonometry, conic sections, composition of functions, and developing the use of normal distributions to find confidence intervals. The classroom focuses on maintaining a balance between mathematical skills and investigation, problem solving, technology and communication. Students demonstrate mastery of concepts through a variety of assessment techniques, including traditional tests of skills, written explanations of mathematical reasoning and oral presentations. A TI-Nspire or TI-84 plus graphing calculator is required

Integrated Trigonometry/Pre-Calculus Honors

Full Year Course / Credits: 5 per semester

***Prerequisite - Integrated Advanced Algebra or 11th grade math equivalent**

Course Description: In addition to the material covered in Integrated Trigonometry/Pre-Calculus, students would be expected to demonstrate a deeper level of understanding of the concepts. Inductive and deductive reasoning is used to examine and develop

proofs of mathematical theorems and properties. Students complete two extension projects per semester, and perform research for an oral presentation before a panel of teachers. A TI-Nspire or TI-84 plus graphing calculator is required.

Trigonometry Honors

Semester Course / Credits: 5 per semester

***Prerequisite - Integrated Advanced Algebra or 11th grade math equivalent**

Course Description: Trigonometry is the study of the trigonometric functions and their applications. The course will include solving triangles, graphing trigonometric functions, vectors, trigonometric identities, radian measure and circular functions. The difference between the honors course and the regular course is one of depth of content and level of thought.

Pre-Calculus

Semester Course / Credits: 5 per semester

***Prerequisite - Integrated Advanced Algebra and Trigonometry**

Course Description: Pre-Calculus is a review and exploration of the concepts that are essential to the understanding of calculus, including: functions, polynomials, inequalities, coordinate geometry, polar coordinates, advanced graphing, sequences and series, and limits.

Pre-Calculus Honors

Semester Course / Credit: 5 per semester

***Prerequisite - Integrated Advanced Algebra and Trigonometry**

Course Description: Pre-Calculus is a review and exploration of the concepts that are essential to the understanding of calculus; including functions, polynomials, inequalities, coordinate geometry, polar coordinates, advanced graphing, sequences and series and limits. The difference between the honors course and the regular course is one of depth of content and level of thought.

Probability and Statistics

Full Year Course / Credit: 5 per semester

***Prerequisite - Integrated Advanced Algebra or 11th grade math equivalent**

Course Description: Statistics is the study of how to collect, organize, analyze and interpret information, specifically numerical data collected from sample populations. This course also covers elementary probability concepts—how and where it is used. The relationship between probability and statistics will be analyzed, and methods for communicating results will be explored.

AP Statistics

Full Year Course / Credit: 5 per semester

***Prerequisite - Integrated Advanced Algebra or 11th grade math equivalent**

Course Description: This study of statistics will introduce the student to the major concepts and tools for collecting, analyzing, and drawing conclusions about data. Emphasis will be placed on conceptual understanding of the fundamental principles of modern statistics, including descriptive and inferential statistics, correlation, probability, confidence intervals and hypothesis testing. Students will also be asked to design statistical experiments. Purchase of the textbook is recommended, though optional.

IB Mathematical Studies SL - (Formerly) Functions, Statistics, and Trigonometry (FST)

Full Year Course / Credit: 5 per semester

***Prerequisite - Integrated Advanced Algebra or 11th grade math equivalent**

Course Description: This course is designed to integrate concepts related to geometry, trigonometry, probability, statistics, functions and the business application of sequences and linear programming. The course will include the topics of estimation, approximation and error, significant figures, sets, logic, vectors, matrices and various functions. During this course each student will complete a project based on research involving the collection, analysis and evaluation of data. This course is part of the IB Diploma Program and prepares students for the IB Math Studies Exam.

IB Calculus IB Mathematics SL

Full Year Course / Credit: 5 per semester

***Prerequisite - Pre-Calculus and Trigonometry or Integrated Trigonometry/Pre-Calculus.**

Course Description: This course is part of the IB Diploma Program and prepares students for the IB Mathematics SL Exam. The course covers the first semester of a typical Calculus course, a study of rates of change, applications of the derivative, and an introduction to Integral Calculus. Other topics covered include error analysis, coordinate geometry, the binomial theorem, trigonometry, vectors, matrices, probability, and statistics.

AP Calculus AB

Full Year Course / Credit: 5 per semester

***Prerequisite - Pre-Calculus and Trigonometry or Integrated Trigonometry/Pre-Calculus.**

Course Description: Calculus is the study of the mathematics of change and motion. The course will include the properties and limits of algebraic and transcendental functions, and techniques of differentiation and integration. Special emphasis is given to applications of the derivative and the integral. The class will utilize computer software and graphing calculators.

The TI-Nspire or 84 plus calculator is required. Purchase of the textbook is recommended, though optional.

AP Calculus BC

Full Year Course / Credit: 5 per semester

***Prerequisite - Pre-Calculus and Trigonometry or Integrated Trigonometry/Pre-Calculus.**

Course Description: Calculus is the study of the mathematics of change and motion. In addition to all the topics from AP Calculus AB, This course includes the study of differential equations, exponential and logistic growth, improper integrals, infinite sequences and series, parametric functions, and the calculus of vectors. Special emphasis is given to applications of the derivative and the integral. The class has a faster pace than Calculus AB, and is the equivalent of 2 semesters of college calculus. The class will utilize computer software and graphing calculators. The TI-Nspire or 84 plus calculator is required. This course also serves as the first year of the IB High Level Math sequence. Purchase of the textbook is recommended, though optional.

Beyond Calculus IB Mathematics HL

Full Year Course / Credit: 5 per semester

***Prerequisite - AP Calculus BC**

Course Description: This course is part of the IB Diploma Program and prepares students for the IB Mathematics HL Exam. This course will introduce students to a number of mathematical topics that are traditionally studied after the study of Calculus. Topics studied in this course will include three-dimensional vectors, matrices, probability, statistics, first order differential equations, and complex numbers.

Introduction to Computer Science

Semester Course / Credits: 5 per semester

***Prerequisite - Algebra 1 or equivalent.**

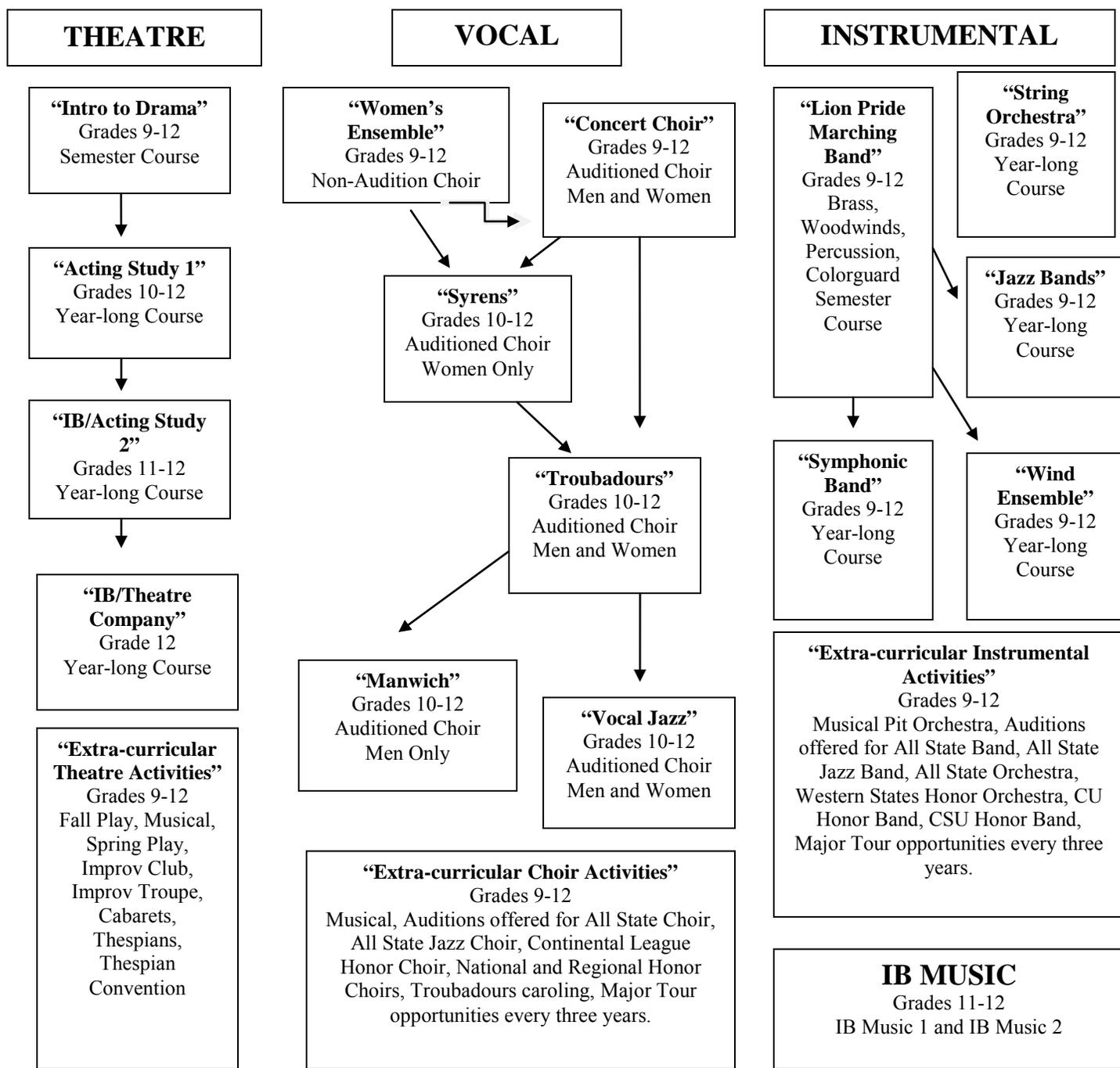
Course Description: This is a semester-long course that will introduce students to the fundamentals of computer science. Student will learn how to use the Processing language to create images and basic animations using variables, conditionals, loops and more. Students will also learn the basic of the object oriented programming paradigm. Topics of study include variables, conditionals, loops, classes, functions, and arrays. The course will use project based assessments.

Performing Arts Philosophical Assumptions

The performing arts encompass the study of music, theatre and expressive movement. The curriculum prepares students for a greater appreciation of life through a variety of performance experiences and challenges. Students benefit from this curriculum because it develops the whole person in the areas of expression and communication, cultural diversity, cognitive, physical and social development, and self-confidence.

Performing Arts 4-year Pathways

Performing Arts ensembles/classes are available to students throughout their four years at Littleton High School. There are many students who participate in one or more ensembles/classes each year. Listed below are the pathways for Theatre, Vocal Music and Instrumental Music that are possible for students.



Colorado Academic Standards at a Glance

DRAMA AND THEATRE

Standard **Grade Level Expectation**

High School – Extended Pathway	
1. Create	<ol style="list-style-type: none"> 1. Character development in improvised and scripted works 2. Technical design and application of technical elements 3. Ideas and creative concepts in improvisation and play building 4. Creation, appreciation, and interpretation of scripted works
2. Perform	<ol style="list-style-type: none"> 1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences 2. Technology reinforces, enhances, and/or alters a theatrical performance 3. Direction or design of a theatrical performance for an intended audience
3. Critically Respond	<ol style="list-style-type: none"> 1. Contemporary and historical context of drama 2. Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions 3. Respect for theatre professions, cultural relationships, and legal responsibilities
High School – Fundamental Pathway	
1. Create	<ol style="list-style-type: none"> 1. Creative process in character development and script improvisation 2. Technical elements of theatre in improvised and scripted works 3. Expression, imagination, and appreciation in group dynamics 4. Interpretation of drama using scripted material
2. Perform	<ol style="list-style-type: none"> 1. Communicate meaning to engage an audience 2. Technology reinforces, enhances, and/or alters a theatrical performance 3. Directing as an art form
3. Critically Respond	<ol style="list-style-type: none"> 1. Analysis and evaluation of theatrical works 2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions 3. Respect for theatre, its practitioners, and conventions

MUSIC

Standard	Grade Level Expectation
High School – Performance Pathway	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 3 on the difficulty rating scale 2. Perform music accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale 3. Participate appropriately as an ensemble member while performing music at the minimal level of 3 on the difficulty rating scale 4. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits
2. Creation of Music	<ol style="list-style-type: none"> 1. Improvise a stylistically appropriate vocal or instrumental solo over a given harmonic progression 2. Compose complex music in several distinct styles 3. Arrange selections for voices and/or instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music
3. Theory of Music	<ol style="list-style-type: none"> 1. Interpretation of musical elements and ideas 2. Classification by genre, style, historical period or culture 3. Evaluation of music using critical, informed analysis
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Practice of appropriate behavior during cultural activities 2. Evaluation of the quality and effectiveness of musical performances 3. Development of criteria-based aesthetic judgment of artistic process and products in music 4. Knowledge of available musical opportunities for continued musical growth and professional development
High School - Generalist Pathway	
1. Expression of Music	<ol style="list-style-type: none"> 1. Present music expressively using appropriate technology 2. Demonstrate informed participation in music-making activities
2. Creation of Music	<ol style="list-style-type: none"> 1. Extended improvisation over varied harmonic progressions 2. Create original music, or arrange the music of others, using appropriate technology
3. Theory of Music	<ol style="list-style-type: none"> 1. Discernment of musical elements 2. Classification by genre, style, historical period, or culture
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Practice of appropriate behavior during cultural activities 2. Knowledge of available musical opportunities for continued musical growth and professional development 3. Development of criteria-based aesthetic judgment of artistic process and products in music 4. Informed judgments through participation, performance, and the creative process

DRAMA & THEATRE

Drama 1

Semester Course / Credit: 5 per semester

Colorado Academic Standards: Fundamental Pathway – 1.1-4, 2.1, 2.2, 3.2, 3.3

Colorado Academic Standards: Extended Pathway – 2.1, 3.2, 3.3

9th – 12th Grades

Course Description:

This semester course is designed as a general introduction to all aspects of theatre production, with an emphasis on physical and vocal performance skills. Through a variety of small group projects, students will learn to use their voices and bodies in expressive and effective ways. They will also be introduced to the fundamentals of mime, improvisation, scene work, and technical theatre.

Acting Study 1

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Fundamental Pathway – 1.1-4, 2.1-3, 3.1-3

Colorado Academic Standards: Extended Pathway – 1.1-4, 2.1-2, 3.1-3

10th – 12th Grades

Course Description: Focusing on scene and monologue work, the course includes several acting schools of thought including Constantin Stanislavsky, Tadashi Suzuki and Sanford Meisner. Students also read and analyze works of dramatic text in the context of theatre history. All students wishing to continue to Acting Study 2 must have successfully completed this course.

Acting Study 2 IB

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Fundamental Pathway – 1.1-4, 2.1-3, 3.1-3

Colorado Academic Standards: Extended Pathway – 1.1-4, 2.1-3, 3.1-3

11th & 12th Grades / This class is NOT restricted to IB students only.

Prerequisite: Acting Study 1

Non-IB students make take this course along with IB Theater Company and earn an IB Certificate.

Course Description: This course gives advanced acting students an opportunity to develop skills in period acting styles. In a context of theatre history, students will prepare and perform scenes from significant theatre periods, such as Greek, Elizabethan, Absurdism, and vaudeville. During second semester, class members, with instructor approval, may select a time period and script, and research, cast, design, costume, and produce a full-scale production. This is an honors level class and demands a level and quality of work not generally required of high school students.

Senior Theatre Company IB

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Fundamental Pathway – 1.1-4, 2.1-3, 3.1-3

Colorado Academic Standards: Extended Pathway – 1.1-4, 2.1-3, 3.1-3

12th Grade / This class is REQUIRED for all HL IB students

NOTE: This class is designed for ALL advanced level Theatre Arts students. **Non-IB students may take this course along with Acting Study 2 IB and earn an IB Certificate.**

Course Description: This full year course is a full-scale production ensemble. Students will write, design and perform productions for stage and/or touring. Scripted plays may also be produced. Specific activities will vary from year to year with the interests, skills, and backgrounds of each year's students. I.B. students will have opportunities within this class to work on individual performance and/or design projects. This is an honors level class and demands a level and quality of work not generally required of high school students.

MUSIC

Symphonic Band

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Performance Pathway - 1.1-4, 2.2, 2.3, 3.1, 3.3, 4.1-4

Course Description: This is the core ensemble of the LHS band program from which are derived all the other select ensembles. This is the largest ensemble with students from all grade levels (9-12). The literature for this ensemble can be challenging and focuses on improving the student's musical skills and preparing them for participation in one of the other select ensembles. There is no limitation on instrumentation, and this is a good place for advanced students to learn and perform on a secondary instrument. This is a performance-oriented class with significant emphasis placed on developing a student's aesthetic awareness and musical evaluation skills. Students enrolled in this course are required to pay an activity fee. Please see the Table of Contents for more information on activity fees.

Wind Ensemble

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Performance Pathway - 1.1-4, 2.1-3, 3.1-3, 4.1, 4.2

Course Description: *Wind Ensemble* is the top select band ensemble of the LHS Band Program. Membership in this organization is by audition only. Instrumentation for the group will be limited to a true wind ensemble format; mostly one player per part with very little doubling. Because this ensemble is by audition, any student, grades 9-12 who exhibits a strong musical ability is eligible to audition. Students will perform and explore a variety of very challenging music literature. While the course focus is on performance and improving musical skills, there will be significant emphasis on aesthetic awareness and musical evaluation. Students enrolled in this course are required to pay an activity fee. Please see the Table of Contents for more information on activity fees.

NOTE: Being a 10, 11, or 12th grade student does not automatically qualify you for admission to Wind Ensemble.

Jazz Ensemble 1-2

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Performance Pathway - 1.1-4, 2.1, 3.1, 3.2, 4.1-4

Course Description: This class is designed to be the feeder ensemble for the more advanced *Jazz Ensemble 3-4*. This performance-oriented course, like *Jazz Ensemble 3-4*, will introduce the student to a variety of jazz music but incorporates music of a less advanced nature. This is a select group chosen from students with demonstrated ability and strong desire to develop instrumental skills in a jazz context. While the focus of this course is on improving the musical skills of the student, emphasis will also be placed on developing his/her aesthetic awareness. Students enrolled in this course are required to pay an activity fee. Please see the Table of Contents for the page that has more information on the activity fees.

Jazz Ensemble 3-4

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Performance Pathway - 1.1-4, 2.1, 3.1, 3.2, 4.1-4

Course Description: Jazz is one of a few truly American musical art forms. Students in this select, performance-oriented ensemble will perform a variety of Jazz Ensemble music including big band swing, combo, Dixieland, blues, funk, fusion, and Latin jazz. This is an active, select ensemble and often serves as "Musical Ambassadors" for LHS. While the focus of this course is the performance of jazz, significant emphasis will be given to students' aesthetic awareness and musical evaluation. Students enrolled in this course are required to pay an activity fee. Please see the Table of Contents for the page that has more information on the activity fees.

Chamber Orchestra

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Performance Pathway - 1.1-4, 2.1-3, 3.1-3, 4.1-4

***Prerequisite - knowledge of a string instrument, either through their middle school experience or private lessons.**

Course Description: Music is arguably the universal language of mankind. The skills and aesthetic awareness students develop in this performance-oriented class will remain with them throughout their lives. Students will have the opportunity to perform a variety of orchestral, symphonic, chamber, and quartet music throughout the year from all-musical styles and periods. This course will include performances at the district and Continental League events and all scheduled school concerts. Students will also develop their string technique and the musical languages of rhythm and sight-reading through daily rehearsals. There will also be a significant emphasis on aesthetic awareness and musical evaluation.

The ensemble is made up of varying degrees of level and experience. It is expected that advanced students will spend time with less experienced students in the manner of short tutoring sessions to share their knowledge and leadership skills. Each student who is a sophomore, junior, or senior may also audition for the Colorado All-State Orchestra in the fall. Due to the nature of this course it is advised that individuals also supplement daily class work with private lessons as the level of music performed ranges from high school to college level literature. Students enrolled in this course are required to pay an activity fee. Please see the Table of Contents for the page that has more information on the activity fees.

Advanced Placement Music Theory/ IB Music

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Generalist Pathway – 2.2, 3.1, 3.2, 4.2, 4.3, 4.4

Colorado Academic Standards: Performance Pathway – 1.1, 1.2, 1.4, 2.2, 2.3, 3.1-3, 4.3, 4.4

Course Description: If you consider yourself a musician, can read music, and have a burning desire to learn how music is written, this course is for you. This course is structured for the serious music student that may be considering music as a possible major or minor in college. It also fulfills the International Baccalaureate Music I requirements. (The first of two years of IB Music).

Students will learn the following:

- Define basic musical terms and theoretical concepts.
- Understand and construct major, minor, chromatic, whole tone and modal scales.
- Demonstrate the ability to construct and analyze major, minor, augmented and diminished intervals and triads.
- Recognize, sing, play and dictate scales, intervals, triads, rhythms and melodies.
- Sing simple conjunct and disjunct diatonic melodies at sight.
- Construct compositions in four-part chorale style using the techniques of the Common Practice Period, in major, harmonic minor and melodic minor.
- Analyze harmonic structure.
- Identify basic music forms and cadences.
- Identify pop and jazz chord structures and symbols.
- Demonstrate test taking skills required for year-ending AP Music Theory exam.

NOTE: Non-IB students may take this course along with IB Music II and earn an IB Certificate.

IB Music Year 2

Full Year Course / Credit: 2 per semester

Colorado Academic Standards: Generalist Pathway – 2.2, 3.1, 3.2, 4.2, 4.3, 4.4

Course Description: The International Baccalaureate music course is designed to encompass all the materials necessary for successful completion of the I.B. Music Exam. Students will learn the essential elements of traditional 18th century harmony, theory analysis of classical European literature, composition practices and experiences, world music designs and analysis. Students will work through various projects including literature analysis, theoretical analysis, composition of short pieces, performance of a variety of musical selections from different time periods and world traditions.

The course will be both practical and theoretical in nature. Thus, students will learn through the study of classroom and research materials and present a physical demonstration of compositional abilities or solo performance.

NOTE: Non-IB students may take this course along with IB Music Year I and earn an IB Certificate.

Women's Ensemble

Semester or Full Year Course / Credit: 5 per semester

***This NON-AUDITION course**

Colorado Academic Standards: Performance Pathway – 1.1, 1.3, 3.1-3, 4.1-3

Course Description: Women's Ensemble is a NON-AUDITION choir open to all young ladies, grades 9-12, at LHS. Simply sign-up for the class. This course will focus on the development of the voice and the "language" of music. Students will participate in several school concerts. There will also be a significant emphasis on learning and recognizing aesthetic awareness through musical evaluation, sight singing, ear training and theory. Students enrolled in this course are required to pay an activity fee and a robe-cleaning fee. Please see the Table of Contents for the page that has more information on the activity fees.

Concert Choir

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Performance Pathway – 1.1-3, 3.1-3, 4.1-3

***Prerequisite - Students in grades 9-12 must audition in the spring of each year**

Course Description: Concert Choir is an AUDITION-ONLY choir and the first of several select choirs in the LHS Choir Department. The choir is open to all young men and women, grades 9-12, at LHS. Auditions take place in the Spring of each school year for the following year, or by appointment with our Choir Director. Audition criteria can be found on the school website, www.littleton.littletonpublicschools.net. Look for Vocal Music under the Academics pull down menu. This course will focus on the development of the voice and the "language" of music. Students will participate in several school concerts. There will also be a significant emphasis on learning and recognizing aesthetic awareness through musical evaluation, sight singing, ear training and theory. Students enrolled in this course are required to pay an activity fee and a robe-cleaning fee. Please see the Table of Contents for the page that has more information on the activity fees.

Syrens – Women's Select Choir

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Performance Pathway – 1.1-3, 2.1, 3.1-3, 4.1-4

Course Description: Women's Select Choir (Syrens) is an AUDITION-ONLY choir and the second level of several select choirs in the LHS Choir Department. The choir is open to all young women, grades 10-12, at LHS. Auditions take place in the Spring of each school year for the following year, or by appointment with our Choir Director. Audition criteria can be found on the school website, www.littleton.littletonpublicschools.net. Look for Vocal Music under the Academics pull down menu. This course will focus on the development of the voice and the "language" of music. Students will participate in several school concerts. There will also be a significant emphasis on learning and recognizing aesthetic awareness through musical evaluation, sight singing, ear training and theory. Students enrolled in this course are required to pay an activity fee and to purchase a performance outfit. Please see the Table of Contents for the page that has more information on the activity fees.

Troubadours

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Performance Pathway – 1.1-4, 2.1, 3.1-3, 4.1-4

Course Description: Troubadours are an AUDITION-ONLY choir and the most advanced of several select choirs in the LHS Choir Department. The choir is open to all young men and women, grades 10-12, at LHS. Auditions take place in the Spring of each school year for the following year, or by appointment with our Choir Director. Audition criteria can be found on the school website, www.littleton.littletonpublicschools.net. Look for Vocal Music under the Academics pull down menu. This course will focus on the development of the voice and the "language" of music. Students will participate in several school concerts. There will also be a significant emphasis on learning and recognizing aesthetic awareness through musical evaluation, sight singing, ear training and theory. Students enrolled in this course are required to pay an activity fee and to purchase a performance outfit. Please see the Table of Contents for the page that has more information on the activity fees.

Manwich - Men's Select Choir

Full Year Course / Credit: 2 per semester

Colorado Academic Standards: Performance Pathway – 1.1-4, 2.1, 2.3, 3.1-3, 4.1-4

Course Description: Manwich is an AUDITION-ONLY choir and one of several small ensemble select choirs in the LHS Choir Department. The choir is open to all young men, grades 10-12. The sound of an outstanding male choir is truly a wonderful experience. Manwich is a select performance oriented ensemble that performs a variety of genres, from contemporary to pop to light jazz. This is an active ensemble and requires a deep commitment by the members involved. Auditions take place in the Spring of each school year for the following year, or by appointment with our Choir Director. Audition criteria can be found on the school website, www.littleton.littletonpublicschools.net. Look for Vocal Music under the Academics pull down menu. This course will focus on the development of the voice and the "language" of music. Students will participate in several school concerts and extra-curricular performances. Students enrolled in this course are required to pay an activity fee and to purchase a performance outfit. Please see the Table of Contents for the page that has more information on the activity fees.

Vocal Jazz Ensemble

Full Year Course / Credit: 3 per semester

Colorado Academic Standards: Performance Pathway – 1.1-4, 2.1, 2.3, 3.1-3, 4.1-4

Course Description: The Vocal Jazz Ensemble is an AUDITION-ONLY choir and the most advanced of several small ensemble select choirs in the LHS Choir Department. The choir is open to all young men and women, grades 10-12. Jazz is one of a few truly American musical art forms, having its roots in vocal music. Students in this select performance-oriented ensemble will perform a variety of music from the genre of jazz, from the blues to fusion, with a bit of pop music mixed in. This is an active ensemble and requires a deep commitment by the members involved. Members of this ensemble will be of the highest musical talent available in the school, since nearly all of the music requires independent singing. Auditions take place in the spring of each school year for the following year, or by appointment with our Choir Director. Audition criteria can be found on the school website, www.littleton.littletonpublicschools.net. Look for Vocal Music under the Academics pull down menu. This course will focus on the development of the voice and the "language" of music. Students will participate in several school concerts and extra-curricular performances. Students enrolled in this course are required to pay an activity fee and to purchase a performance outfit. Please see the Table of Contents for the page that has more information on the activity fees.

PHYSICAL EDUCATION

Philosophical Assumptions

- To participate successfully in a variety of agility movements, fitness activities, and sports.
- To value and understand the importance of physical activity as it contributes to a lifetime of being active.
- To demonstrate the knowledge and understanding of health related and skill related fitness components.
- To achieve and maintain physical fitness.
- To develop and apply the knowledge of rules, strategies, teamwork, and sportsmanship for selected physical activities.
- To show proficiency in swimming skills, strokes, and survival skills.

Health

The LHS Health Curriculum is essential for high school students to acquire the knowledge and skills necessary to make informed decisions and become responsible members of society.

1. Develop the knowledge and the skills to choose healthy options and avoid health-impairing behaviors in the following areas:
 - community health
 - consumer health
 - environmental health
 - family life
 - mental and emotional health
 - injury prevention and safety
 - nutrition
 - personal health
 - disease prevention
 - substance use and abuse
2. Acquire a focused balance of the physical, mental, emotional, and social dimensions of health and its constantly changing issues.
3. Assess, interpret, and apply basic health information and services in ways that are health enhancing.
4. Choose abstinence and self protection from high-risk behaviors.

Littleton Public Schools Physical Education Swimming & Stroke Proficiency Test

Demonstrate proficiency in four of the five following strokes (one length of 25 yards) in this order:

- _____ Front crawl with flutter kick
- _____ Back Crawl with flutter kick
- _____ Elementary Back Stroke with whip kick
- _____ Breast Stroke with whip kick
- _____ Sidestroke with scissor kick

Deep Water Survival Skills

_____ Swim 10 laps (20 lengths, 500 yards) continuously, with no time limit, using any combination of the strokes listed above.

- _____ Jump in and tread water/float for 15 continuous minutes
 - Tread legs only with hands out of the water for 2 minutes.
 - Tread water with hands in the water for 5 minutes.
 - Survival float/back float for 8 additional minutes.

Deep Water Diving

- _____ Dive proficiently from the edge of the pool into deep water.
 - Arms extended over head
 - Hands together
 - Chin tucked to chest
 - Legs together
 - Toes pointed

Colorado Academic Standards at a Glance

PHYSICAL EDUCATION

Standard	Grade Level Expectation
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Participate at a competent level in a variety of lifelong physical activities 2. Understand the cognitive impact of movement 3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan 2. Identify community resources to maintain lifelong physical activity 3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Demonstrate respect for individual differences in physical activity settings 2. Demonstrate collaboration, cooperation, and leadership skills 3. Demonstrate responsible behavior in group settings
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Understand the risks and safety factors that may affect participation in physical activity 2. Demonstrate knowledge of safety and emergency response procedures

Colorado Academic Standards at a Glance

HEALTH

Standard	Grade Level Expectation
1. Movement Competence and Understanding	None
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet 2. Analyze how family, peers, media, culture, and technology influence healthy eating choices 3. Demonstrate ways to take responsibility for healthy eating 4. Use a decision-making process to make healthy decisions about relationships and sexual health 5. Support others in making positive and healthful choices about sexual activity 6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Analyze the interrelationship of physical, mental, emotional, and social health 2. Set goals, and monitor progress on attaining goals for future success 3. Advocate to improve or maintain positive mental and emotional health for self and others
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs 2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs 3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs 4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free 4. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence 5. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help 6. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them 7. Access valid information and resources that provide information about sexual assault and violence 8. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence 9. Advocate for changes in the home, school, or community that would increase safety

Beginning Swimming

Semester Course / Credit: 4 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: Beginning Swimming is designed for students who have no swimming skills or have very limited swimming ability. The non-swimmer will have an enjoyable introduction and orientation to swimming and water safety skills as well as the opportunity to improve cardiovascular conditioning. The student will learn the front crawl stroke, sidestroke, back crawl, and elementary backstroke with emphasis on correct body position, coordination, breathing, arm action, and kicking. For those who have limited swimming abilities, the course adds to those skills already learned. This course also provides the student with a basic orientation for survival in the water.

Strength and Conditioning 1 (Weights 1)

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: Strength and Conditioning I is designed for students who want to learn weight training skills and techniques, as well as conditioning the students' overall fitness level. The beginning weight lifter will learn basic lifts and techniques. Weight room safety concerning proper lifting mechanics and spotting techniques will be emphasized. Testing will include anatomy and safety/spotting techniques with an emphasis in kinesiology.

The conditioning aspect of this course will consist of aerobic and anaerobic training. Aerobic exercise will concentrate on the heart rate working in the appropriate target zone for an extended duration. An example of aerobic activity is distance running. Anaerobic exercise will apply intense or maximum muscle contraction for short frequency. An example of an anaerobic activity is the vertical jump test.

Strength and Conditioning 2-3 (Weights 2-3)

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: Strength and Conditioning 2-3 is designed for the serious and accomplished lifter. The course requires advanced free weight, resistant lifting, exercises, Olympic lifts and polymeric. Weight room safety concerning proper lifting mechanics and spotting techniques must be mastered. Testing will include anatomy and with an emphasis on strength development and advanced lifting techniques.

The conditioning aspect of this course will consist of aerobic and anaerobic training. Aerobic exercise will concentrate on the heart rate working in the appropriate target zone for an extended duration. An example of aerobic activity is distance running. Anaerobic exercise will apply intense or maximum muscle contraction for short frequency. An example of an anaerobic activity is the vertical jump test.

Court Sports: Tennis, Volleyball, Badminton, Pickle ball, Basketball, Team Handball

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: This class is designed for students who have no skills or limited skills in the above activities. The student will learn the beginning skills and playing strategies of each game.

Team Sports: Soccer, Basketball, Ultimate Frisbee, Team Handball, Volleyball, Flag Football, Badminton

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: This activity class introduces skills, technique, and game strategy of the above team sports. Drills, with an emphasis in individual skill development will be taught along with group and team strategies.

Life Sports I: Swimming, Tennis, Volleyball, Badminton, Ultimate Frisbee/Disc Golf

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: Life Sports I is designed for students to have the opportunity to earn their swimming requirement, as well as participate in several other lifetime activities. In order to earn the swimming requirement, students MUST pass the Swim Proficiency Test. Students should be average swimmers or above with a high comfort level in shallow and deep water. A variety of cardiovascular fitness training methods will also be incorporated.

Life Sports II: Bowling, Swimming, Tennis, Volleyball, Basketball, Badminton

Semester Course / Credit: 4 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: Life Sports II is designed for students who can earn their swimming requirement, as well as participate in several other lifetime activities. In order to earn the swimming requirement, students MUST pass the Swim Proficiency Test. The student will receive an introduction and orientation to bowling skills and rules. A fee of \$70.00 is required for this class. Students must be average swimmers or above with a high comfort level in shallow and deep water. A variety of cardiovascular fitness training methods will also be incorporated.

Innovative Fitness

Semester Course / Credit: 4 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: This course is designed as an interactive class to combine general education students with students with special needs. A variety of training activities will be incorporated. Gross motor movement, muscle strength, flexibility, eye-hand coordination, and cardiovascular fitness will be emphasized in the class. Team building will be a major focus of the class. The students will work in pairs and on teams to assist in building social skills in students with special needs. The class will modify activities to meet the needs of all students. This course is highly recommended for anyone who has worked with, or is interested in working with students with special needs.

Girl's Soccer & Leadership

Activities include: Soccer activities, women and leadership roles

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: This course is designed to help develop advanced skills and concentrated experiences including the study of game strategy, rules, skills and drills in soccer. Weekly classroom sessions will focus on women as leaders in life and in the sporting environment. Students will also be required to organize and implement a soccer coaching session or a team building activity.

Advanced Volleyball

Activities include: Volleyball, Strength Training, Cardio Fitness and Agility

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Prerequisite - student must have intermediate to advanced athletic and volleyball skills

Course Description: This course is designed to help develop advanced skills and concentrated experiences including the study of game strategy, rules, skills and drills in volleyball. The students will experience and develop leadership skills including the study of game strategy and tactics of the game. Tournament games will be emphasized along with advanced skills and strategies. Students will be required to organize and implement coaching sessions that includes warm-ups, drills, skill development, and competitive experiences.

Junior and Senior Leadership in Physical Education (Independent Study)

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: This course is offered to juniors and seniors who are interested in Physical Education that takes on the leadership role in the Physical Education arena. This course is designed as an expediential based learning process where students are encouraged to take on an active role in their education. This atmosphere will emphasize cooperation as well as competition, and teamwork, while developing their leadership skills. The course will be available to a maximum of two students per section, per semester.

Course Enrollment:

The student will register for their chosen Physical Education course and meet with their instructor four times a month for instructor guidance and to discuss student progress throughout the course of the semester.

Course Objectives and Expectations:

The student leaders will be responsible to do the following:

- Demonstrate individual responsibility through use of various team-building strategies in a physical education setting while facilitating and teaching skills. Examples include: Organizing group activities, while incorporating team drills. Encouraging teamwork, fair play and officiating.
- Demonstrate leadership skills while supporting the development of group goals.
- Demonstrate knowledge and skills in individual and team sports, weight training techniques, and swimming skills development.

- Develop rules and safety procedures for physical activities.
- Analyze and apply offensive, defensive, and cooperative strategies in selected activities, games, and sports.
- Select components (i.e. equipment, boundaries, number of players, and rules), that promote participation and innovative or original physical activities.
- Ensuring the overall safety of all persons involved within the physical education program. Examples include: Securing the locker room areas. Ensuring that all facilities are safe so it that minimizes the risk of injury. Officiating while promoting teamwork and fair play.

Health

Semester Course / Credit: 3 per semester

Colorado Academic Standards: 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: Students enrolled in this class will have a variety of experiences relating to their physical, mental, emotional, and social well being. The course aims to influence the attitudes and behavior of the student so they will gradually take more responsibility for their own health, and the health of their family and the community. Activities include group work, class discussion, videos, written work, and guest speakers from the health community. Drug education awareness, Human Sexuality, as well as First Aid and CPR will be taught within the course.

Colorado Academic Standards at a Glance

Standard	Grade Level Expectations
<p>1. Physical Science</p>	<ol style="list-style-type: none"> 1. Newton’s laws of motion and gravitation describe the relationships among forces acting on and between objects, their masses, and changes in their motion – but have limitations 2. Matter has definite structure that determines characteristic physical and chemical properties 3. Matter can change form through chemical or nuclear reactions abiding by the laws of conservation of mass and energy 4. Atoms bond in different ways to form molecules and compounds that 5. have definite properties 6. Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined 7. When energy changes form, it is neither created not destroyed; however, because some is necessarily lost as heat, the amount of energy available to do work decreases
<p>2. Life Science</p>	<ol style="list-style-type: none"> 1. Matter tends to be cycled within an ecosystem, while energy is transformed and eventually exits an ecosystem 2. The size and persistence of populations depend on their interactions with each other and on the abiotic factors in an ecosystem 3. Cellular metabolic activities are carried out by biomolecules produced by organisms 4. The energy for life primarily derives from the interrelated processes of photosynthesis and cellular respiration. Photosynthesis transforms the sun’s light energy into the chemical energy of molecular bonds. 5. Cellular respiration allows cells to utilize chemical energy when these bonds are broken. 6. Cells use the passive and active transport of substances across membranes to maintain relatively stable intracellular environments 7. Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments 8. Physical and behavioral characteristics of an organism are influenced to varying degrees by heritable genes, many of which encode instructions for the production of proteins 9. Multicellularity makes possible a division of labor at the cellular level through the expression of select genes, but not the entire genome Evolution occurs as the heritable characteristics of populations change across generations and can lead populations to become better adapted to their environment

3. Earth Systems Science	<ol style="list-style-type: none"> 1. The history of the universe, solar system and Earth can be inferred from evidence left from past events 2. As part of the solar system, Earth interacts with various extraterrestrial forces and energies such as gravity, solar phenomena, electromagnetic radiation, and impact events that influence the planet's geosphere, atmosphere, and biosphere in a variety of ways 3. The theory of plate tectonics helps to explain geological, physical, and geographical features of Earth 4. Climate is the result of energy transfer among interactions of the atmosphere, hydrosphere, geosphere, and biosphere 5. There are costs, benefits, and consequences of exploration, development, and consumption of renewable and nonrenewable resources 6. The interaction of Earth's surface with water, air, gravity, and biological activity causes physical and chemical changes 7. Natural hazards have local, national and global impacts such as volcanoes, earthquakes, tsunamis, hurricanes, and thunderstorms
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Advanced students may select Honors Integrated Science 1-2, which may qualify the student for exemption from Integrated Science 3-4. Students who choose Honors Integrated Science 1-2 will be in the same class as non-Honors Integrated Science 1-2, but will complete challenging extension assignments. Honors Integrated Science is recommended in order to accelerate progression through the introductory science curriculum in preparation for college level course work during high school years (AP or IB Science Courses). For students to earn Honors Credit they must successfully complete extension assignments, keep a year-long portfolio and have an overall grade of an A or B for each semester. Students can choose Honors Integrated Science either one or both semesters, however **a student hoping to exempt Integrated Science 3-4 must take and pass Honors Science both semesters with an A or B.**

Students planning on enrolling in the International Baccalaureate (IB) Program are required to complete the Honors Course and Exemption process during their entire freshman year in order to complete their IB Science requirement by the end of their senior year.

Integrated Science / Honors Integrated Science I: Colorado Academic Standards: 2.1, 2.2, 2.9, 3.1, 3.2

Integrated Science/ Honors Integrated Science I 2: Colorado Academic Standards 1.2, 1.4, 2.7, 2.8, 3.3, 3.5, 3.6, 3.7

Full Year Course / Credit: 5 per semester

Course Description: Integrated Science 1-2 is the first year of a two-year course which combines biology, earth science, and physical science in a comprehensive, laboratory-based program. Each unit focuses on specific essential content and skills, including Colorado State Standards. The content is then investigated as an integrated whole, combining aspects of biology, the earth sciences, and physical science. Students who complete the Integrated Science course sequence should have the content and skills necessary to be successful in an introductory college science course.

Honors Integrated Science 1-2 is recommended for 9th grade students who:

- are above grade level in math and language arts
- are planning on enrolling in the International Baccalaureate Program their junior year
- have grades of A or B in Algebra and their current science courses
- are highly motivated

Integrated Science 3: Colorado Academic Standards: 1.1, 1.3, 1.6, 3.4

Integrated Science 4: Colorado Academic Standards: 2.3, 2.4, 2.5, 2.6

Full Year Course / Credit: 5 per semester

Course Description: Integrated Science 3-4 is the second year of a two-year course, which combines biology, earth science, and physical science in a comprehensive, laboratory-based program. The basic themes investigated focus on forces and motion, properties and behavior of matter, chemical and biological reactions and processes, and energy of biological, chemical and physical processes. An integral part of the course is designing, implementing, and evaluating experimental investigations. Each unit focuses on specific essential content and skills, including Colorado State Standards. The content is then investigated as an integrated whole, combining aspects of biology, the earth sciences, and physical science.

***Semester Electives**

**Students must be a junior or senior to enroll, and have passed
Integrated Science 3-4**

Biology: Botany

Semester Course / Credit: 5 per semester

Course Description: Without green plants, the Earth would be uninhabitable for humans. Not only are green plants the primary food source for almost all organisms, they also modify our climate, provide us with clothing and shelter, are a source of raw materials for industry and pharmaceuticals, and they make our world an aesthetically pleasing place to live. Botany students will study plant uses, plant growth and structure, plant tropisms, plant symbioses, the chemistry of photosynthesis, plant propagation, greenhouse practices and maintenance, and identification of Colorado plants.

Biology: Genetics

Semester Course / Credit: 5 per semester

Course Description: Genetics is one of the most dominant sciences in the modern era. Applications of the principles and ideas of genetics can be found in the medical field, agricultural industry, law enforcement, and many other fields. Genetics is a subject that is in its infancy but already has helped change and shape the world we live in. During the course of our daily lives, we are constantly being exposed to the results and products of this area of study. Genetics incorporates topics from the areas of math, chemistry, biology, and psychology as well as exploring the social ramifications of the field's discoveries. Genetics has its roots in both the macro and micro world in which we live.

During the course of this semester we will cover a wide range of topics. We will discover the role of probability in inheritance. We will investigate, on the molecular level, the world of the gene and its ramifications on the individual and society. We will research mutations and their significance to populations. Each of these topics will be followed by an in-depth case study of a particular disorder and the completion of genetic counseling report based on your findings.

Marine Ecology

Semester Course / Credit: 5 per semester

Course Description: This course combines concepts from both the physical sciences and the biological sciences to explore the interrelatedness between components of the physical and chemical environment as well as the observed life forms found in a variety of marine ecosystems. For example, students will examine how such factors as turbulence, waves and currents in the sandy beach marine ecosystem affect the type and diversity of the organisms that live there. Special emphasis will be placed on the adaptations that populations have made to the physical components of their ecosystems.

Throughout the semester, students will research and prepare species reports on a wide range of marine organisms from a variety of phyla. Hands-on labs as well as long-term research studies will be significant components of this course. Students will design labs to investigate and better understand a variety of behaviors of sea anemones, damselfish, and a variety of other marine organisms.

Biology: Microbiology

Semester Course / Credit: 5 per semester

Course Description: Microbiology is a course that surveys the comparative biology of microorganisms including the bacteria, viruses and fungi. The course is directed toward students interested in diverse fields of health such as nursing, dental hygiene, and surgical technology, and the biological sciences, such as botany and the animal sciences. Microbiology is divided into six major fields

of study: Introduction to Microbiology, Microbial Metabolism, Growth and Reproduction, Genetics, Medical Microbiology, and Environmental Microbiology. Microorganisms are part of our lives in more ways than most of us understand. They have shaped our present environment, and their activities will greatly influence our future. Our goal should be to understand the environment and to stabilize it for the benefit of all.

Biology: Physiology

Semester Course / Credit: 5 per semester

Course Description: Physiology is a course that explores the functions of the human body's organ systems. Concepts gained in labs will be applied to current medical trends and technologies. Students will begin with an overview of cell and tissue functions. The emphasis will be on understanding the relationships between various body structures and their corresponding functions. Students will continue their study with an in-depth look at the body systems including, but not limited to, digestive, respiratory, cardiovascular, reproductive, nervous, and excretory systems.

Biology: Vertebrate Zoology

Semester Course / Credit: 5 per semester

Course Description: Historically, animals provided man with basic necessities such as food, shelter, and clothing, and more recently animals provided the inspiration for designing the shapes of airplanes, jets, and submarines. Today, animals have proven valuable in many other ways, such as in scientific research on human medicines, aesthetic enjoyment, companionship, ecological stability, and in offering us insights into how to live successfully within our environments. Students in Zoology will study the importance of animals to man and the environment in general, and the importance of specific animal groups in particular. While studying and observing animals (involving some dissection), students will discover how animals in aquatic and terrestrial environments are adapted to overcome five major problems of survival: getting nutrition, removing waste, obtaining oxygen, maintaining proper water balance, and reproducing. Students will also design and conduct a study of animal behavior. Other class topics will include animal classification, adaptations, ecology, evolution, and zoology-related professions.

Crime Lab Science – Forensics

Semester Course / Credit: 5 per semester

Course Description: This laboratory based course will introduce students to a variety of forensic techniques that are used in conjunction with inductive and deductive reasoning to unravel crime based mysteries. Students will use observations, research and scientific knowledge to solve problems relative to the work performed in the study of forensics and in crime labs. Throughout the semester students will learn how to collect evidence from a crime scene without contaminating the evidence, about different scientific instrumentation used and how the data collected is used to analyze the evidence collected from crime scenes, and will integrate mathematics, technology, and a variety of areas within life and physical sciences. The student must have a basic knowledge of the scientific process.

Earth Science: Astronomy

Semester Course / Credit: 5 per semester

Course Description: Have you ever wondered about all the stars in the sky; where the universe begins or ends; why the planets are in different places in the sky at different times; how the ancient sailors navigated around the world? These questions are some of the ones we study in this astronomy course. We will also learn about the history of astronomy, the historical figures that were important in the development of space study, and some of the tools used in astronomy. Space is one of the last frontiers of science--why not take the opportunity to learn more about this frontier and the universe outside of our planet?

Earth Science: Meteorology

Semester Course / Credit: 5 per semester

Course Description: Our daily lives are impacted by the patterns and inconsistencies of weather. This course investigates all aspects of the Earth's atmosphere, climate, and various weather phenomena. Atmospheric processes are explored to understand weather development and forecasting.

Earth Science: Physical Geology

Semester Course / Credit: 5 per semester

Course Description: The Earth, while massive, is constantly changing. Physical, chemical, and biological factors have shaped the earth into the majestic features we can see all around the world. This course studies all aspects of the Earth. All processes that operate beneath and on the surface will be explored as a way to understand physical composition, modification, and historical evolution of the structure and chronology of the Earth's history.

General Chemistry

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: 1.2, 1.3, 1.4, 1.5, 1.7

Course Description: General Chemistry, a lab-based course, is intended to familiarize students with basic chemical concepts leading to a better understanding of their environment and preparing them for advanced or collegiate level science courses. It is an important part of pre-collegiate curriculum and essential for a student interested in continuing to study one of the sciences in college. Students will learn the basic concepts and principles of chemistry and use these concepts and principles to investigate complex scientific problems. Student will also use critical thinking and problem solving skills to apply these concepts to their world. While various methods of investigation and problem solving focus instruction in General Chemistry, information literacy and written and oral communication are also emphasized. Some of the major topics that will be studied are: atomic structure and chemical behavior; chemical formulae, equations, and reactions; phases of matter; bonding; energy, rate, and equilibrium of chemical reactions; and acid-base reactions.

Physics

Full Year Course / Credit: 5 per semester

Course Description: This course is recommended for students who are interested in mathematics, engineering and the physical world. Students will do laboratory investigations on the concepts of acceleration, gravity, projectiles, forces, vectors, friction, circular motion, buoyancy, energy, momentum, sound, lenses, mirrors, and electricity. Take physics and you'll learn how fast you can drive your car around a corner and still stay on the road; why you should drive a big massive car; how light bends and reflects; and why you can stick your tongue in one side of a wall plug and not get shocked. You will also learn why carrying a suitcase is not work, why the moon stays in orbit around the earth, why astronauts are weightless in orbit, and why you can shoot a bullet horizontally and drop a rock at the same time and they will both hit the earth at the same time.

Entry Level Skills, Knowledge, and Content

- First bullet point same
- The student should be able to solve algebraic equations with ease.
- The student should be able to use basic trigonometry such as soh, cah, toa and the Pythagorean theorem with ease.
- The student will design multiple labs throughout the year.

Advance Placement Physics 1

Full Year Course / Credit: 5 per semester

Prerequisite: IMP 3 or Trig/Pre-Calc (may be concurrently enrolled in trig/pre-calc with teacher permission).

Course Description: This course covers all the topics in a first semester college course in algebra and basic trigonometry level physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum) as well as work, energy and power, mechanical waves and sound. This course also introduces electric circuits. This course focuses on big ideas in physics and scientific inquiry through experimentation, analyzing, and solving problems. Lab work is a significant part of this course and at least 25% of class time will be spent on student led inquiry based labs. College credit may be awarded by colleges depending on the colleges' program requirements and performance on the exam.

Advance Placement Physics 2

Full Year Course / Credit: 5 per semester

Prerequisites: Physics, Trigonometry and Analytic Geometry

Course Description: This course covers all the topics in a second semester college course in algebra and basic trigonometry level physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics and atomic and nuclear physics. This course focuses on big ideas in physics and scientific inquiry through experimentation, analyzing, and solving problems. Lab work is a significant part of this course and at least 25% of class time will be spent on student led inquiry based labs. College credit may be awarded by colleges depending on the colleges' program requirements and performance on the exam.

IB Higher Level Biology Year 1

Full Year Course / Credit: 5 per semester

Prerequisite – Student must have earned a C or better in high school Chemistry

Course Description: This International Baccalaureate Diploma Program Biology course is the first year of a comprehensive two-year curriculum. This rigorous course of study is designed to meet the needs of highly motivated high school students. This course includes those topics regularly covered in a college biology course; emphasizing biochemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy, organisms (diversity and physiology), and ecology. Unifying these topics and tying the whole curriculum together are 4 major themes that include Structure and Function, Universality versus Diversity, Equilibrium within Systems and Evolution. This course differs significantly from an introductory biology course with respect to the

textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. Students may participate in the College Board Advanced Placement Biology exam given in the spring of each year, though it is recommended to wait until completion of Year 2 of the IB High Level Biology.

IB Higher Level Biology Year 2

Full Year Course / Credit: 5 per semester

Course Description: Continue exploration of concepts and options studied in IB High Level Biology Year 1. This course will include more in-depth material as well as additional concepts. The IB Group 4 Project will be conducted in collaboration with IB Standard Level Chemistry. In addition, one option topic selected by the instructor will be studied. The three-part final assessment is administered in spring at the conclusion of Year 2.

Advanced Placement Chemistry

Full Year Course / Credits: 5 per semester

Course Description: Advanced Placement Chemistry is designed to provide students with a course equivalent to an introductory college level, general chemistry course usually taken by science majors in college. The topics studied are much the same as those in General Chemistry but are explored in far greater depth. Students will perform laboratory experiments and solve chemistry-related problems in which they will apply their knowledge of chemical concepts and use algebraic functions to manipulate data. Students will participate in the College Board Advanced Placement Chemistry exam given in the spring. College credit may be awarded by college registrars depending on the colleges' program requirements and performance on the exam.

Advanced Placement Biology

Full Year Course / Credit: 5 per semester

Prerequisite – Student must have earned a C or better in high school Chemistry

Course Description: This Biology course is designed to be the equivalent of an introductory college level biology course usually taken by biology majors during their freshman year. This course includes those topics regularly covered in a college biology course; emphasizing biochemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy, organisms (diversity and physiology), and ecology. Unifying these topics and tying the whole curriculum together are major themes that include Science as a Process, Structure and Function, Continuity and Change, energy transfer, regulation, interdependence in nature, and Evolution. A college course in biology differs significantly from the introductory biology courses with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. Students are encouraged to take the College Board Advanced Placement Biology exam given in the spring of each year. College credit may be awarded by college registrars depending on the colleges' program requirements and performance on the exam.

IB Standard Level Chemistry

Full Year Course / Credit: 5 per semester

Prerequisite – It is recommended a student have earned a C or better in high school Chemistry

Course Description: IB Standard Level Chemistry is designed to provide the student with in-depth knowledge of chemistry. The IB diploma candidate must have three subsidiary level subjects of study; IB chemistry would be appropriate for anyone interested in continuing his/her education in a science-related field. The topics covered are similar to those in General Chemistry but will be explored in greater depth. In addition, the topic of Organic Chemistry, not usually addressed in a high school chemistry course, will be covered extensively. Students will perform laboratory exercises and solve chemistry-related problems in which they will apply their knowledge of chemical concepts and use algebraic functions to manipulate data. College credit may be given depending on the college or university and performance on the full set of IB exams given in the spring of the final year of study. Students enrolling in this course will take their IB chemistry exam at the end of this one-year course.

Medicine

Semester Course / Credit: 3 per semester

Course Description: Students enrolled in the Pre-Med course will be provided exposure to the field of medicine and related allied health careers to stimulate qualified students to pursue those professions. Students will be realistically presented the demands of time, scholarship, and educational requirements. Recognizing that perhaps the most difficult aspect of medical professions is gaining admission, students will be given positive advice about qualifications other than scholarship that will be meaningful to admission committees.

Meets MWF *BEFORE SCHOOL* AT ARAPAHOE HIGH SCHOOL

Elective: 12

Prerequisite: Interest in the medical field

SOCIAL STUDIES

Social Studies Sequence of Courses

Regular Sequence:

Grade Level	Courses	Graduation Credit
9	Early Civilization World Geography	5 5
10	U.S. History (survey)	10
11	World History	10
12	Civics	5
	Total Social Studies Credits:	35

Sequence for IB Curriculum:

Grade Level	Courses	Graduation Credit
9	Early Civilization World Geography	5 5
10	AP U.S. History	10
11	IB History of Europe/Mid East (HL)	10
12	IB World History (HL)	10
	Total Social Studies Credits:	40

Honors/AP Sequence:

Grade Level	Courses	Graduation Credit
9	Early Civilization World Geography	5 5
10	AP U.S. History	10
11	AP World History	10
12	AP Government	5
12	AP Economics (Macro)	5
	Total Social Studies Credits:	40

Elective Offers:

Grade Level	Courses	Graduation Credit
10, 11, 12	Philosophy/Religion	5
10, 11, 12	Psychology	5
10, 11, 12	Film History	5
10, 11, 12	Anthropology	5
	Total Social Studies Credits:	20

Colorado Academic Standards at a Glance

SOCIAL STUDIES

Standard	Grade Level Expectation
1. History	<ol style="list-style-type: none"> 1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources 2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time 3. The significance of ideas as powerful forces throughout history
2. Geography	<ol style="list-style-type: none"> 1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions 2. Explain and interpret geographic variables that influence the interaction of people, places, and environments 3. The interconnected nature of the world, its people and places
3. Economics	<ol style="list-style-type: none"> 1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources 2. Economic policies impact markets 3. Government and competition impact markets 4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL) 5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL) 6. The components of personal credit to manage credit and debt (PFL) 7. Identify, develop, and evaluate risk-management strategies (PFL)
4. Civics	<ol style="list-style-type: none"> 1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies 2. Purposes of and limitations on the foundations, structures and functions of government 3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

Early Civilizations & World Geography

Full Year Course / Credit: 5 per semester

Early Civilizations: Colorado Academic Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 4.3

World Geography: Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

Course Description: Students will study physical environments and consider the geographical themes of: population, conflict, environment, sustainable economies and interdependence. Students will study the political, intellectual, economic, and social developments in each of the six world regions. Additionally, while reinforcing learning skills, students will explore the transitions of: Paleolithic, Neolithic, Early River Valley Civilizations, while comparing key philosophies and religions of agrarian, pastoral, nomadic peoples and major empires up to the Greco-Roman era.

***Early Civilizations/World Geography Honor** - During registration in the Spring, incoming 9th grade students can indicate on their registration forms their desire to take the **HONORS CHALLENGE** in Social Studies. Students can also opt into this program the first week they are in the class. By choosing this option, students will be required to engage in the following activities: the creation of a digital portfolio showing a high level of synthesis on a variety of topics, write at the Social Studies *Excellent* level of competence on all assignments, provide cited resources for any research work, accept rigorous alternative assignments to those given in class, read appropriate sources outside of class and provide in-depth analysis on all pertinent assignments.

The student must also maintain a high average in the class (80% or better) in order to stay in the HONORS CHALLENGE program. At the end of each semester, grades will be weighted on the student's transcripts and the title of "Honors" will be put on their course titles.

United States History (1870-Present)

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3

Course Description: American History, (1870-Present), is an exciting course that focuses primarily on the political, economic and social changes of the 20th century. The course includes an examination of the following questions:

Economics: What has been the relationship between business, labor, natural resources and geography, politics, and international influences over the years?

Politics: How have economic changes affected political decision making; how have political campaigns changed over the course of time; how have the three bodies of our federal government reacted to industrial, economic, and social changes?

Foreign Diplomacy: What is war good for? How has America's foreign policy changed over the years; how are policies molded by national and international events and leaders?

Social and Intellectual: Who are we as Americans? How has the past impacted today's society; what can be learned by examining our cultural heritage: art, music, film, TV, theatre, and literature?

AP United States History

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3

Course Description: The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

World History (Ancient-Modern)

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2

Course Description: This course provides students with a survey of world history from classical empires to the present. While it exposes them to a broad view of world events, the focus of this course is to provide students with an understanding of the events, people, ideas and institutions which have contributed to the modern World. Students will be required to investigate the political, intellectual, economic, and social roots of the modern world, as well as to study the interactions and conflicts which arose as the West came into contact with the other cultures and civilizations of the world. Emphasis will be given to the coverage of world history vs. western civilization.

IB History of Europe/Middle East

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

Course Description: This option covers major trends in Europe and the Middle East in the period from the mid-18th century to the end of the 20th century. Europe and the Middle East are geographically close, and their similarities and differences have resulted in periods of cooperation and enmity. Major developments included revolutions; the decline of empires and the establishment of nation states; political, social and economic reforms; and the emergence of dictatorships and the re-emergence of democracy. Although the focus is on major countries, developments in other states can be studied through case studies.

Within the sections there will be, where appropriate, a case study approach in which students will have the opportunity to study their own or another national history of the region.

IB World History

Full Year Course / Credit: 5 per semester

Prerequisite – European History IB

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

12th Grade

Course Description: Students will complete an in-depth study of 20th century World History Topics including The Russian Revolutions, The USSR under Stalin, 1924-1941, The emergence and development of the People's Republic of China, 1946-1979, The rise of Single party states in Asia, Africa and South America, and The Cold War 1945-1979. The course includes the completion of an extended guided writing assignment, as well as the extensive study and evaluation of historical documents associated with the topics listed above.

Civics

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 3.2, 3.3, 4.1, 4.2, 4.3

Course Description: An in-depth study of U.S. and Colorado State governments. This course follows state standards for civics as well as current issues and topics presented in the National Close-Up Program. Students will not only study government but participate in specified civic activities at the County, State or Federal level.

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Psychology

Semester Course / Credit: 5 per semester

11th & 12th Grade

Colorado Academic Standards: 1.2, 1.3

Course Description: This course explores the dilemma of human behavior. Three of the major perspectives in psychology are presented and discussed: Behavioral, Cognitive, and Biological. Then, by understanding how the brain works students will be able to understand their own behavior and that of others. A unit on human development will cover the changes gone through over the human lifespan, looking at infants, children, adolescents, adults, and the elderly. The introduction of dysfunctional psychology can help students to appreciate the difficulties some people experience in dealing with mental illness.

Philosophy/Religion

Semester Course / Credit: 5 per semester

10th-12th Grade

Course Description: Students will examine the five basic world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. There will be a cursory investigation of some of the world's smaller, yet influential religions as well. Additionally, the students will consider the basic ideas surrounding major philosophical theories having significant impact on societies. Students will investigate both the historical and current influences these religions and philosophies have on societies. A desire to share ideas, debate issues, and respect everyone's opinions is essential. There will be a field trip planned with this class to various religious centers in the Denver metro area.

AP World History

Semester or year Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3

Course Description: The purpose of the AP World History course is to provide the opportunity for students to develop greater understanding of key ideas, people, and events of the past, which have shaped our world. This two-semester survey course investigates five specific time frames: Pre-history-600 BCE, 600BCE-600CE, 600-1450, 1450-, 1900, 1900-present. Habits of Mind such as change and continuity, periodization as well as writing skills will be focused upon. The curriculum is designed to prepare the students for the standardized AP test. A great deal of time will be spent arranging the information into: comparative, across time, document-based essays and multiple-choice questions. This course covers much content in a limited amount of time, but will give the student the information and skills necessary to better understand the world and their relationship to it. Students will be encouraged but not required to take the AP exam.

AP United States Government & Politics

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.2, 4.2, 4.3

Course Description: AP U.S. Government/Politics is designed to provide the student with an analytical perspective in government and politics in the United States today. The course will include a study of the various institutions, groups, beliefs, and ideas that constitute American politics. This course is taught at a college level and is designed to prepare students for the college experience as well as for the AP exam in May. Additional (outside of class time) study sessions may also take place in an effort to prepare for the AP exam.

AP Macroeconomics

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.3, 3.1, 3.2, 3.3, 4.3

Course Description: The purpose of AP Macroeconomics is to give students a thorough understanding of the principals of economics that apply to an economic system as a whole. Particular emphasis will be placed upon the study of national income, price determination, economic performance measures, economic growth and policy, and international economics. This course will be taught at the college level and is designed to prepare students for the college experience as well as for the AP exam in May.

Film History

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3

Course Description: This semester course is designed to familiarize the student with the history of filmmaking, different types of genres of films, and how history has been portrayed through films. A major goal of this course is to help students become more discerning film viewers. Students will be expected to view, discuss, and write about films inside and outside of class. The course will be split into three parts: history of the film making industry, history through film, and 2 other genres-chosen among these: film noir, adventure, western, foreign film, horror/suspense, musical, war, epics etc.....

World Geography-World Affairs Challenge (WAC)

Independent Study

Semester Course / Credit: 2-5 per semester-determined by teacher

Elective for 10, 11, 12

Course Description: World Affairs Challenge is a competitive program sponsored by the University of Denver Graduate School of International Studies and the Center for Teaching International Relations. This is an independent study program but the students who enroll this study will work together in a team. The Challenge is similar to Odyssey of the Mind program. Students will produce a presentation that addresses a global issue (defined by WAC directors). Students will present before a panel of judges-college professors and international business leaders. Past topics include "Borders: Boundaries or Barriers", "Making and Keeping World Peace", and "Global Wealth". Competition is usually the first Saturday in May. This is an exciting program for students who enjoy academic challenges and have an interest in world affairs.

IB Philosophy

Full Year Course / Credit: 5 per semester

11th or 12th Grades

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.3, 4.1, 4.2, 4.3

Course Description: Students will explore the fundamental questions that people have asked since the beginning of time and confront new problems arising within contemporary society. What is it to be a human being? Are we self-conscious beings? What can we know? How do we know what is the right thing to do? How do we combine reason, emotions and experiences in our understanding of ourselves, others and the environment? These questions are explored through an examination of themes and texts. The core themes include: what is a human being, what are the major political philosophies and what are the theories and problems of ethics? Students will be required to submit a critical analysis of non-philosophical material and a philosophical material. They will also complete an in depth study of a prescribed philosophical text.

IB Psychology

Full Year Course / Credit: 5 per semester

11th or 12th Grade

NOTE: Non-IB students may take this course and earn an IB Certificate.

Colorado Academic Standards: 1.2, 1.3

Course Description: Psychology is most appropriately defined as the systematic study of behavior and experience. It has taken a leading role in the investigation of the relationship between physiological processes and human experience. The rapid increase in globalization and the use of technology calls for greater insights into how individuals interpret meanings, relationships and health. Psychology addresses these complex issues so that students can develop a greater understanding of themselves and others. The cognitive, biological, and learning perspectives are thoroughly investigated with the use of texts, articles and experiments. Students will explore the procedures throughout the research process, utilizing their findings for the possible improvement of individual life, as well as for the understanding of social conditions that affect the individual. Students will demonstrate the application of their skills and knowledge in a partial replication of an experiment for the internal assessment.

Anthropology

Semester Course / Credit: 5 per semester

Course Description: What does it mean to be human? This course is an exploration of human nature and human variation across time and space. The many questions that we will discuss include: how did humans evolve? How have societies changed over time? What is culture? How is language different from non-human communication? What are the connections between language, culture, and thought? What is race? How do different societies understand gender and age? Is morality relative to cultural context? What is the influence of globalization on people and culture? This class is designed to pique your interest in the study of humans as cultural beings and show the importance of anthropology to everyday life while also introducing the four fields of anthropology: physical anthropology, archaeology, linguistic anthropology, and cultural anthropology. We will focus not on thinking of these subfields as four separate disciplines but rather as four perspectives that, when combined, provide a holistic understanding of human life.

SPECIAL EDUCATION

Philosophical Assumptions

Special Education focuses on empowering students to perform to their greatest potential by setting clear student-centered learning objectives to guide each student's learning and work. This includes the establishment of timelines that accommodate learner objectives through the design of instructional units and lessons that engage student interest so that students are able to persist with tasks, even when they are difficult. Each student identified as eligible for special education support is afforded an individualized program that monitors learning through a variety of methods and adjusts instruction in order to maximize understanding and retention of the curriculum.

Special Education supports and enables students to:

- Access curriculum at levels which best suit their identified learning needs.
- Maintain focus on instructional tasks
- Review relevant concepts and receive additional instruction as necessary
- Advocate as active participants and be accountable for their learning
- Demonstrate a positive attitude toward goal setting, time management and life-long learning skills

Resource Courses

Cultural Geography Fundamentals

Full Year Course / Credit: 5 per semester

Course Description: Designed for 9th grade students, the primary purpose of this course encourages students to increase their knowledge of world geography, current events, cultural diversity and tolerance. This course provides skill development based on the locations of cultures throughout the world.

World of Work

Full Year Course / Credit: 5 per semester

Course Description: Designed for 11th and 12th grade students, this course gives students exposure to the real-life decisions they will face as they exit high school. The topics covered include: career exploration, team/career skills, employment acquisition, money management, budgeting, real estate & automobile financing, credit, consumer purchases, investments, and other important life skills involving personal finance.

Math Fundamentals

Full Year Course / Credit: 5 per semester

Course Description: This math class covers various topics that correlate with the state standards in the area of math. Number relations, basic operations, statistics, fractions and measurement are some of the units that will be covered during the course of the year. There is an emphasis on word problems and the applications of math to everyday life.

Fundamentals of Algebra

Full Year Course / Credit: 5 per semester

Course Description: The purpose of this class is to increase students' abilities to understand basic algebraic concepts. A review of fractions, decimals and percent are a part of the curriculum. There is also an emphasis on word problems and basic geometry.

English Prep

Full Year Course / Credit: 5 per semester

Course Description: Designed for 9th and 10th graders, the purpose of this course is learning language arts skills: reading, writing, listening, and speaking skills. Literature is explored through various genres such as short stories, novels, poetry. This course utilizes the Edge curriculum.

Basic Literature

Full Year Course / Credit: 5 per semester

Course Description: Designed for 11th and 12th graders, this class offers the student an opportunity to read and discuss a variety of literature, including fiction, short stories, poetry, and plays. The students read continuously, developing the reading skills of fluency

and comprehension. Students also continue to work on writing skills using the 6-trait writing curriculum. This course utilizes the Edge curriculum.

Reading Fundamentals I

Full Year Course / Credit: 5 per semester

Course Description: Reading Fundamentals is a class that focuses on the students' needs for developing decoding skills, improving vocabulary, increasing fluency, and gaining reading comprehension strategies. Students receive direct instruction in these areas, have opportunity to apply these skills in their reading, and are involved in the Fast ForWord program for 40 minutes of the class.

Living Skills

Full Year Course

Course Description: This support service provides social/emotional skill instruction by the School Psychologist in areas designated by goals within a student's Individual Education Plan

Speech Communication Skills

Full Year Course / Credit: 1 per semester

Course Description: This course is offered to students who require improvement in communication skills. Enrollment must be approved by the speech/language therapist.

Study Center

Full Year Course / Credit: 3 per semester

Course Description: This comprehensive study support program provides support for students based on their Individual Education Plan. Support may include academic assistance, instruction in organizational skills, study skills, and independent work time for completing work from other classes.

Fundamentals of Science

Full Year Course / Credit: 5 per semester

Course Description: Designed for 10th-12th grade students, this course combines biology, earth science, and physical science in a comprehensive program. Materials and instructional techniques are tailored to students' needs and levels. Upon successful completion of this course, students will have gained the skills necessary for subsequent science courses.

Supplemental

Semester Course / Credit: 5 or 10 per semester

Course Description: This course is designed to provide support for 9th and 10th grade students in Math, Science, Social Studies and Language Arts to pre-teach vocabulary, organization and concepts needed for that day's core academic classes within general education. Depending on individual student need, this course may be 5 or 10 credits per semester.

PACE Courses

Adaptive/Motor Skills

Full Year Course / Credit: 1-2 per semester

Course Description: This course is offered to students who require improvement of adaptive motor skills.

Community Essentials

Full Year Course / Credit: 2-5 per semester

Course Description: This course emphasizes pedestrian/safety skills, RTD training, and shopping skills. This class utilizes community facilities and resources.

Math Essentials

Full Year Course / Credit: 2-5 per semester

Course Description: Offered for students who need to learn functional mathematics: money, time, calculator usage, one-to-one correspondence, counting,, basic addition, and subtraction. This is a class which can also include multiplication, division, and fractions.

Reading Essentials

Full Year Course / Credit: 2-5 per semester

Course Description: This class emphasizes various reading strategies. This class gives students skills to improve their comprehension and decoding ability. Strategies to improve word recognition and vocabulary may include journal writing, reading various selections, and vocabulary building.

Speech & Communication Skills

Full Year Course / Credit: 1-2 per semester

Course Description: This course is offered to students who require improvement in communication skills. Enrollment must be approved by the speech/language therapist.

Vocational Skills

Full Year Courses / Credit: 2-5 per semester

Course Description: Students will receive practical on-the-job training in a community setting. Students will develop their vocational skills and improve their adaptability skills in the area of work, social and personal growth. Students will learn skills that will help them gain independence in the workplace.

Living Independently

Full Year Course / Credit: 2-5 per semester

Course Description: Students will gain daily living skills through a variety of activities to include meal planning, grocery shopping, cooking, budgeting and learning life-long healthy habits.

TECHNOLOGY EDUCATION

Philosophical Assumptions

Technology education is the application of technology, innovation, and design through the integration of STEM (the concepts of science, technology, engineering, and mathematics) in order to solve real world problems.

The Littleton Public Schools technology education curriculum provides students with concrete, hands-on learning experiences in a laboratory environment. These experiences will involve critical and creative thinking activities that require planning, designing, building, and testing.

The technology education curriculum will develop independent, self-directed and life-long learners who will:

- apply tools, machines, materials, and processes safely and efficiently
- gain knowledge and skills related to diverse technological systems, including functions and applications
- understand the nature and impact of technology
- solve problems using a systems approach, higher-level thinking skills, collaboration, ingenuity, and resources
- apply and integrate concepts and skills learned in other curricular areas
- discover and develop personal interests, talents, and abilities related to technology
- explore post-secondary opportunities and careers related to science, technology, engineering and math

Technology Studies 1- 8

Semester Course / Credit: 5 hours per semester

Note: This class may be taken up to eight semesters for credit.

Technology Fee: \$ 15

Course Description: Come and join us in a State-of-the-art-Technology Facility. After all, technology is in everything we do. Whether you think you are a techie or not, Technology Studies has something to offer everyone. What area would you like to learn more about? After a brief introduction to the areas, the student chooses what topics they want to study. Each module area has levels 1 – 4, each level builds on the previous.

Topics include:

1. **Animation** – Students will learn how animate existing models and to create their own.
2. **Architecture** – Learn about architectural design and drawing through drawing actual house floor plans, complete with multiple floors, electrical, windows/doors roofing plans and elevations.
3. **Computer Aided Design (CAD)** - Mechanical Engineering designs - Draw mechanical parts and print on a 3-D printer. College credit may be an option – see class instructor for details
4. **Communications**- Design and edit digital video and audio clips or create animated titles.
5. **Manufacturing**- Operate Computer Numerically Controlled (CNC) machines. Design and manufacture using CNC Lathes, Routers and Mills.
6. **Web Design** - Learn how to design web pages, understand links and create using Dreamweaver and Flash.
7. **Graphic Design** – Through the use of software, the students will create logos, signs and many more areas related to graphic design. The students will then learn to use a laser engraver or a vinyl printer/cutter to create a product.
8. **Robotics**- Through the use of Lego Mindstorms®, robotic arms, pneumatics and electrical control, the students will learn to program and control robots along with automated devices.
9. **Industrial Design** – Take a product from an idea to a real-life prototype.

Design Technology IB 1- 2 & 3-4

Full Year Course / Credit: 5 hours per semester

Project Fee: \$ 25

Prerequisite: Technology Studies 1 & Design Technology IB 1-2 (respectively)

Course Description: Diploma Program design technology is based on a model of learning that incorporates knowledge, skills and design principles in problem-solving contexts, while at the same time maximizing the use of local and readily available resources. It assumes no previous experience in either technology or design. The intent is not solely the acquisition of knowledge about design and technology, which may change or become outdated, but it is about learning how to adapt to new experiences and to approach problems with the appropriate skills and the relevant techniques to identify the important elements and, crucially, to develop the

optimum solutions. The **design cycle** is at the core of the course, and it is expected that students will use this process in the practical investigative work as well as in the theory. Each element in the design cycle represents an aspect of design technology, which, when viewed together, constitutes a holistic approach. Any given element is therefore only to be seen in the context of the whole process. **NOTE: Non-IB Diploma Program students may take this course and earn an IB Certificate.**

To design with technology is to use human ingenuity in selected activities in order to meet needs and find solutions. This can be achieved through existing or new technologies. Design consists of gathering information about the problem or opportunity, processing that information, and planning for some kind of intervention either by modifying what is already there or by introducing something new. The designer is interested not just in the material environment but also in the social, technological, economic, environmental, political, legislative and ethical considerations that affect people's priorities.

Design Projects 1- 2

Semester Course / Credit: 5 hours per semester

Project Fee: \$ 25

Course Description: This class will design and build three projects per semester. Projects may include Bridges, CO₂ Dragsters, Powered Gliders, Rat trap racecars, Prop Racers, Towers, Skate/long boards and more. Each semester builds a different set of projects. We will be using woodworking type machines – this is a very hands-on class. Do you like to build? Then this class is for you! This class may be taken twice for credit.

Construction Technology (Woods)

Semester Course / Credit: 5 hours per semester

Project Fee: \$ 30

Course Description: This class will build three – five projects per semester. Safety is a priority so safety test are given and must be passed to use the equipment. Projects may include Routed bowls, turned wood pens, Wood bending, wood carving, inlay and large machines project. We will be using woodworking type machines – this is a very hands-on class. Do you like to build? Then this class is for you!

Creative and Collaborative Problem Solving

Semester Course / Credit: 5 hours per semester

Technology Fee: \$25

Course Description:

- Do you dream of solving the world's problems?
- Are you interested in earning a STEM certificate upon graduation from Littleton High School?
- Do you think you might be interested in a career in the STEM fields (Science, Technology, Engineering and Math)?

Students in this course will use group processes to tackle a series of design challenges. The challenges will be drawn from the world of structural engineering, environmental design, alternative energy, etc. and will vary each semester. This is a multidisciplinary, hands-on class that will require students to work in groups, to write, to complete a portfolio, to design and build things, to present, and to reflect.

This class addresses the components of the 21st Century Skills that the Colorado Department of Education and that Littleton Public Schools believes should be integrated at each grade level and in every content area, including critical thinking and reasoning, information literacy, collaboration, self-direction, and invention.

While this course is open to all students, it is an “entryway course” for students who would like to complete a STEM certificate upon graduation and should be used as one of the four required STEM courses for that certification. At registration, priority will be given to students in the STEM certificate program.

VISUAL ARTS

Essential Learning Outcomes

Create with Skill

The student-artist demonstrates outstanding technical craftsmanship with a variety of appropriate art media.

Invent and Explore

The student-artist creates original works of art through the patient and dedicated process of exploration, experimentation and problem solving.

Connect and Communicate

The student-artist connects with existing artwork from various cultures and times and is able to communicate meaning through their own original artwork.

Critique and Reflect

The student-artist researches, analyzes and writes about existing artwork from various cultures and times and reflects on the artists' intent.

Self-Direction and Collaboration

The student-artist demonstrates motivation, persistence, and responsibility while contributing positively to the classroom community and being open to many perspectives, voices and ideas.

All LHS Visual Arts classes embrace the philosophy of the Colorado State Standards 21st Century Skills. An excerpt of these skills follow:

Making art is the patient and dedicated quest for originality through exploration, experimentation, risk-taking and problem solving. Patience, perseverance and self-discipline provide the focus of art-making without a fear of failure. This process involves a commitment to openness, creative thought and vision.

Colorado Academic Standards at a Glance

VISUAL ARTS

Standard	Grade Level Expectation
1. Observe and Learn to Comprehend	<ol style="list-style-type: none">1. Visual art has inherent characteristics and expressive features2. Historical and cultural context are found in visual art3. Art and design have purpose and function
2. Envision and Critique to Reflect	<ol style="list-style-type: none">1. Reflective strategies are used to understand the creative process2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes3. Interpretation is a means for understanding and evaluating works of art
3. Invent and Discover to Create	<ol style="list-style-type: none">1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas2. Assess and produce art with various materials and methods3. Make judgments from visual messages
4. Relate and Connect to Transfer	<ol style="list-style-type: none">1. The work of art scholars impacts how art is viewed today2. Communication through advanced visual methods is a necessary skill in everyday life3. Art is a lifelong endeavor

Art Foundations

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 3.3, 4.1, 4.2, 4.3

Course Description: This beginning class will introduce art in a fun, experiential way for young artists and enhance the skills of more experienced student-artists. A wide variety of media will be explored.

Sculpture

Semester Course / Credit: 5 per semester / Course may be repeated for credit.

Material Fee: \$10.00 / Student may need to purchase additional supplies.

Course Description: Student-artists in this intermediate course will be encouraged to question and express their ideas and values in a variety of 3-D art media. Through the exploration of the rich diversity of art from a variety of cultures and times, student artists will understand how research can be an important tool in creating their own meaningful and unique works of art.

Drawing 1

Semester Course / Credit: 5 per semester

Colorado Academic Standards: 1.1, 1.2, 2.1, 3.2, 3.3, 4.2, 4.3

Material Fee: \$5.00 / Student will need a sketchbook.

Course Description: Learning to draw is essential for greater understanding in all areas of art. In this intermediate class, student-artists will explore their world through planning, execution, and exploring various art media.

Drawing II

Semester Course / Credit: 5 per semester / Course may be repeated for credit

Material Fee: \$5.00 / Student will need a sketchbook.

Course Description: For student-artists confident with their drawing ability, this advanced course offers an opportunity to practice and improve their skills further. In depth exploration of media and creative problem solving will lead to original drawings.

Painting

Semester Course / Credit: 5 per semester / Course may be repeated for credit

Colorado Academic Standards: 1.1, 1.2, 2.1, 3.2, 3.3, 4.2, 4.3 / Material Fee: \$10.00

Course Description: In this intermediate class, student-artists will have the opportunity to paint interpretations of his or her world from life, imagination, and other sources. Exploratory exercises as well as in-depth study will be included.

Ceramics I

Semester Course / Credit: 5 per semester

Prerequisite: Successful completion of Art Foundations

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 / Material Fee: \$20.00

Course Description: This intermediate class includes foundation experience in hand building, throwing on a potter's wheel, decorating, glazing, and firing. Both the functional and sculptural aspects of clay will be investigated, along with historical and cultural references and contemporary trends.

Ceramics II

Semester Course / Credit: 5 per semester

Prerequisite: Successful completion of Art Foundations and Ceramics I

Material Fee: \$20.00

Course Description: This advanced course covers more complex throwing and sculptural forms will be created including plates, double-walled vessels, colossal sculptures and other sophisticated designs. Each student-artist will become involved in preparing and mixing glazes, stacking and firing kilns and final design considerations and presentation.

Printmaking

Semester Course / Credit: 5 per semester Credit: 5 per semester

Prerequisite: Successful completion of Art Foundations

Material fee: \$20.00

Course Description: In this intermediate course, student-artists will learn about the history of printmaking as a form of communication and create artwork using a variety of techniques and media.

Art Photo I

Semester Course / Credit: 5 per semester

Prerequisite: Successful completion of Art Foundations

Material fee: \$20.00 / Students need a 35mm SLR film camera or permission from instructor.

Course Description: The emphasis of this intermediate course will be learning traditional black & white film photography and will include an introduction to digital photography, as well.

Art Photo II

Semester Course / Credit: 5 per semester

Prerequisite: Successful completion of Art Foundations and Art Photography I

Material fee: \$20.00 / Students need a 35mm SLR film camera or permission from instructor.

Course Description: The emphasis of this advanced course will be an individualized, theme-based extension of previous photo experiences. Various traditional and alternative printing techniques and materials will be introduced. Student-artists will focus on investigating specific topics or themes represented through a series of photographs.

Studio Art

Semester Course / Credit: 5 per semester / Course may be repeated for credit

Prerequisite: Successful completion of Art Foundations and one intermediate class

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

Material Fee: \$5.00 / Student will need a sketchbook.

Course Description: This advanced course provides an opportunity for the serious student-artist to explore his/her chosen media and experiment with others. Gallery or museum visits and written art critiques are required.

IB Studio Art

Year Long Course / Credit: 5 per semester / Course may be repeated for credit

Prerequisite: Successful completion of Art Foundations and one intermediate class

Material Fee: \$5.00 / Student will need a sketchbook.

Course Description: Completion of this advanced course will allow the highly motivated academic student-artist to explore various art media as a way to express personal meaning through original works of art. In addition, students will communicate cultural and historical awareness through their work as a result of researching a variety of art styles and traditions.

NOTE: Non-IB Diploma Program students may take this course and earn an IB certificate.

Independent Study in Visual Art

Semester Course / Credit: 2-5 per semester

Prerequisite: A minimum of two years of high school studio art classes with grades of B or above and/or approval of the instructor based on an art portfolio review.

Course Description: See general Independent Study Description. An independent study is not intended for just anyone who needs a course to fill his/her schedule, but for the serious student-artist with unusual circumstances or desiring a class not offered in a given semester.

Colorado Academic Standards at a Glance

WORLD LANGUAGES

Range Level Expectations: Intermediate-Mid	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode) 2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode) 3. Present (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Analyze how the perspectives of people who speak the target language are reflected in their practices 2. Analyze how products reflect practices and perspectives of the cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Analyze information gathered from target language resources connected to other content areas 2. Evaluate information and viewpoints present in authentic resources
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Analyze the significance of the similarities and differences between the target language and the student's own language 2. Analyze the significance of the similarities and differences between the target culture(s) and the student's own culture

Range Level Expectations: Intermediate-Low	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode) 2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode) 3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied 2. Examine how the perspectives of people who speak the target language are reflected in their products
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Assess the usefulness of information gathered from target language resources for application in other content areas 2. Examine information and viewpoints presented in authentic resources
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the structures of their own language 2. Compare the similarities and differences between the target culture(s) and the student's own culture

Range Level Expectations: Novice-High

1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode) 2. Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode) 3. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (Presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Examine common practices and perspectives within the cultures studied 2. Examine familiar products of the cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Examine information gathered from target language resources connected to other content areas 2. Relate information acquired from authentic resources to individual perspectives and experiences
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Describe similarities and differences between structural patterns of the target language through comparisons of the student's own language and the language studied 2. Describe the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact

Range Level Expectations: Novice-Mid

1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases (interpersonal mode) 2. Comprehend short learned exchanges (written or oral) on learned topics that use learned vocabulary and grammatical structures (interpretive mode) 3. Present using learned and simple phrases or expressions (written or oral) on very familiar topics (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Reproduce common practices of the cultures studied 2. Describe familiar products of the cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Summarize information gathered from target language resources connected to other content areas 2. Organize information acquired from authentic resources
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student's own language and the language studied 2. Investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact

Range Level Expectations: Novice-Low

1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode) 2. Comprehend isolated learned words and high- frequency phrases (written or oral) on very familiar topics (interpretive mode) 3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)
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2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Identify common practices within the target cultures studied 2. Identify common products of the target cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Identify information that can be gathered from target language resources connected to other content areas 2. Locate and use basic information from target language resources.
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied 2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture

The essential parts of learning a foreign language are reading, listening, speaking, and writing. All of these are evaluated in each of the levels of study.

Foreign language is a sequential course. Students who have not mastered the previous material are not able to succeed in the next level. For this reason, students who do not have a 70% grade minimum in a foreign language course will not continue to the next semester or level. Students are encouraged to retake the previous level.

Students who are IB-bound are required to complete the honors track at all levels.

French I, Spanish I

Full Year Course / Credits: 5 per semester

Colorado Academic Standards: Novice-Low – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: Students will develop a basic foundation in Spanish and French through structured practice in speaking, writing, reading, and listening. The course emphasizes daily participation and regular demonstration of both oral and written proficiency. Students will master the appropriate verbs, grammar structures, idioms, vocabulary, and cultural information necessary to carry out basic communicative functions.

Spanish 1 Honors

Full Year Course / Credit: 5 per semester

Colorado Academic Standards: Novice-Low – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: Students will develop a very strong foundation in Spanish through structured practice in speaking, writing, reading, and listening. The course emphasizes daily participation and regular demonstration of both oral and written proficiency. Students will thoroughly master the appropriate verbs, grammar structures, idioms, vocabulary, and cultural information necessary to carry out more advanced communicative functions than the level usually requires.

French 2, Spanish 2

Full Year Course / Credit: 5 per semester

Prerequisite: Students should have completed one whole year in the previous level and have acquired the basic knowledge, as described in the district curriculum that will enable them to pursue in level 2. Students need a 70% grade minimum at the end of the level 1 class to pursue in the level 2

Colorado Academic Standards: Novice-Mid – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: The second level of foreign language study builds on what students studied in the level 1. Students will learn to use appropriate language in a variety of situations. A greater emphasis will be placed on grammar. The course also focuses on the four basic skills: reading, writing, listening and speaking.

French 2 Honors, Spanish 2 Honors

Full Year Course / Credits: 5 per semester

Prerequisite: Students should have completed one whole year in the previous level and gained a minimum of 80% grade in that level. Upon entering this level, students should have acquired an excellent command of the four basic skills.

Colorado Academic Standards: Novice-Mid – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: Students will continue to build a sound foundation in the targeted language through structured practice in listening, speaking, reading, and writing activities. The course emphasizes daily participation and regular demonstration of oral, written, and auditory proficiency. Students will master the appropriate verb tenses, grammar structures, idioms, vocabulary, and cultural information pertaining to that level.

French 3, Spanish 3

Full Year Course / Credits: 5 per semester

Prerequisite: Students should have completed one whole year in the previous level and have acquired the basic knowledge, as described in the district curriculum that will enable them to pursue in level 3. Students need a 70% grade minimum at the end of the level 2 class to be admitted to level 3.

Colorado Academic Standards: Novice-High – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: Students will continue to improve the four skills in this course. More advanced conversation and composition will be stressed along with more complex grammar. The student will be expected to show a greater knowledge and understanding of the culture of the language they study.

French 3 Honors, Spanish 3 Honors

Full Year Course / Credit: 5 per semester

Prerequisite: Students should have completed one whole year in the previous level (2 Honors) and have acquired an 80% grade minimum to pursue in this level.

Colorado Academic Standards: Intermediate-Low – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: This course will be primarily taught in the target language. Students will continue to practice the four skills. Advanced conversation and composition will be stressed along with more complex grammar. The student will be expected to show a greater knowledge and understanding of the culture of the language they study. This is also a prerequisite course for students who plan on taking French 4 IB or Spanish 4 IB.

Spanish 4

Full Year Course / Credit: 5 per semester

Prerequisite: Students must have completed a whole year in the previous level and have a 70% grade minimum to pursue in this level.

Colorado Academic Standards: Intermediate-Low – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: This course is taught primarily in the target language. There is an emphasis on personalized and creative use of language in various situations. Vocabulary, grammar, and language functions are consistently reviewed and are expected to be mastered at a more advanced level. Students study a variety of material in the targeted language. (Literature extracts, poetry, newspaper articles, songs, movies, etc...)

French 4 IB, Spanish 4 IB

Full Year Course / Credit: 5 per semester

Prerequisite: Students must have completed one whole year in Spanish 3 Honors or French 3 Honors. Students transferring into the district may be assessed by the department as to proper placement. (Grade the previous year should be 80% or better).

Colorado Academic Standards: Intermediate-Mid – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: This course is an Honors class that primarily focuses on preparation for the International Baccalaureate exam that students may take at the end of the school year. The course will be taught in the target language. Students will continue to improve the four skills. Advanced reading comprehension, conversation and composition will be stressed along with more complex grammar. Students will be expected to show a greater knowledge and understanding of the culture of the language studied. Students will develop intercultural understanding through focused study of issues of global significance.

AP French 5, AP Spanish 5

Full Year Course / Credit: 5 per semester

Prerequisite: Students must have completed **4 whole years** of Spanish or French. They need to have an 80% grade minimum at the end of the level 4/4IB class to be able to pursue at this level.

Colorado Academic Standards: Intermediate-Mid – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: This course prepares students who want to take the Advanced Placement Examination in Spanish Language or French Language. In accordance with the AP Central Collegeboard requirements, this course emphasizes the four basic skills at a very advanced level. The class is entirely carried out in Spanish or French and also focuses on grammar, literature, reading the press in the target language, writing structured essays, and making oral presentations. Students who score a 3 or higher on the AP exam may be eligible for college credit.

UNIQUE COURSE OFFERINGS

Career Connections

Semester Course / Credit: 5 per semester

Part of the Alternative Cooperative Education (ACE) Program

Course Description: Students identify personal aptitudes and interests, participate in various career exploration activities, and investigate future career options through a variety of community “job” experiences and community informational interviews. A portfolio is created to highlight academic skills, critical thinking skills, personal management and career planning. Enrollment is by recommendation from a teacher or counselor for 10th grader.

Career Success

Full Year Course / Credit: 5 per semester

Part of the Alternative Cooperative Education (ACE) Program

Course Description: Students research how interests, aptitudes, abilities and personalities affect career choices. Gain employability skills by creating a resume, become skilled in job search and pre-job interview preparation, and participate in mock job interviews. In addition, students increase their personal financial skills. Students develop an understanding for the relationship between education and employability. Students are encouraged to have a job and additional credit is available for this employment. Enrollment is by recommendation from a teacher or counselor for 11 or 12th graders.

Community Employment Experience – OJT (on the job training)

Full Year/ Semester Course / Credit: Earn up to 10 per semester

* See Business Ed dept for more info on PET/Personal Finance.

Course Description: The Community Employment Experience - OJT offers the opportunity to explore possible career interests by participation in actual work settings. This includes job shadowing, internship/mentorship, and cooperative employment. The student will be credited a maximum of 300 hours (10 credits) per semester as part of the community/employment experience.

Connections

Semester Course / Credit: 3 per semester

Course Description: This class is a semester class for the responsible and empathetic student that offers an opportunity to provide peer support to a student with a disability. Some students may take this class for a full year- with special permission from the teacher. It is designed to facilitate awareness of individuals with special needs and the benefits of peer support in the least restrictive environment. The focus is on developing peer relationships, modeling appropriate behavior, and academic support when needed. This class is offered as an elective for 10th-12th graders. An application and teacher recommendations are required. Grades are based on a disability term paper and class participation. Class size is determined by the amount of special needs students per semester.

Independent Study

Semester Course / Credit: 1 to 5 per semester

Course Description: When a student has demonstrated the ability and maturity necessary to work under supervision on a program of his/her own creation independent of a class setting, an independent study contract is devised with the teacher of the designated area of study. Having agreed on the number of semester hours (1 to 5 semester hours) that the study will merit, the student then seeks signed approval from the department chairperson of the area of study, from his/her counselor, from a parent, and from the Assistant Principal in charge of Instruction. Once the semester begins, the semester hours are no longer negotiable. Further guidelines and instructional policies are outlined on the Independent Study contract obtainable from a counselor.

The NET College Access Program

1 or 2 Semester Course / Credit: 1 per semester

Course Description: The NET class is a college access program for students who are the first generation in their families to go to college. A student is considered first generation if neither one of his or her parents graduated from college. (Students who have older siblings attending college, but the parents did not graduate, are also considered first generation.) This hands-on program is designed to help seniors develop a realistic plan for their future. The class meets weekly and provides support as students work through the college application process. Students learn about finding colleges that could be a good fit, college application components, essay writing, interview skills, financial aid, and scholarships. Students will apply to colleges during the first semester, and apply for financial aid by filling out the Free Application for Federal Student Aid (FAFSA) during the second semester. The class includes two field trips to college campuses.

Positive Peer Counseling

Full Year Course / Credit: 2 per semester

Course Description: The Peer Program began out of a sensed need for developing a program which would create a school climate characterized by caring and concern on the part of one student for another.

The purpose of the program is twofold: 1) to provide helping services to others and 2) to provide personal growth for the individuals in the program. The purpose of the two-hour weekly class is: 1) to provide time for teaching necessary helping skills for counseling peers; 2) to provide the opportunity to share experiences gained in these activities to continue to build unity, trust, and closeness among group members; 3) to provide personal growth exercises; 4) to provide a framework for everyone present to plan future activities as a group.

Senior Plan 12

Senior year: Full Year Course / Credits: 1 per semester

Course Description: Students meet as a group or individually with their senior advisor to discuss many different issues including but not limited to: Reflection on High School experiences, future plans, academic progress towards graduation and personal growth. Students also receive their grades from their advisor at the end of the grading periods

Independent Study Senior Plan

Semester Course / Credit: 1 to 15 depending on individual experiential program

Course Description: Internship Classes at ACC/ Metro Job shadowing for future employment- Job shadowing can be done on the job if the student is seeking employment for the future in that area of interest. For example, if a student works in a small business and answers the phones but wants to own a business someday, they need to shadow the business owner in order to learn about the business from “behind the scene.”

Student Assistant

Semester Course / Credit: 1, 2 or 3 per semester; 3 credits max per semester

Course Description: The student will assist staff and our programs in a variety of situations working in one of the offices or with a teacher. Credit will be granted for no more than 3 semester hours of student assistants per semester. Student Assisting can be done for no credit in order to serve as community service.

Note: Students must personally contact the staff member they wish to work with to explore what opportunities are available.

Opportunities do exist to be a PACE Student Assistant: Student assistants for the PACE program help fellow students who have significant challenges to learning. Various assistantships include individual tutoring, assisting a PACE student in the regular education classroom, assisting in a special class, and being a friend/helper in the cafeteria, library, or community.

CTE: Career & Technical Education Classes (Off-site courses) **ACTS Course Descriptions and Information – 2013-2014**

Students must obtain an application for enrollment from the Counseling office or online at www.lps2.it/ACTS/. Please review attendance and transportation procedures prior to enrollment period. Student will be enrolled on a first-come, first-serve basis. Articulation Agreements currently exist for both high school and college credit.

INTRO TO AGRISCIENCE

Open to grades: 10-12

Course Length: 1 year

Prerequisites: None

Fees: \$20.00

Location: Douglas County High School

Time: TBD

This course is a study of the fundamentals of agriculture including animal and equine science, record keeping, soil and crop science and horticulture. The class also emphasizes personal development and leadership skills. Students will be members of FFA and develop a Supervised Agricultural experience project outside of school hours.

ALTERNATIVE AND RENEWABLE ENERGY

Open to grades: 11-12

Course Length: 1 year

Prerequisites: None

Fees: \$15

Location: Sheridan High School

Time: TBD

This course prepares students for careers in a fast growing job market by studying Solar Energy, Wind Power, Hydrogen Fuel cells, and other emerging alternative energy sources. Students will also investigate the scientific, economic, environmental, political, and social implications of each energy source in order to be prepared for the real world expectations of employers in these fields.

ANIMAL SCIENCE

Open to grades: 11-12

Course Length: 1 Semester

Prerequisites: None

Fees: \$20

Location: Douglas County High School

Time: TBD

This course is an in-depth study of the livestock industry. Students will learn about the biological systems of livestock, current animal industry trends, and livestock management practices. Students will participate in FFA and SAE.

ARCHITECTURAL DRAFTING

Open to grades: 11, 12

Course Length: 1 Year

Prerequisites: None

Fees: \$10.00

Location: Sheridan High School

Time: M 12:1:06; T-F 1:04-1:54

This course is designed to allow students to use their knowledge of CAD to create a set of house plans that meet city code requirements for a city. Students will use Auto CAD Lite and draw a floor plan, plot plan, electrical plan, foundation plan, and elevation for their house as well as construct a model frame house. Students will present their house plan to a panel of judges.

AUTOMOTIVE TECHNOLOGY 1

Open to grades: 11, 12

Course Length: 1 year; possible second year

Prerequisites: None

Location: Arapahoe Community College

Fees: Uniform, including shoes, shirt, and safety glasses - \$50.00 (Includes Skills USA Registration)

Students must purchase ACC parking pass

Time: 7:15-9:10 am M-Th – or

9: 25-11:10 am M-Th – or

12:20 - 2:15 pm M - Th



The purpose of the Automotive Technology I course is to prepare students with the basic theory and skills required for a position within the automotive industry. Students will spend more than half of their time in the active lab. Students will become familiar with the automobile and the numerous job opportunities within today's job market. An active Skills USA chapter is sponsored by the class. Students are expected to join and participate in Skills USA activities. Internships are available through the AYES program for students interested in making automotive a career. The areas covered within this course are as follows: Introduction to Shop, Tire and Wheel Service, Tool Usage, Preventative Maintenance, Auto Transmission / Transaxle Service, Electrical Fundamentals, Battery, Starting & Charging, U-Joint and Axle Shaft Service, Introduction to Brakes, Intro to Heating & Air Conditioning, Steering and Suspension, Wheel Alignment, Specialized Scan Tools, Automotive Computers, Drivability Diagnosis, Engine Repair & Rebuild and Welding.

AVIATION

Open to grades: 11-12

Course Length: 1 year

Prerequisites: None

Fees: TBD

Location: Cherry Creek Career and Technical Building

Time: 11:10- 12:00 M - F

This program helps students understand and appreciate all of the facets of the Aviation careers and Aerospace Industries of today. Topics range from how to achieve a private pilot license to careers at NASA. Additionally, students will prepare for the FAA private pilot knowledge exam; the first step for a flying career. Former students are currently employed in careers such as air traffic controllers, airline and military pilots, and aircraft mechanics. Instruction includes lecture, discussion, and computer-based flight simulator programs. The class also participates in various field trips to places such as Peterson Air Force Base, Centennial Airport, NORAD, and the United Airlines Training flight simulator. An aviation club is also associated with the class.

BROADCAST JOURNALISM

Open to grades: 11-12

Course Length: 1 year

Prerequisites: None

Fees: TBD

Location: Englewood High School

Time: 8:30 – 9:20 Tuesday – Friday (Mondays have an alternative schedule, so out of district students will be excused from Monday classes) Students completing this course will demonstrate the journalistic skill of broadcast reporting (writing, editing, and on camera presence), while also developing the technological skills involved in creating digital productions, including digital video, digital photography and film editing. Students will understand, accept, and apply the legal and ethical responsibilities inherent in a free press. Students involved in this course will write, produce, edit, and broadcast video for classroom use, and ultimately for school and district distribution.

CABINET AND FURNITURE MAKING

Open to grades: 11-12

Course Length: 1 year

Prerequisites: None

Fees: Depends on student project chosen; not to exceed \$50.00

Location: Sheridan High School

Time: TBD

This course designed for the student who is interested in the areas of engineering, architecture, or construction work. It offers students the opportunity to improve their knowledge of materials, tools, and machines used in woodworking. Students will experience: building cabinets and furniture, higher level of joinery and craftsmanship, use of machine techniques, working as a team, and leadership skills.

CRIMINAL JUSTICE

Open to grades: 11-12

Course Length: 1 year

Prerequisites: None

Location: Cherry Creek Career and Technical Building

Time: M-F 11:10-12:00 pm; 1:45pm – 3:15pm Alternating Block

This course aligns with the Colorado Community College Criminal Justice CRJ 127 course. This course may earn both high school credit and community college credit toward a 2 year A.A.S. (Associate of Applied Science) and Certificate degree program. This course will have a heavy emphasis on law enforcement, crime scene investigation, and forensics science. The Criminal Justice program may be taken for either one or two years, as the courses offered alter each year. It is highly recommended that students be able to read and write at the 10th grade level in order to receive the community college credits in addition to the high school credits. This course is taught at a college level. As such, students will be expected to have the dedication and the motivation that they would apply to a college level course. This course is an academic course and is not an academy based, hands-on, law enforcement course. Field trips will be taken to the CELL Terrorism Museum, Arapahoe Community College's Firearm's and Police Pursuit Training simulators,



Aurora Municipal Court to conduct mock trial or trials. Students will need to arrange to carpool or independently drive to each of the field trips, as no buses will be provided.

COMPREHENSIVE COMMERCIAL PHOTOGRAPHY

Open to grades: 11, 12

Course Length: 1 year

Prerequisites: None

Location: Cherry Creek Career and Technical Building

Time: 1:45 - 3:15 M-F

This course aligns with the Colorado Community College Digital Photography 1 course MGD 111. This course will earn both high school credit and community college credit toward a 2 year A.A.S. (Associate of Applied Science) and certified degree program. This course is designed to teach students 35mm black/white and color film technology and theory while using the darkroom as well as medium and large format cameras. Digital photography is explored in the second semester with Photoshop. Students will research the career possibilities of professional photography, develop a resume, and meet pro photographers and prepare for college and industry.



COMPREHENSIVE GRAPHIC DESIGN

Open to grades: 11, 12

Course Length: 1 year

Prerequisites: None

Location: Cherry Creek Career and Technical Building

Time: 8:15 - 9:45 M-F and 1:45 - 3:15 M-F

This course aligns with the Colorado Community College Multimedia Graphic Design course MGD 112, Adobe Illustrator 1. This course will earn both high school credit and community college credit toward a 2 year A.A.S. (Associate of Applied Science) and Certificate degree program.

This class provides talented artists an opportunity to explore a career in Graphic Design. Students will learn how to work for a client and produce creative solutions for a variety of commercial needs. Activities include creating promotional materials such as logos, brochures, posters, cards, and advertising. Students will employ hand drawing, and Adobe® programs such as Photoshop® and Illustrator® to complete their assignments. Students will develop professional portfolios and may submit work to contests and for college scholarships. Students may receive concurrent enrollment credit for this program.



COSMETOLOGY

Open to grades: 11-12

Course Length: 2 years

Prerequisites: Attend parent meeting and orientation

Fees: Students will be responsible for the purchase of their own kit (approximately \$500) and payment of program fees yet to be determined.

Location: Cosmetology Facility at Englewood Middle School

Time: TBD – morning or afternoon sessions approximately 4 hours long.

The program will open in January 2014, so students should register for second semester only. The Cosmetology Program will prepare you to provide beauty services such as shampooing, cutting, coloring, styling, facials, manicures, and pedicures. Students may take a comprehensive cosmetology program or may specialize as a hairstylist, nail technician, or esthetician. This program will prepare students to pass the state-licensing exam given by the Colorado Barber/Cosmetology Board.

EQUINE SCIENCE

Open to grades: 11-12

Course Length: 1 Semester

Prerequisites: None

Fees: \$20.00

Location: Douglas County High School

Time: Mon 1:13-2:03 pm, Tues and Thurs 1:25 – 3:00 pm

This course is an in-depth study of the equine (horse) industry and equine husbandry. Students will learn about the management of horses and horse facilities in a hands-on environment. Prior experience with horses is not necessary. Students will participate in FFA and SAE.

FASHION DESIGN

Open to grades: 11-12

Course Length: 1 year

Prerequisites: None

Fees: Approximately \$50

Location: Ames Facility – Littleton Public Schools

Time: 7:30-9:30 am – TR and 12:30-2:30 TR (afternoon class contingent upon enrollment)

Fashion Design is a year-long career pathway program introducing students to the many facets of the fashion design industry. Students begin the semester looking at the history of American fashion starting in the 1920's. The elements and principles of design as they relate to fashion are explored along with fashion drawing, basic garment silhouettes, and construction details. Basic garment construction is also integrated with a sewing project. During second semester, students will explore the marketing and merchandising side of fashion. The fashion capitals of the world are examined revealing the global perspective of the industry. Next, students take a fashion garment from concept to consumer, prototyping their product, and creating a design portfolio representing their knowledge of the design process. The fashion cycle and green design are also explored. Students will also participate in FCCLA (Family Career and Community Leaders of America) a nationally affiliated student leadership organization. This fun organization focuses on leadership, community service, and student recognition. Each student will select a STAR event project to complete related to fashion. This project can be presented at State conference in April is so desired.

FIRE SCIENCE

Open to grades: 11-12

Course Length: 1 year



Prerequisites: Accuplacer score of 98 or ACT of 19 or higher

Must be currently enrolled in Algebra 11 or higher

Fees: 67.00 per class for a total of \$201 plus cost of books

Location: Rock Canyon High School

Time: Morning session - time TBD

If you are interested in a career in the fire service or emergency medical systems, this program is for you. The career path in public safety can now be started in high school by completing the following three-course program: Fire Science/Principles of Emergency Service, CPAT and First Responder. During this three-course program, students will learn about fire extinguishing methods and equipment, special extinguishing agents, special hazard considerations and principles of emergency service. Today, firefighters respond to a vast assortment of emergency situations involving technical expertise in many fields; the old job of a firefighter only battling fires is long gone. In fact, whenever any emergency exists in a community, the fire department will be the agency called to mitigate the situation. Upon completion of this three-course program, students will be trained in all facets of basic fire/rescue operations, as well as First Medical Responder emergency medical training, including CPR certification for the healthcare provider. They will receive additional instruction in other areas of public safety such as fire prevention and instructional techniques for teaching the public important safety information. The CPAT prep course teaches prospective public servants the strategies and tactics needed to prepare for the extremely demanding physical agility tests required by virtually all fire jurisdictions. Students who successfully complete all three classes with a grade of "C" or better will earn nine hours of college credit at Red Rocks Community College.

HEALTH SCIENCES PROGRAM

Open to grades: 11-12 (priority given to seniors)

Course Length: 1 year



Prerequisites: Biology recommended

Fees: Approximately \$175 for scrubs, textbooks and HOSA dues

Location: Ames Facility – Littleton Public Schools

Time: 1st Sem: 7:30-9:30 am – or – 12:30-2:30 pm M-F

2nd Sem: 7:00-9:45 am – or – 12:00-2:45 pm M-F

The Littleton Health Sciences Program is a comprehensive two-semester course based on the National Consortium for Health Sciences Education standards. During the first semester students explore the healthcare industry and begin to lay the foundation for an entry level career. The rigorous curriculum includes: basic anatomy and physiology, medical terminology, health care systems, medical legal and ethical issues, and health career exploration. Students will be exposed to experts in the industry through guest speakers and field trips. Individual career pathways are developed during the second semester. Students may participate in the Nurse Aide Program or an Internship program. Professional portfolio development, employment skills and leadership training through the Health Occupations Students of America (HOSA) are emphasized during the second semester. College credit may be available. A visit is required as part of the application process.

INTRODUCTION TO VETERINARY SCIENCE

Open to grades: 11, 12

Course Length: 1 semester

Prerequisites: None

Fees: \$20.00

Location: Douglas County High School

This course is designed for students to explore the field of veterinary medicine. Students will apply the role of a veterinary technician in the diagnosis and treatment of animal diseases. Topics to be discussed include: veterinary terminology, anatomy, physiology, pathology, genetics, handling, and restraint, and physical examinations along with common surgical skills. Students will engage in a variety of laboratory activities.

MECHANICAL DRAFTING

Open to grades: 11, 12

Course Length: 1 Year

Prerequisites: None

Fees: \$10.00

Location: Sheridan High School

Time: M 1:10-1:56; T-F 1:58-2:48

The objective of this course is to draw mechanical objects by using geometric construction. You will learn how to draw the following style of drawing: Sketching, Isometric, Oblique, Surface development, Orthographic Auxiliary, Sectional and Geometry. You will have an introduction to surveying. You will have the experience of using a transit to survey the location of points out in the field. You will be involved with two other activities: architectural design, and building a tower structure.

NATURAL RESOURCES

Open to grades: 11, 12

Course Length: 1 Semester

Prerequisites: None

Fees: \$20.00

Location: Douglas County High School

Time: TBD

This course emphasizes the fundamentals of natural resources. Students will study wildlife, water usage and other natural resource management practices including forestry and open space. Students are to continue participation in FFA and SAE.

PROSTART 1 AND 11 (Each a year-long course)

Open to grades: 11, 12

Course Length: 1 Year

Prerequisites: None

Fees: \$45.00

Location: ThunderRidge High School

Time: TBD

ProStart is an academically **rigorous** 2-year career-building program for high school students which involve taking ProStart 1 and ProStart 2. Whether students are looking to enter the job market directly after graduating, or if they plan to attend college, a ProStart graduate makes a solid candidate for future success! The course includes blended coverage of culinary and management topics including relevant and timely topics from global cuisines to sustainability. Content is aligned to certificate opportunities. The student must pass Year 1 & 2 exams with a 70% or better and work a minimum of 400 hours in industry (up to 200 possible through the school site), complete a Student Work Experience Checklist, and follow agreed-upon guidelines for conduct and attendance.

TEACHER CADET

Open to grades: 11-12

Course Length: 1 year

Prerequisites: Strong reading and writing skills

Fees: Approximately \$50.00

Location: Ames Facility – Littleton Public Schools

Time: 7:30-9:20 am M-F – or – 12:40-2:30 pm M-F

The Teacher Cadet program is an innovative program that introduces high school students to the teaching profession. Students will explore the learner, the school, and the role of the teacher through exciting hands – on activities, guest speakers, field trips, 15 hours of classroom and other school observations, classroom observations, job shadowing and cooperative learning situations. During second semester, students will participate in an extended field experience in which the Cadets will work closely with a cooperating teacher for 12 weeks. The Cadets will be immersed in the classroom experience by helping students one-on-one or in large groups, plan lessons, grade, create and teach. The rewarding experience will also help Cadets earn both high school and college credit. Each Cadet will create a portfolio throughout the entire year. College credit for course may be available with a B or better in the class. Students will participate in FCCLA, a national student leadership organization, with the opportunity to compete at the state and national level.