

# ***PALISADE HIGH SCHOOL***

## ***2022-2023***



# ***COURSE GUIDE***

# Palisade High School

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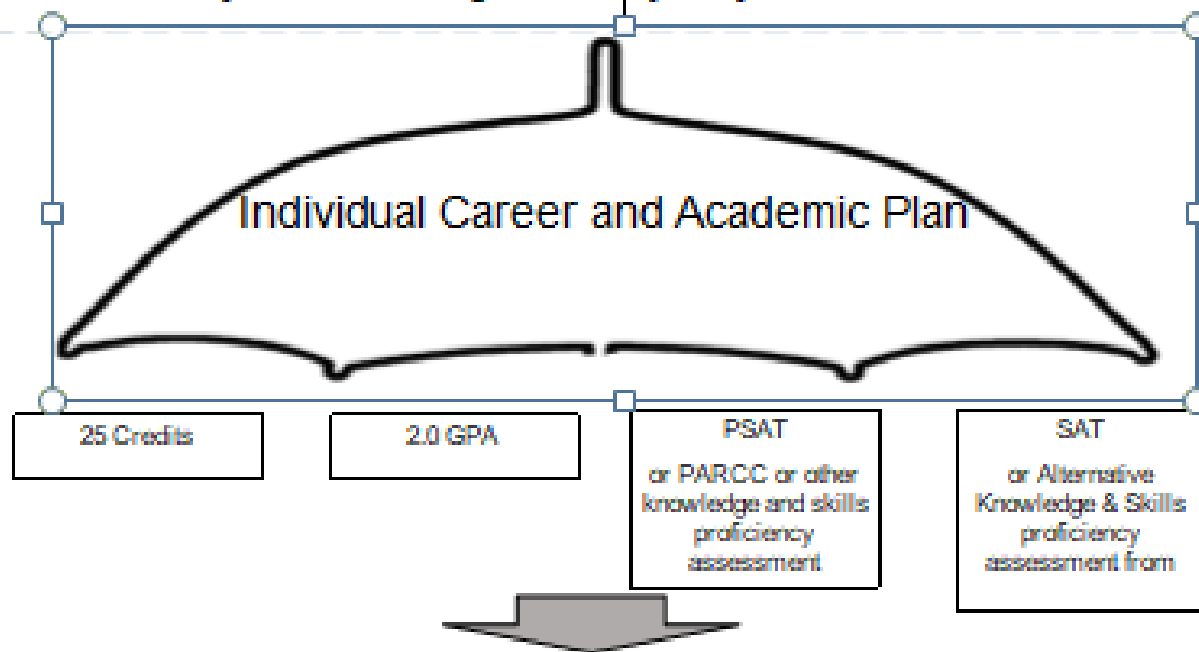
Kelsie Steves

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## PERFORMANCE BASED POLICY

Mesa County Valley School District 51 believes that each student is unique and may have different learning needs. In response, the district has developed a system to support and monitor student progress along the way. The system provides a variety of options for students to learn, demonstrate what they know, and meet the graduation requirements. Mesa County Valley School District 51 is committed to high expectations for all students. We expect each student to complete 25 standards-based credits with a 2.0 GPA or higher and demonstrate through a body of evidence that they are career, college, or military ready.



Graduation requirements can be designed to adapt to a student's specific learning needs while setting high expectations for achievement.

Graduation pathways are listed below:

*Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens. Students must meet English and math proficiencies in their pathway. (See the Menu of College and Career Ready Demonstrations on page 4 for specific scores.)*

<u>CAREER READY</u>
Workkeys
Industry Certificate
Capstone

<u>COLLEGE READY</u>
APIB Scores
Concurrent Grades
Capstone
ACT/SAT Scores

<u>MILITARY READY</u>
ASVAB
Workkeys
Industry Certificate
Capstone

### ***Conventional Pathway:***

This pathway is the standard pathway to graduation. The student will:

- Complete 25 required standards-based credits\*  
-including 4 classes of intentional ICAP electives. **AND**
- Maintain a 2.0 GPA or higher, **AND**
- Meet the Colorado Graduation Guidelines in English and Math

### ***Pathway of Distinction:***

This pathway provides the highly motivated student opportunities for challenging coursework and additional recognition for their hard work. The student will:

- Complete 25 required standards-based credits\* **AND**
- Maintain a 3.5 GPA or higher, **AND**
- Meet the Colorado Graduation Guidelines in English and Math (*see page 4*).
- Meet the Colorado HEAR requirements **AND**
- SAT score of 1110 or higher, or ACT score of 24 or higher

### ***Individualized Pathway:***

This pathway allows for adaptation and can be utilized for alternative program students:

- Students needing an individualized program of study as outlined by an individualized graduation plan.
- The student will complete 25 credits aligned with the standards or the equivalent. The 25 credits could include alternative proficiency assessment or extensions of the individualized pathway that allow the student to earn the equivalent of 25 standards-based credits. The Key Performance Program is an example of an individualized pathway.
- Students who have a GPA lower than 2.0.
  - The student will complete 25 required standards-based credits\* **AND**
  - The student will participate in prescribed interventions in their targeted area(s) of deficiency **AND**
  - The student will work with appropriate staff to develop a graduation plan that supports student growth.

## District 51 High School Graduation Requirements

and

## Colorado College Admission Requirements

Students must meet the following District 51 course graduation requirements: \*

- ☐ 4.0 Credits – English Language Arts
- ☐ 3.0 Credits - Social Studies
- ☐ 3.0 Credits - Science
- ☐ 3.0 Credits - Mathematics (credits must include Alg I. and higher or Math 1 and higher)
- ☐ 0.5 Credits - Physical Education
- ☐ 0.5 Credits - Personal Fitness and Wellness
- ☐ 0.5 Credits - Computer / Technology Science (Computer Science Explorations or approved equivalent entry-level class meets this req.)
- ☐ 0.5 Credits - Fine Arts (Instrumental Music, Performing Arts, Visual Arts or Humanities meet this requirement)
- ☐ 10.0 Credits - General Electives

### 25 Credits (Total)

**Note:** Within the 25 credits listed above, a student must meet the **Personal Financial Literacy** requirement by obtaining 0.5 credits in one of the following: Personal Finance, Economics, Independent Living/Life Management, Wealth Management, or AG Business Management.

Two credits need to be intentional ICAP electives.

**Students planning to attend a four-year public college or university in Colorado will need to complete the following credits in order to fulfill the Higher Education Admission Requirements (HEAR):**

Academic Area	Required Credits
English Language Arts	4.0 credits
Mathematics** (Must include Algebra I, and higher or Math 1, and higher)	4.0 credits**
Natural/Physical Sciences (Two units must be lab-based)	3.0 credits
Social Sciences (At least one unit of U.S.)	3.0 credits
Foreign / World Language***	1.0 credits***
Academic Electives***	2.0 credits***

**ATTENTION POTENTIAL COLLEGE ATHLETES:** Check with school counselor for NCAA academic eligibility requirements.

**Note:** Colleges and universities adjust their application standards frequently. Students are encouraged to contact representatives from their college of interest each semester.

\* Additional information about specific courses meeting these D51 Graduation Requirements available in the counseling office.

\*\* Mathematics entrance requirements for a four-year public college in Colorado listed in chart directly above.

\*\*\* Acceptable Academic Electives include additional courses in English Language Arts, mathematics, natural/physical sciences and social sciences, foreign / world languages, computer science, honors, AP & IB courses, and appropriate CTE courses.

# Menu of College and Career-Ready Demonstrations



High school graduation requirements are set by local school boards. They must align with the Colorado Graduation Guidelines, which are designed to help all students and families in Colorado plan for success after high school.

**Local school boards and districts** select from this menu to create a list of options that their students must use to show what they know of can do in order to graduate from high school. Schools districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas.

Districts have the authority to provide accommodations to students in meeting the college and career demonstrations necessary to earn a standard high school diploma for: English learners, gifted students and students with disabilities.

**Graduation Guidelines begin with the implementation of Individual Career and Academic Plans (ICAP);** 21st Century Essential Skills; and Colorado Academic Standards for all content areas, including: one course in Civics, and by July 2023, one course that incorporates Genocide and Holocaust studies.

**Students** must demonstrate readiness for college and career based on at least one measure in Reading, Writing and Communicating, and one measure in Mathematics <sup>1</sup>.

## MENU OF OPTIONS: This menu lists the minimum scores required.

### ACCUPLACER

CLASSIC	Reading, Writing and Communicating 62 on Reading Comprehension OR 70 on Sentence Skills	Mathematics 61 on Elementary Algebra	ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic Background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels.
	Reading, Writing and Communicating 241 on Reading OR 236 on Sentence Writing	Mathematics 255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)	

### ACT

Reading, Writing and Communicating 18 on ACT English	Mathematics 19 on ACT Math	ACT is a national college admissions exam. It measures four subjects – English, reading, math and science. The highest possible score for each subject is 36.
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### ACT WorkKeys – National Career Readiness Certificate

Reading, Writing, Communicating, and Mathematics Bronze or higher	ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students must score at the bronze level (a score of at least 3) in all three assessments- Applied Mathematics, Graphic Literacy and Workplace Documents - and they will earn the ACT's National Career Readiness Certificate.
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<sup>1</sup> In order to match the language in statute for Colorado Academic Standards, and to better reflect the skills necessary for success in life after high school, "English" and "Math" have been more clearly defined as, "Reading, Writing, and Communicating" and "Mathematics."

## Menu of College and Career-Ready Demonstrations, Page 2

### Advanced Placement

<b>Reading, Writing and Communicating</b> 2	<b>Mathematics</b> 2	<b>AP exams</b> test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).
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### ASVAB

<b>Reading, Writing, Communicating, and Mathematics</b> 31 on the AFQT	The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 on the AFQT are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.	
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### Concurrent Enrollment

<b>Reading, Writing and Communicating</b> Passing grade per district and higher education policy	<b>Mathematics</b> Passing grade per district and higher education policy	<b>Concurrent enrollment</b> provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit and concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course, and 3) governed by a district-level cooperative agreement or MOU. Districts choose which courses will fulfill the option.
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### District Capstone

<b>Reading, Writing and Communicating</b> Individualized	<b>Mathematics</b> Individualized	<b>A capstone</b> is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work.
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### Industry Certificate

<b>Reading, Writing and Communicating</b> Individualized	<b>Mathematics</b> Individualized	<b>Industry certificates</b> are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.
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### International Baccalaureate (IB)

<b>Reading, Writing and Communicating</b> 4	<b>Mathematics</b> 4	<b>IB exams</b> assess students enrolled in the official IB Diploma Programme. Districts choose which IB exams will fulfill this option. Scores range from 1 to 7 (highest).
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### SAT – Scores updated for SAT (2016)

<b>Reading, Writing and Communicating</b> 470	<b>Mathematics</b> 500	<b>The SAT</b> is a college entrance exam. The SAT includes sections on reading, writing and math. The highest possible score for each section is 800.
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### Collaboratively developed, standards-based performance assessment

<b>Reading, Writing and Communicating</b> State-wide scoring criteria	<b>Mathematics</b> State-wide scoring criteria	For this option, students use an authentic application of Essential Skills for Postsecondary and Workforce Readiness, through the creation of a complex product or presentation.
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**Credits Needed to Graduate**-The following illustrates the number and types of credits needed to graduate from Palisade High School.

**4 Credits**

**Language Arts-** This includes:

- English Composition/Literature 9 or Honors English Composition/Literature 9
- English Composition/Literature 10 or Honors English Composition/Literature 10
- Composition 11 or AP English Language
- Senior English option or AP English Literature
- Language Arts Elective (like Mythology, Creative Writing)

**3 Credits**

**Science-** This includes:

- GeoPhysical /Environmental Science or Honors GeoPhysical/Environmental
- Biology or Honors Biology
- Third Science-Chemistry or Physics is recommended

**3 Credits**

**Math-** This includes:

- Algebra I/Math I
- Geometry/Math II
- Algebra II/Math III
- Math IV/Pre-Calc/Trigonometry
- AP Calculus/AP Statistics
- Accounting, Personal Finance, CMU Math

**3 Credits**

**Social Studies-** This includes:

- Global Studies or AP Human Geography
- US History or AP US History
- American Government
- Social Studies Elective (like Law Related Ed, Medieval History)

**½ Credit**

**Computer Science-** This includes:

- AP Comp Sci Principles, Coding I & II, Computer Science Foundations, Cybersecurity, Web Design

**½ Credit**

**Financial Literacy-** This includes:

- Economics, Life Management, Economics, or Personal Finance

**1 Credit**

**Physical Education-** This includes:

- Personal Fitness & Wellness
- Choice of PE Class (the majority of students take HS PE I)

**½ Credit**

**Fine Arts-** This includes:

- Art
- Choir
- Band and Orchestra
- Theatre

**9 ½ Credits**

**Electives-** This includes:

- Two of these credits must be Intentional ICAP electives which are those that are in-line with your career goals

**25 Total Credits**

# GUIDANCE & COUNSELING SERVICES

## GUIDANCE & COUNSELING SERVICES

Students may see any counselor on the staff regarding personal issues. For the purposes of educational decisions, registration, and general guidance activities, students should see their assigned counselor.

Except for unusual circumstances, students should see their counselor before or after school, between classes, or at lunch. Counselors cannot see students during class unless a teacher has sent the student or the counselor sends for the student. Students may request an appointment by filling out a slip in the Counseling Office.

***P.A.C.K. System ID Badges - \*School I.D.s – the first one is free. A second school I.D. is \$5. You may purchase a replacement badge in the Counseling Office.***

## Individualized Career and College Plan (ICAP)

Mesa County Valley School District has a comprehensive guidance curriculum to support each student's ICAP. All four years of each student's ICAP work is recorded in Naviance Family Connection, our web-based planning tool and student portfolio. Our topics and activities for each grade level are:

### **The 9<sup>th</sup> Grade Curriculum... “Exploring Me”**

- Classroom lesson on graduation/college-entrance requirements
- Career exploration
- Post-secondary goal setting
- Career Fair in January-students attend a variety of sessions with professionals from career fields in which they are interested

### **The 10<sup>th</sup> Grade Curriculum...“Expanding Career & Post High School Knowledge”**

- Continue to explore career and college options
- Students visit WCCC campus in January to explore Tech Scholars options for Junior & Senior years

### **The 11<sup>th</sup> Grade Curriculum... “Exploring the Post-Secondary World”**

- SAT testing preparation
- Update post high school goals
- In Composition 11, student will complete a career/post-secondary research project and present to class, and create a college entrance essay or letter to employer
- Complete a “college experience” by taking a tour of a campus, meeting with an admissions rep, or doing a virtual tour online, and then complete survey on Naviance

### **The 12<sup>th</sup> Grade Counseling Curriculum... “Get it Done!”**

- Senior Seminar meetings – what to do to get the most out of your senior year, senior timeline, how to find info on college admissions, scholarships, & financial aid, how to request transcripts & letters of recommendation
- Free App Week in October – may be tied to Senior Work Day
- Update goal, add/adjust tasks for the year
- Senior Work Day – seniors work on college applications, meet with military personnel, or practice job interview skills with Workforce Center rep
- Unified Financial Aid Night – presentation in January on FAFSA, scholarships, & career pathways
- Followed up by Financial Aid Nights at individual high schools, college reps help our students/parents fill out FAFSA

Counselors strive to provide students with up-to-date occupational and career information. Students should understand that the courses they select often have significant bearing on the options open to them in the future.

# District 51 ICAP



**ICAP or Individual Career and Academic Planning is a process for developing career literacy in our students!**

Students must first get to know themselves and understand their skills and talents. Then, they can connect those traits to a career pathway. By exploring career clusters and learning about possible future jobs, we hope to spark excitement in our students. When students have an idea about what they want to do later in life, we can help them take the courses they need in high school. Having a plan prepares our youth for their career of choice, and the training or educational track they will need to get there. Connecting school to career exploration makes learning fun and relevant, and gives students hope for their future!



## the ICAP

*in Middle School*



## Start the Journey!

In middle school, our students begin to learn about themselves by identifying strengths and setting goals to keep those skills strong. They also look at areas of growth and celebrate their successes.

Students engage in exploratory electives based on their interests to discover what they really enjoy spending time on.

Our middle school students take the career cluster finder to begin to look at career paths and plan for high school courses in the cluster of their choice. They identify ICAP electives that will help them dive deeper into their career pathway.



## ICAP in High School



**9th Grade**

In freshmen year, our students participate in a career scavenger hunt, using the results from their career cluster finder. They learn about daily tasks and skills needed for the job they want, income, job outlook, and training options.



**11th Grade**

As a junior, students start steps that help them with the training programs and/or colleges that will lead to the job they want. They research their choices and create a presentation or report. Students dig into resumes, personal essays, and applications of all types.



**10th Grade**

During sophomore year, we look at opportunities to make the most out of junior and senior year. We explore ideas like AP courses, apprenticeships, WCCC programs and more!



**12th Grade**

In senior year, it's time to finalize plans and get to work! We have free college application week, visits from the military and workforce center, and lots of application tracking and transcript requests through Naviance.

**FIND YOUR  
PATH**



**Career and College Ready!**

powered by

**PIKTOCHART**

## **COLLEGE GUIDANCE**

The Palisade High School College Guidance Program is structured to provide students with strategies for success both in high school and beyond. Students are encouraged to choose high school courses and curriculum with their career, college, and post high school training goals in mind. To assist students and parents in this exploration, we offer Naviance Family Connection. Naviance provides help searching for careers, majors, colleges, tech schools and scholarships. Counselors also meet with classrooms and small groups regarding high school and college planning/admissions, test interpretation and preparation, financial aid, as well as early career experiences offered at PHS. Many colleges send admission representatives to visit the high school each year. Students and families are urged to take advantage of these visitations and other informational programs. Please listen to PHS daily announcements, check ParentVue, and read the newsletter.

## **FULL TIME STATUS**

With a rigorous and relevant instructional program as the foundation for student achievement and success, it is critical to support our District 51 instructional programs and staff with all available resources and funding. Our District 51 General Fund revenues are generated through the legislation determined by the Colorado School Finance Act. CDE audits the schedule of every student within District 51 on an annual basis to determine part-time or full-time status. This CDE audit leads to our Per Pupil Operating Revenue (PPOR), a major source for our District 51 revenue from the State of Colorado.

In order for the school district to maintain adequate funding, **all** students must maintain “full-time status” for the fall semester. Full-time status is defined as follows: enrollment in classes a minimum of 6 out of 8 periods for the fall semester. Due to the impact of travel time, a student enrolled in off campus programs (Career Center, Western Colorado Community College, or attending CMU as a concurrent student) must work with their counselor to ensure they are enrolled as a full-time student.

## **SCHEDULE CHANGE/CLASS ADD-DROP\*\*\***

Students have the opportunity to make adjustments to their schedules two times a year, before the start of each semester. Once the current term has begun, schedule changes will only be considered in extreme circumstances. For those rare situations when classes are changed, the following policy applies:

- Students have the first six (6) days of a term in which to drop a class without it being recorded on their transcript.
- Classes dropped after the 6<sup>th</sup> day will be recorded on the transcript as either a WP (Withdrawal Pass) if they have a passing grade at the time of the drop, or a WF (Withdraw Fail) if the student has a failing grade at the time of the drop. The final day for a student to drop a class without the penalty of receiving a WF will be at the time

mid-term grades are available (approximately 4.5 weeks in an accelerated block class; 9 weeks in a semester-long class). After midterms, all drops are recorded as a WF, regardless of the grade the student has in the class at the time of the drop. Remember that a WF has the same impact on a GPA as does an F.

- Students are required to make changes to their schedules BEFORE the new term begins. In exceptional circumstances, like transferring between schools, students may add a class during the first six (6) days of a term. They are responsible for all work presented and completed prior to their enrollment in the class.

### **SENDING TRANSCRIPTS TO COLLEGES AND UNIVERSITIES**

Transcripts are mailed or electronically transmitted to colleges and universities throughout the school year at the electronic request of the student. This service is available through the Counseling Office. Students can also request a hard copy for their use from the Counseling Office secretaries.

### **2022-2023 NATIONAL COLLEGE ADMISSIONS TEST SCHEDULE**

Students must register and pay fees one month in advance of the test date. Registration materials are in the Counseling Center or online at: and [www.collegeboard.org](http://www.collegeboard.org) for the SAT and [www.ACTstudent.org](http://www.ACTstudent.org) for the ACT. **These tests are not administered at PHS.**

#### **\*SAT Test Dates-Final Dates**

Posted Summer 2021

August 27, 2022

October 1, 2022

November 5, 2022

December 3, 2022

March 11, 2023

May 6, 2023

June 3, 2023

#### **ACT Test Dates-Final Dates**

Posted Summer 2021

September 10, 2022

October 22, 2022

December 10, 2022

February 11, 2023

April 1, 2023

June 10, 2023

July 15, 2023

**\*All Juniors will take the state mandated SAT during a non-national test date in April, administered at PHS.**

## **GRADE POINT AVERAGES (GPA)**

Grades become a matter of permanent record and are used in computing cumulative Grade Point Average (GPA). Credit is given ONLY at the end of a class. Grades given on the report cards evaluate performance in this manner:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 60%

GPA is composed on a basis of A = 4 quality points, B = 3 quality points, C = 2 quality points, D = 1 quality point, F = 0 points. Students who complete an Advanced Placement/International Baccalaureate course will have a weighted GPA with A=5 quality points, B=4 quality points, and C=3 quality points.

Credits are generally issued in .5 increments. Exceptions to this apply to aide positions and courses taken at WCCC, Career Center, and/or Valley School.

## **EARNING CREDITS IN SCHOOL DISTRICT 51**

1. Credit is granted at the end of each term.
2. Students failing or unsuccessfully completing a required course for ½ unit of credit will have to make up the failed requirement.
3. A limited number of additional credits may be earned by making arrangements in advance through the Counseling Office. Credits may be earned in the following manner:
  - a. Correspondence courses
  - b. District 51 on-line
  - c. District 51 summer schools
  - d. Arrangements may be made for students to earn college credits and high school credits concurrently while enrolled in a high school program.

## **DEFINITIONS**

1. The school year consists of 2 semesters, which are 18 weeks each in length. The majority of core academic classes are two semesters in length. We have a limited number of accelerated classes (generally math) that are semester long.
2. A predetermined amount of credit is earned at the end of each successfully (grade of D- or above) completed course.
3. **Academic courses** are generally courses in the areas of English Language Arts, Mathematics, Science, Social Studies, World Languages, and Computer Science.
4. A **prerequisite** is a course that must be successfully completed before taking certain other courses. For instance, Spanish I is a prerequisite to Spanish II, because a student may not take Spanish II before he/she has successfully completed Spanish I.

5. **Required courses** are classes a student must take in order to meet graduation requirements.
6. **Elective courses** are courses that a student may choose in accordance with his/her interests, aptitudes, and future plans.
7. Credits at Palisade High School are Carnegie units.

### **GRADE IMPROVEMENT/REPLACEMENT**

When a student chooses to repeat a class that s/he **failed** (including WF), the previous grade will be replaced with a designation of "NG" for no grade.

When a student chooses to repeat a class that s/he **passed**, the previous grade may be replaced with a designation of "NG" for no grade, once the repeated class is completed and the Drop-Credit form is signed.

\*By taking this option, the highest grade is used for the credit and GPA. This option will positively affect the GPA, but will not increase the total number of credits.

When a student chooses to repeat a class that s/he **passed**, the previous grade may remain as an elective credit while the new grade is used to fulfill the original requirement.

\* By taking this option, both grades will count towards credit and both grades will count towards the GPA.

## **MIDDLE SCHOOL OPTIONS: MATH 1, AND GEOPHYSICAL SCIENCE**

Students may receive one high school credit for each class (Algebra 1, Geometry, Algebra 2, or Biology) taken at middle school with the following conditions:

- The middle school class must be taught by a teacher who is “highly qualified” or is currently working to be “highly qualified” in the appropriate content area.
- The middle school class must be taught with a Board approved textbook (or equivalent curriculum) in the same content area. Articulation and communication between the middle school and high school regarding course content and alignment to the state standards will further enhance and ensure success.
- The middle school grade must be a 3 or better to count towards a high school credit.
- A student in high school cannot use their middle school grade as a replacement grade.
- Credit must be received from within a District 51 school or within an accredited program including Holy Family or Messiah Lutheran or with a transcript from outside the district accompanied with a letter stating the criteria of the middle school course(s) taken.
- Students participating in sports at a NCAA College – the NCAA Clearinghouse (Eligibility Center) will accept high school courses that are taken in the 8th grade year if it is the same course taught by the high school and the student receives credit, and a grade is posted on his/her high school transcript.
- Parents will be notified of the high school options at the end of their child's 8th grade year. The notification will be sent to them with their child's final report. Parents will utilize the attached “Request for High School Credit” form. This form will allow parents and students to choose from the following three options:
  - o Option 1: The class and grade will appear on the high school transcript. The class will count for credit and the grade earned will be included in the GPA.
  - o Option 2: The class and grade will appear on the high school transcript to show the class was taken. No credit will be given and the grade earned will not be included in the GPA.
  - o Option 3: The class and grade will not appear on the high school transcript. No credit will be given and the grade will not be included in the GPA.

March 1st of the student's senior year will be the last date that a student may add or remove a middle school credit to his/her high school transcript.



# PHS Sports Programs

## Athletics

District 51 offers interscholastic programs in each of the following sports (these are the only sports for which District 51 awards varsity athletic letters):

### Fall Season

Cheer/Poms  
Cross Country – Boys/Girls  
Football  
Golf-Boys  
Soccer - Boys  
Softball  
Tennis – Boys  
Volleyball

### Winter Season

Basketball – Boys  
Basketball – Girls  
Cheer/Poms  
Swimming – Girls  
Wrestling-Boys/Girls

### Spring Season

Baseball  
Golf - Girls  
Lacrosse – Boys/Girls  
Soccer - Girls  
Swimming - Boys  
Tennis - Girls  
Track & Field

In order for a student to participate in any interscholastic sport, he/she must complete each of the following: Affidavit of residence, insurance information, participation permission, transportation acknowledgement, annual physical examination, media release form, training rules contract and pay an athletic fee. These forms can be picked up at the athletic office at your school or on the school district website at [www.mesa.k12.co.us](http://www.mesa.k12.co.us).

The fee for participation in an athletic activity is \$140 per sport. School District #51 spends, on average, over \$500 per athlete per sport season. The participation fee helps to cover expenses including, but not limited to, supplies/equipment, uniforms, transportation, officials, game workers, building/field costs and rental, salaries, travel expenses, etc...

## NCAA – NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

If you are interested in playing college athletics at the Division I or II level, you must complete the NCAA Initial-Eligibility Clearinghouse Form, available online at

<https://web3.ncaa.org/ecwr3/>. The NCAA will evaluate your academic credits and grades, ensuring you are academically eligible to participate in college athletics. **NCAA**

**requirements are more intense than PHS graduation requirements, so make sure you're taking necessary coursework. See Mr. Hawkins in the Athletic Office for assistance with Clearinghouse applications.**

*Student athletes are encouraged to register with the NCAA during their sophomore year!*

**To fulfill NCAA Division I or II eligibility, a student must meet the following requirements:**

- 16 Core Academic credits:
    - Four years of English
    - Three years of Math (Algebra 1 or higher)
    - Two years of natural/physical science (including 1 year of lab science)
    - One additional year of English, math, or natural/physical science
    - Two years of social science
    - Four additional years of English, math, natural/physical science, social science, world language, comparative religion or philosophy
  - A minimum GPA of a 2.3 (Division I) or 2.2 (Division II) in core courses
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I or II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.*

To determine which PHS courses are approved for NCAA eligibility, go to

<https://web1.ncaa.org/hsportal/exec/hsAction> in the "NCAA High School Code" field on the left and enter the PHS code number **061140**.

The NCAA Clearinghouse website includes an Eligibility Quick Reference Sheet that will give you a general idea of your standing. Because of recent changes in eligibility rules, we highly recommend you speak with Mr. Hawkins to ensure you are taking appropriate core courses and are achieving at the necessary level.

We encourage students who are interested in participating in college athletics to not only welcome recruiting from coaches, but to contact the coaches at the individual schools in which they are interested. Students should send all pertinent information about their athletic abilities, including a letter of interest, a resume that outlines times or positions played, honors and awards, and a video (if appropriate). Talking with your PHS coach about your potential is also very necessary. You may want to ask your coaches to send videos and/or to contact coaches on your behalf. Don't procrastinate registering with NCAA!

## **NCAA Approved Core Courses**

**\*Subject to change**

### **LANGUAGE ARTS**

Comp/Lit 9\*\*  
Honors Comp/ Lit 9\*\*  
Comp/Lit 10\*\*  
Hon Comp/Lit 10\*\*  
Comp 11 \*\*  
Brit Lit\*\*  
Modern Lit\*\*  
Creative Writing\*\*  
Forensics I (Debate)\*\*  
Humanities\*\*  
Journalism\*\*  
Mythology\*\*  
Science Fiction\*\*  
Speech\*\*  
AP English Lang\*\*  
AP English Lit\*\*  
IB English 11 HL\*\*  
IB English 12 HL\*\*

### **MATHEMATICS**

Algebra 1/Math I\*\*  
Geometry/Math II\*\*  
Algebra 2/Math III\*\*  
Pre-Calculus\*\*  
Trigonometry\*\*  
AP Statistics\*\*  
AP Calculus AB\*\*  
AP Calculus BC\*\*  
CMU MATH 113\*\*  
IB Math 1 & 2 SL/HL\*\*  
IB Math Studies SL\*\*

### **SOCIAL STUDIES**

Global Studies\*\*  
U.S. History\*\*  
American Government\*\*  
Law Related Education\*\*  
Economics\*\*  
Psychology\*\*  
Sociology\*\*

World History-Middle Ages\*\*  
AP American Government\*\*  
AP Human Geography\*\*  
AP Psychology\*\*  
AP US History\*\*  
IB History of the Americas HL\*\*

### **SCIENCE**

Environmental Science\*\*  
Honors Environmental Science\*\*  
Geophysical Science\*\*  
Honors Unified Science\*\*  
Biology\*\*  
Honors Biology\*\*  
Anatomy and Physiology\*\*  
Astronomy\*\*  
Botany\*\*  
Chemistry\*\*  
Chemistry in the Community\*\*  
Physics\*\*  
River Dynamics\*\*  
Zoology\*\*  
AP Biology\*\*  
AP Environmental Science\*\*  
IB Biology 1 SL/HL\*\*  
IB Biology 2 SL/HL\*\*  
IB Enviro Systems + Society 1 & 2 SL\*\*

### **WORLD LANGUAGES**

Spanish I\*\*  
Honors Spanish I  
Spanish II\*\*  
Spanish III/ Honors II\*\*  
Spanish IV\*\*  
Spanish for Native Speakers\*\*  
French I\*\*  
French II\*\*  
Honors French I\*\*  
Honors French II\*\*  
AP Spanish Lang\*\*  
IB French 1 & 2 SL/HL\*\*  
IB Spanish 1 & 2 SL/HL\*\*  
IB Theory of Knowledge 1&2\*\*

## **POST SECONDARY OPPORTUNITIES-College Credit Opportunities for Students**

The District is pleased to offer our high school students access to advanced learning opportunities through our partnership with Colorado Mesa University (CMU) and Western Colorado Community College (WCCC) as well as selected area colleges. The recent legislation, House Bill 1319, facilitated changes in our college opportunities for high school students. In an effort to increase exposure to college courses that are in alignment with the student's future career and academic plan (the ICAP), the District is offering the following program to students who meet the set criteria.

**Concurrent Enrollment-** This program allows qualified 9<sup>th</sup>-12<sup>th</sup> grade students to enroll in college courses while attending high school.

The following conditions must be in place in order for a student to enroll concurrently in college courses at Colorado Mesa University and/or WCCC:

1. **College courses must align with the student's Individual Career and Academic Plan (ICAP)** The ICAP outlines the student's career goals and aligns his/her high school coursework with future plans. (An example is a student interested in being a Biologist might be eligible to take a college-level Biology course.) Approval to take a college-level course is given by the student's counselor and designated administrator.
2. **The student must meet the following academic criteria:**
  - 2.0 or higher cumulative GPA
  - Be on track for graduation-Students must pass 6.0 credits per year
  - SAT/ACT sub-scores of:
    - 540/23 or above in Math (for those seeking Math courses)
  - Students may use commensurate ALEKS assessment scores in lieu of the SAT/ACT scores. The ALEKS is given through CMU's Testing Center.

\*\*\*It is the student's responsibility to pay for SAT/ACT or ALEKS testing

If the above criteria have been met, then the student may be eligible to take college level courses from CMU/WCCC. Freshmen may enroll in up to four classes per year, and sophomores-seniors may take as many courses as are deemed appropriate. Many of the science classes have a mandatory lab that is a separate class, but must be taken during the same term as the science lecture course. In this case, the lecture and lab class would be counted as "one" class.

The District pays the tuition for all concurrent enrollment coursework. The student/family is responsible for books and fees. As part of the application process, students are responsible for applying for the College Opportunity Fund (COF) stipend. Successful completion of college coursework is defined as a final grade of a C or better. If a C or better is not earned, the student/family is responsible for reimbursing the District the cost of tuition for the course. To encourage all students to take advantage of concurrent enrollment opportunities, the first concurrent course that a student attempts is eligible to be financially forgiven if the student earns a grade lower than a C.

Students meeting the above criteria may choose from courses selected from the General Education Courses for Baccalaureate, Associate and Certificate degree programs. This list is very comprehensive, and many disciplines are represented. Courses (unless otherwise noted) in the list are classified as Guaranteed Transfer (GT) courses according to the Colorado Department of Higher Education (CDHE). GT courses are guaranteed to transfer among any of Colorado's public colleges and universities. While students are not limited to these GT courses, they are strongly encouraged to take GT courses. GT courses are also weighted on a 5.0 GPA scale.

The list of GT courses offered at CMU is on their [website](#).

Students and families are encouraged to plan carefully and to keep in contact with the student's counselor, as timelines do exist.

### **CMU CALCULUS GUIDELINES**

Link to the CMU Math placement guidelines to assess what is needed for Calculus I placement.

<http://www.coloradomesa.edu/mathstat/documents/MathematicsplacementprocedureACTSAT.html>

To determine Calc II placement the department does want to see the student's AP scores. CMU's AP equivalency chart shows that students who score a 3 on the Calc BC test will place into Calc. II; those who score a 4 will place into Calc III.

<http://www.coloradomesa.edu/registrar/documents/APhandout.pdf>

### **HIGH SCHOOL SCHOLARS**

In a joint venture with Colorado Mesa University and District #51, eligible students (9<sup>th</sup>-12<sup>th</sup>) can receive Colorado Mesa University (CMU) and high school credit for taking these courses. The courses are taught in the high schools by high school teachers who have met the criteria established by CMU. The student is responsible for class fees and books, but the District will pay the tuition up front. Should the student not earn a final grade of "C" or above, the student will be responsible for reimbursing the District the cost of tuition. The courses offered will be in the areas of Math, English, Science, and Social Studies. The courses offered in each building will vary based on student needs, staffing and building schedules.

## TECHNICAL SCHOLARS

This program provides qualified students the opportunity to take WCCC career & technical education courses in their high school or at WCCC and earn college credits. The courses are available to students attending WCCC as well those enrolled in specific courses at participating high schools. The courses are offered for both high school and college credit.

Students may enroll for college credit and earn credit by meeting specific course competencies outlined in each program. The school district pays the tuition for no more than two courses per semester.

Technical Scholars students are responsible for applying for the College Opportunity Fund (COF) stipend to offset their tuition.

**ASCENT PROGRAM-** This program allows students to delay official high school graduation for one year, and attend a participating college/university during their "5<sup>th</sup> year" of high school. ASCENT provides the opportunity for a student to delay their official high school graduation for one year in order to enroll at Colorado Mesa University/WCCC or a participating institution in a degree or certificate program with the tuition paid for by the school district. The credit hours for which the student is eligible to enroll is contingent upon the funding the District receives from the State.

Students must meet the following criteria in order to be eligible for the ASCENT program:

1. Meet all high school graduation requirements
2. Complete 12 college credits by the end of their senior year and/or earn qualifying scores on AP exams
3. Earn a cumulative GPA in the college courses of 2.5 or better
4. File a FAFSA (Free Application for Federal Student Aid) form
5. The college enrollment is part of the student's ICAP (Individual Career and Academic Plan). The ICAP outlines the student's career goals and aligns his/her high school coursework with future plans.
6. Agrees to delay high school graduation for one year

If the above criteria are met, the student may be eligible for the ASCENT program.

This program is funded through the State of Colorado, and **funding is not guaranteed**. The District will fund tuition at either part-time or full-time rates. It is vital that students and families understand that the ASCENT program is contingent upon state funds, and these funds are allotted each summer. Students are strongly advised to apply for admission, scholarships, and financial aid to the college(s) of their choice.

\*\*\*For further information, contact your high school counselor\*\*\*

## ADVANCED PLACEMENT

The most important factor for admittance into AP courses is STUDENT DESIRE! Other factors which can be considered are grades, test scores, teacher recommendations, and parent/guardian requests.

Student's commitment to meeting the challenge is critical to success.

Students should expect a significant amount of work outside of class.

AP classes can save students both time and money. AP classes can also give students a lead in the application pool in some of today's highly selective colleges and universities. There is a cumulative exam in May that students are encouraged to take. There is a fee for the exams, but compared to the cost of tuition, the cost is minimal! Colleges and universities award credits based on these AP test scores. This can save a student money for and potentially shorten his/her college career. In addition, many studies have indicated that students who take AP courses typically perform better in college and graduate from college at a higher percentage rate than those who do not. AP classes are designed to prepare you for college courses.

**The following AP courses may be offered:**

AP United States History	AP United States Government	AP Psychology
AP Human Geography	AP Environmental Science	AP Calculus AB
AP English Language	AP English Literature	AP Calculus BC
AP Spanish Language	AP Computer Sci Principles	AP Statistics

## SPECIAL EDUCATION SERVICES

The special education department at Palisade High School has designed a continuum of services to meet the varying needs of students with all types of disabilities. We believe that students should be in the general education program whenever they can benefit from the instruction or the interaction with their peers. Students will follow one of the multiple pathways to graduation that has been established by the board. The student's multi-disciplinary team will determine which pathway is appropriate through the individual education planning process.

There are a variety of services at varying intensities that are available to students. The following is a list of some of the possible services:

- ✓ The staff may work with the student's teachers to modify, accommodate, and structure assignments to make them more accessible to the student.
- ✓ The staff may provide support in the completion of assignments, organization of the student's work and studying for exams during a structured study time. This is usually

limited to one 45 minute time period of the day.

- ✓ The staff may provide instruction at the student's level in the content areas of social studies and science.
- ✓ The staff may provide assistance in dealing with stress, or conflict resolution with peers or staff.
- ✓ The staff may provide instruction in the areas of functional academics, recreation and leisure, communication skills, personal living, vocational and motor skills.
- ✓ Students with disabilities may participate in a vocational program through electives at PHS, the Career Center, Western Colorado Community College, or on-the-job training.

Students receiving services through the Special Education Program have a Case Manager who works closely with the students and their families regarding the student's Individualized Education Program (IEP). Many students have a Study Skills period each day that provides additional time to complete academic work as well as to have access to a resource teacher. Families can contact their student's Case Manager through ParentVue by clicking on the name of the teacher listed as "PB Support".



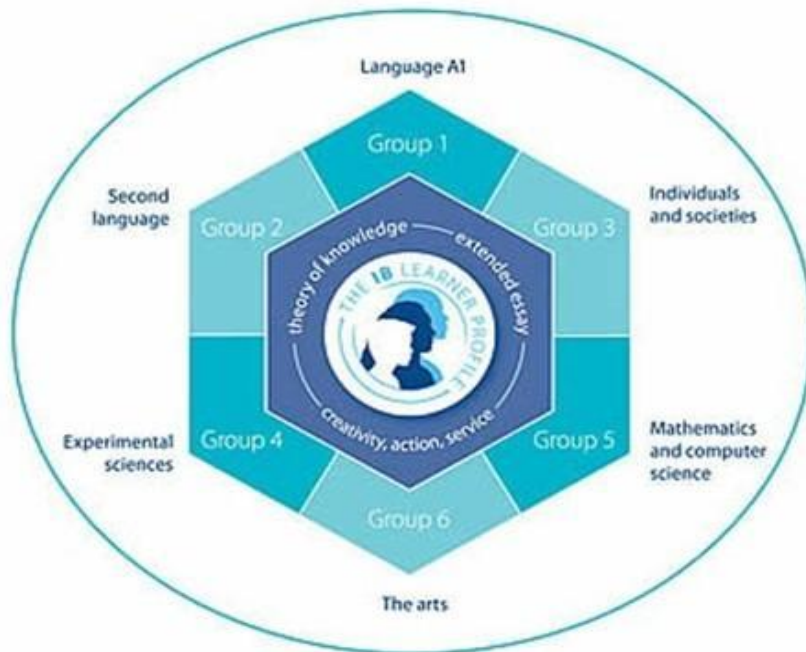
# THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IB)

## What is the IB Programme?

The International Baccalaureate (IB) program was founded in 1967 to provide a rigorous, well-rounded education for students throughout the world, enabling them to qualify for university study no matter where they had pursued their high school education. The program is a rigorous pre-university course of study that meets the needs of highly motivated secondary school students. IB prepares students for adulthood by enhancing skills in creativity, critical thinking, technology, and international understanding. Students who graduate from the IB programme are well prepared for college coursework. The IB Diploma Programme is offered during grades 11 and 12, with students completing pre-IB course work in grades 9 and 10.

Students submit applications to the IB Programme in the spring semester of eighth grade. While there is a cohort of students in the IB Programme, all Palisade students benefit from the intense and rigorous training our teachers have undergone, making Palisade a school focused on fostering kind, caring and globally aware citizens!

## IB CURRICULUM



# CAREERWISE APPRENTICESHIP PROGRAM



## Youth Apprenticeships – Education for the Future!

Mesa County Valley School District 51 is excited to be in a partnership with CareerWise, a non-profit organization that is creating a unique pathway for Colorado high school students. This Youth Apprenticeship Program generates options for career exploration and allows students to take advantage of the many opportunities that come after graduation. Youth apprenticeships benefit our students in many ways. Students get to spend part of their days in a real work environment, learning skills that they can carry with them throughout life!

Apprentices get paid to learn! Students in the apprenticeship program receive a training wage for the hours they spend on the job site, learning technical and career readiness skills. This equates to almost \$30,000 over the course of the three-year program – what a great college savings plan!

Apprentices can earn high school and college credits through this program. While students are expected to take the core courses they need for graduation through their home high school, they also receive elective credit for the hours they spend at work, allowing them to graduate on time with their peers. Students are expected to meet college-ready benchmarks to take these courses through our Concurrent program, and the school district and employer will pick up the bill. The college credit options vary with internship sites.

The best part is that this program empowers students to make choices and plan for their future. So many students are lost when it comes to what happens after graduation. This program gives students a chance to explore an industry of their interest, and the many career pathways that industry offers. Students come out of this program with a full resume of work experience and connections with adult mentors who can help them network if they want to look at other high-paying job options. Students may also be offered full-time employment at the end of their apprenticeship, and can choose to stay with the company. Students can pursue a college degree with the jumpstart they have on college coursework. Students can do both! They can continue to work part-time, and go to college part-time. Students can choose to work for a few years, and then go back to college for career advancement. Employers who see potential may even be willing to pay for students to go get an advanced degree in their career field, because it grows the student (their employee) and it creates growth and innovation for their company. It's really a win-win!

The CareerWise application window is from December-late February. To learn more, students and families should talk to their student's counselor to see if being an apprentice makes sense for a student's career and college path. We are targeting growing Colorado industries: Technology, Finance, Advanced Manufacturing, Healthcare, and Business Operations. If interested, make sure you let your counselor know. Counselors will put students on the applicant list, and will be offering information sessions and application support. Visit [www.careerwisecolorado.org](http://www.careerwisecolorado.org) to see what it's all about!

## Career Clusters

Students are encouraged to plan their high school courses based on career areas of interest, or career clusters. The following pages show the career clusters recognized through the Colorado Career and Technical Education (CTE) office, and are the basis for the career-cluster graduation plans available in Naviance.

[http://www.coloradostateplan.com/default\\_cluster.htm](http://www.coloradostateplan.com/default_cluster.htm)



\*Organized by Industry Sector www.cccs.edu Prepared December 14, 2007

Plan for your future! As you complete your four years at Palisade High School, make school relevant. Complete all of your required coursework for graduation. If you plan on attending college, make sure you meet the college entrance requirements by earning an additional credit in math, one credit in a world language, and two credits of academic electives. Also, take electives that will directly help prepare you for the career of your choice!

## GRADUATION REQUIREMENTS FOR DISTRICT #51 STUDENTS

### ❖ MCVSD #51 Graduation Requirements

<b>Language Arts</b>	<b>4 Credits</b>
<b>Science</b>	<b>3 Credits</b>
<b>Math</b>	<b>3 Credits</b>
<b>Social Studies</b>	<b>3 Credits</b>
<b>PE &amp; Personal Fitness</b>	<b>1 Credit</b>
<b>Computers</b>	<b>.5 Credit</b>
<b>Fine Arts</b>	<b>.5 Credit</b>
<b>Electives*</b>	<b><u>10 Credits</u></b>

**25 Total Credits**

*\*Must meet the financial literacy requirement as one of your electives by taking Personal Finance, Economics, or Life Management.*

### ❖ Colorado Four-Year College Entrance Minimum Requirements

<b>Math</b>	<b>4 Credits (Math 1 and higher)</b>
<b>World Language</b>	<b>1 Credit</b>
<b>Academic Electives</b>	<b>2 Credits</b>

### ❖ NCAA Requirements

In an effort to help our students connect their high school coursework with future career plans, we have grouped classes under the most relevant career clusters. Students are highly encouraged to select courses related to their future plans!

## HEALTH SCIENCES & PUBLIC SAFETY

### Suggested Electives for **Health Sciences & Public Safety**

- |                                  |                              |
|----------------------------------|------------------------------|
| ✓ Anatomy & Physiology           | ✓ Life Management            |
| ✓ CMU Biology 101 & Lab          | ✓ IB Biology                 |
| ✓ Child & Adolescent Development | ✓ IB Chemistry               |
| ✓ Law Related Ed                 | ✓ Healthcare-Career Center   |
| ✓ Psychology                     | ✓ Medical Preparation - WCCC |
| ✓ Sociology                      |                              |

*\*\*Suggested electives are not always offered each year at PHS, please check with your counselor if you have questions*

## **AGRICULTURE, FOOD, & NATURAL RESOURCES**

### Suggested Electives for **Agriculture, Food, & Natural Resources**

- |                            |                                   |
|----------------------------|-----------------------------------|
| ✓ Anatomy & Physiology     | ✓ Accounting I                    |
| ✓ Astronomy                | ✓ Culinary Nutrition              |
| ✓ Botany                   | ✓ Pro Start                       |
| ✓ Chemistry                | ✓ Culinary Arts-Career Center     |
| ✓ Physics                  | ✓ Horticulture-Career Center      |
| ✓ River Dynamics           | ✓ Small Animal Care-Career Center |
| ✓ Zoology                  | ✓ Culinary Arts-WCCC              |
| ✓ AP Environmental Science | ✓ Medical Prep/Vet-WCCC           |
| ✓ IB Environmental Systems |                                   |
| ✓ Business Math            |                                   |

*\*\*Suggested electives are not always offered each year at PHS, please check with your counselor if you have questions.*

## **STEM, ARTS, DESIGN & INFORMATION TECHNOLOGY**

### Suggested Electives for **STEM, Arts, Design & Information Technology**

- |                    |                                  |
|--------------------|----------------------------------|
| ✓ Physics          | ✓ Journalism                     |
| ✓ 3-D Design       | ✓ Yearbook                       |
| ✓ Art I            | ✓ Coding I & II                  |
| ✓ Art II           | ✓ Computer Science Foundations   |
| ✓ Drawing/Painting | ✓ Web Design                     |
| ✓ Draw & Paint II  | ✓ AP Computer Science Principles |
| ✓ Printmaking      | ✓ Computer Tech-Career Center    |
| ✓ Play Production  | ✓ Computer Networking Tech- WCCC |
| ✓ Theater Arts     | ✓ Digital Design – WCCC          |
| ✓ IB Art           | ✓ Machining Tech-WCCC            |
| ✓ IB Film          | ✓ Marketing Education – WCCC     |
| ✓ Creative Writing | ✓ STEM Discovery-WCC             |

*\*\*Suggested electives are not always offered each year at PHS, please check with your counselor if you have questions*

## ***BUSINESS & PUBLIC ADMINISTRATION***

### **Suggested Electives for *Business & Public Administration***

- ✓ Accounting I
- ✓ AP Statistics
- ✓ IB Business
- ✓ Business Leadership
- ✓ Business Work Experience
- ✓ Personal Finance
- ✓ Web Design
- ✓ IB Business & Management
- ✓ Economics
- ✓ Marketing Education - WCCC

*\*\*Suggested electives are not always offered each year at PHS, please check with your counselor if you have questions.*

## ***HOSPITALITY, HUMAN SERVICES, & EDUCATION***

### **Suggested Electives for *Hospitality, Human Services, & Education***

- ✓ Psychology
- ✓ Humanities
- ✓ Child & Adolescent Development
- ✓ International Cuisine
- ✓ Life Management
- ✓ Relationships
- ✓ Pro-Start
- ✓ Pro-Start II
- ✓ Accounting
- ✓ Business Math
- ✓ Personal Finance
- ✓ Business Work Experience
- ✓ Culinary Arts-Career Center
- ✓ Early Childhood-Career Center
- ✓ Culinary Arts-WCCC
- ✓ Digital Design – WCCC
- ✓ Marketing Education-WCCC

*\*\*Suggested electives are not always offered each year at PHS, please check with your counselor if you have questions.*

## ***SKILLED TRADES & TECHNICAL SCIENCES***

### **Suggested Electives for *Skilled Trades & Technical Sciences***

- ✓ 3-D Design
- ✓ Art I
- ✓ Art II
- ✓ Advanced Art
- ✓ Ceramics

- ✓ Ceramics II
- ✓ Drawing/Painting
- ✓ Draw & Paint II
- ✓ Printmaking
- ✓ Physics
- ✓ Carpentry I
- ✓ Carpentry II
- ✓ Construction Tech
- ✓ Construction-Career Center
- ✓ Horticulture-Career Center
- ✓ Small Animal -Career Center
- ✓ Digital Design – WCCC
- ✓ Electrical Technology- WCCC
- ✓ Machining Tech – WCCC
- ✓ STEM Discovery– WCCC
- ✓ Transportation Services – WCCC
- ✓ Welding Technology – WCCC

*\*\*Suggested electives are not always offered each year at PHS, please check with your counselor if you have questions.*

## CAREER CENTER

The Career Center is 1 of 8 dedicated Career Technical Education (CTE) Schools in Colorado. Career Center has 9 Colorado CTE approved programs providing hands-on learning opportunities to all D51 students focusing on Colorado Career Clusters. The student can earn elective and/or academic credits towards graduation while learning the vocational and employability skills needed to be successful in the 21<sup>st</sup> Century workforce.

Mod 1: 8:20-10:05AM

Mod 2: 10:08-11:55AM

Mod 3: 1:05-2:50PM

Academic instruction, which includes NCRC (National Career Readiness Certification), is an integral part of every CTE program. One of Career Center's goals is for every student to achieve competencies in Workplace Documents, Graphic Literacy and Applied Mathematics. Advanced students may be eligible for college credits, industry certifications, and internships.

The Career Center works closely with each home school and provides transportation between campuses. The Career Center should be viewed as an extension of the high school campus by offering technical training to students in a lab setting.

Compact Engines	Companion Animal Care
Construction Technology	Culinary Arts Prep/Culinary Arts Restaurant
Early Childcare	Health Science (Nurse Aid)
Horticulture	

**COMPACT ENGINES I**

3 credits/year

Location: Career Center

Provides students with safety instruction in compact engine repair and preventative maintenance. Students also learn the operation and theory of 2-stroke and 4-stroke engines as well as instruction on the proper methods on engine diagnosis, repair and engine overhaul. Additional coursework includes instruction on basic electrical theory, magnetism, basic circuitry, circuit testing, starting systems diagnosis and repair charging systems diagnosis and repair and ignition systems diagnosis and repair.

**COMPACT ENGINES II**

3 credits/year

Location: Career Center

Compact Engine Technology II includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of compact engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide hands-on and practical application for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and compact engine overhauls.

**COMPANION ANIMAL CARE I & II**

3 credits/year

Location: Career Center

Students will develop knowledge, skills and understanding in the biological processes and physiological systems found in livestock and companion animal species including anatomy and physiology, growth and development, muscular and skeletal systems, integumentary system, respiratory and circulatory systems, nervous system, lymphatic and endocrine systems and excretory system. The scientific processes of observation, hypothesizing, data gathering, interpretation, analysis and application will be included. Career opportunities and educational preparation will be examined. Learning activities are varied with classroom, laboratory and field experiences will be included.

**CONSTRUCTION TECHNOLOGY I**

3 credits/year

Location: Career Center

This is the foundation course to basic residential construction. Students will demonstrate competencies that are nationally recognized by the construction industry. Students will learn and practice structural framing of floors, walls, ceilings, and roofs. This course also includes the use of basic construction tools and machinery, applied math, and an introduction to blueprint reading..

**CONSTRUCTION TECHNOLOGY II**

3 credits/year

Location: Career Center

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians or supervisors, or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

**CULINARY ARTS I-PREP**

4 credits/year

Location: Career Center

This course is designed to introduce students to a variety of culinary skills and food preparation. Through instruction and culinary lab practice, this class will provide an opportunity for students to learn food preparation and demonstrate food safety. Some topics include introductory culinary skills and preparation of items such as quick breads, yeast breads, and eggs; as well as meal and menu



planning, nutrition, and food borne illnesses. Students will be able to: Demonstrate the correct procedures' and techniques in introductory culinary labs, analyze nutritional guidelines and plan menus that are nutritionally balanced, and demonstrate food safety standards.

### **CULINARY ARTS I-RESTAURANT**

Location: Career Center

4 credits/year

Culinary Arts/Food Production incorporates a student-run restaurant open to the public focusing on operation, food preparation, customer service, front/back of the house experiences, food safety, and management.

### **EARLY CHILDCARE PROFESSIONS**

Location: Career Center

3 credits/year

The first half of a two semester long course designed to provide students with an overview of the profession within Early Childhood Education (PreK-3). Experiences with various early childhood education professionals(PreK-3) will enhance the understanding of classroom planning, licensure requirements and career opportunities within the early childhood community(PreK-3)emphasized. Students will have the opportunity to gain necessary State of Colorado certificates for volunteering/working in an early childhood center. This course includes a minimum of 14 volunteer hours in a preschool/childcare setting. The second half of a two semester long course designed to provide students with an overview of profession within Early Childhood Education (PreK-3). Experiences with various early childhood education professionals(PreK-3) will enhance the understanding of classroom planning, licensure requirements and career opportunities within the early childhood community(PreK-3)emphasized. Students will have the opportunity to gain necessary State of Colorado certificates for volunteering/working in an early childhood center. This course includes a minimum of 14 volunteer hours in a preschool/childcare setting.

### **HEALTH SCIENCE I**

Location: Career Center

3 credits/year

This two-semester introductory Health Science course provides an overview of the challenging environments and occupation is the healthcare field. This course introduces students to the five pathways that make up the health science cluster (Diagnostic, Therapeutic, and Support Services, Health Informatics, Biotechnology Research and Development). In addition, students are provided a hands-on application of the foundational skills/ knowledge including health maintenance, employability skills, teamwork, healthcare systems, communications, and legal issues in healthcare. This course includes preparation for Basic Life Support for Healthcare Providers certification.

### **HEALTH SCIENCE II**

Location: Career Center

3 credits/year

This course will be taken over two semesters and prepares students for Nursing Assistant certification. For students with a foundation in health science theory and skills, Nursing Assistant equips them to become capable employees with multiple proficiencies. Content areas are aligned with National Healthcare Foundation Standards and Accountability Criteria. Content includes: The Health Assistant, Rehabilitation and Restorative Care, Body Mechanics, The Surgical Patients, Admissions, Transfers, Discharges, Specimen Collection and Testing, Special Populations, Patient Comfort, Electrocardiography, and Nutrition and Elimination. In addition to the Nurse Assistant curriculum, this course covers CPR/First Aid, AED, vital signs, medical terminology, and includes hands-on lab time.

### **HORTICULTURE**

Location: Career Center

3 credits/year

This course is designed to introduce students to the horticulture industry. Major units of instruction include horticulture research, horticultural careers, plant anatomy, seed germination, plant propagation, growing media, pest management, hydroponics, identifying horticultural plants, soil science, growing greenhouse crops. Improving industry standard workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## **HORTICULTURE II**

3 credits/year

Location: Career Center

This course is a two semester class in which students will learn about the production, arrangement, and retailing of flowers. Classification and identification of common plants used in the floral industry will be taught. The class will include numerous labs where fresh, silk, and dried flowers are used to design corsages, wedding bouquets, table flower arrangements, and seasonal holiday decorations. The course will also highlight developing communication skills, business principles, and leadership skills in the floriculture industry. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## CAREER CENTER CREDIT MATRIX FOR 2022-23

This matrix is credit earned over the course of an entire year.

### Culinary Arts

Culinary Arts 1	Elective - ZE	1.0
Life Science	Life Science	1.0
Physical Science	Physical Sci	1.0
Math Elective	Math	1.0
Culinary Arts 2	Elective	3.0
Level 3 = WBL Culinary Arts (can also be added for Culinary Arts 2 PM students)		

### Health Science (Nurse Aide)

Health Science 1	Elective - ZE	1.0
Life Science	Life Science	1.0
Math Elective	Math	1.0
Health Science 2	Elective - ZE	3.0
Level 3 = Health Science Clinical Internship		

### Construction Technologies

Construction Tech 1	Elective - ZE	2.0
Math Elective	Math	1.0
Construction Tech 2	Elective - ZE	2.0
Math Elective	Math	1.0
Level 3 = WBL Construction Pathways		

### Companion Animal Care

Companion Animal Care 1	Elective - ZE	1.0
Life Science	Life Science	1.0
Math Elective	Math	1.0
Companion Animal Care 2	Elective - ZE	3.0
Level 3 = WBL Animal Care		

### Early Childcare

Early Childcare 1	Elective - ZE	2.0
Math Elective	Math	.50
Language Elective	Lang	.50
Early Childcare 2	Elective	3.0
Level 3 = WBL Early Childcare		

### Compact Engines

Small Engine 1	Elective - ZE	1.0
Physical Science	Physical Sci	1.0
Math Elective	Math	1.0
Small Engine 2	Elective - ZE	2.0
Math Elective	Math	1.0
Level 3 = WBL Transportation Pathways		

### Horticulture

Horticulture 1	Elective - ZE	1.0
Life Science	Life Science	1.0
Math Elective	Math	1.0
Horticulture 2	Elective - ZE	3.0
Level 3 = WBL in Horticulture		

# **WESTERN COLORADO COMMUNITY COLLEGE**

The following technical education programs are coordinated through the Western Colorado Community College (WCCC) for the benefit of the students in Mesa County Valley School District # 51, Colorado Mesa University and the community. Bus transportation is available from the area high schools to the technical education programs.

## **THE TECHNICAL EDUCATION ADVANTAGE**

All WCCC programs offer equal enrollment opportunities for both males and females

Study and skills training in technical education courses can achieve

- Specific occupational skills
- Employment skills
- Preparation for direct entry into work after high school with increased occupational choices and opportunities for career growth
- Preparation and pathways to post-secondary two or four-year programs at the college or university level with some programs offering transferable college credits
- Improved options for employment to earn money for continued education
- High school credit and opportunities for college credit (college credit available in some programs)

## **ENROLLMENT AND REGISTRATION**

High school students who want to enroll in a technical program at WCCC may do so through their high school counselor. Students are required to complete a WCCC application (available in high school counseling offices or at WCCC) and arrange for an interview with the WCCC program instructor by contacting WCCC student services at 255-2670. The student, or their high school counselor, will be notified of acceptance into the WCCC program. Priority for program enrollment is given to current or continuing students with satisfactory program performance and to seniors and juniors. All programs are year-long.

Class times: WCCC Mod 1 = Periods 1-4

WCCC Mod 2 = Periods 3-6

WCCC Mod 3 = Periods 5-8

## **WCCC CREDIT CROSSWALK**

We are pleased to share that students may earn credit for some core classes through some of the WCCC programs! The following chart illustrates the types of high school credit students may earn at WCCC. Students have the opportunity to earn CMU credits through all programs.

## **WCCC Programs**

### **Agriculture Science**

Students get hands-on experience focusing on animal science and crop/soil science, and learn about the impact of agriculture on a world scale. Coursework focuses on stewardship and stockmanship, preparing students for careers within the agricultural industry. This a two (2) semester program and can be completed in one (1) school year.

Students who complete Agriculture Science build a foundation for careers in:

- Animal Science
- Crop Science
- Livestock Operations
- Horticulture Operations
- Environmental Education

### **Allied Health-Nurse Aide (CNA)**

Students learn medical terminology, the role of health care professionals, infection control, personal care and basic nursing skills, and earn their Technical Certificate in Nurse Aide, preparing them for the state certification exam. This is a two (2) semester program and can be completed in one (1) school year.

Students who complete the Allied Health: CNA program build a foundation for careers in:

- Physical or Occupational Therapy
- Nursing
- Physician's Assistant
- Pre-Med

### **Allied Health-Emergency Medical Responder (EMR)**

Students learn medical terminology, ethics, first aid, CPR and other skills that build a foundation for a career as an EMT, Paramedic, or other medical professions. Students are prepared to sit for the National Registry of Emergency Medical Technicians (NREMT) EMR certification exam. This is a two (2) semester program and can be completed in one (1) school year.

Students who complete the Allied Health: EMR program build a foundation for careers in:

- EMT
- Paramedic
- Wildland Fire Management/Fire Science
- Law Enforcement
- Military
- Sports Medicine
- Physical Therapy
- Nursing
- Physician

## **Allied Health-Animal Career Prep**

Students learn about animal science, discuss ethics, and gain valuable knowledge about different types of animals, preparing students for further education and careers within the agriculture and veterinary fields. This is a two (2) semester program and can be completed in one (1) school year.

Students who complete Allied Health: Animal Career Prep build a foundation for careers in:

- Veterinary Technician
- Veterinary Technologist
- Agriculture (Animal Science)
- Veterinarian
- Animal Research

## **Allied Health-Medical Office Assistant**

- Prepare to work in different types of doctor's offices (family practice, pediatrics, orthopedics, neurology, dermatology, etc).
- Train in both administrative (scheduling, answering phones, completing insurance forms, assigning CPT and ICD-10 codes) and clinical (vital signs, assisting providers, setting up for procedures, performing electrocardiograms, injections and drawing blood).
- There are many local job opportunities for MOAs and this certification is a great stepping stone for other health science programs.

## **Architectural CAD (Computer Aided Design)**

- Learn computer aided design skills with AutoCAD.
- Learn to design and create residential and commercial construction documents, which include: site plan, floor plan, exterior elevations, foundation plan, floor framing plan, roof framing plan, and building sections.
- Explore design strategies and Architectural Theory.
- Earn an Architectural Drafting, Manufacturing Technology Technical Certificate

## **Construction Technology**

- Understand the value of construction safety.
- Learn the basics of construction plan reading.
- Acquire a general knowledge of construction materials and their integrated systems.
- Be introduced to building codes and regulations.

## **Culinary Arts**

Students learn about kitchen safety, as well as how to prepare different types of foods. Second year students can earn their Technical Certificate in Food Preparation. Students will prepare and sit for the industry recognized ServSafe certification exam. There are four (4) semesters of course material available, and students may choose to take one (1) or two (2) school years worth of coursework. Students who participate in Culinary Arts build a foundation for careers in:

- Chef
- Line Cook
- Nutritionist
- Purchasing Manager
- Restaurant Management

## **Digital Filmmaking**

In addition to leadership and team building skills, students who complete this class will learn about script writing, drawing and storyboarding, pre-visualization and graphic design, 3D modeling and layout, video production, and special effects. There are four (4) semesters of course material available, and students may choose to take one (1) or two (2) school years worth of coursework. Students completing 2 years in this program can earn Technical Certificates in Digital Filmmaking: Production Design Elements and Digital Filmmaking: Writing/Directing Elements. Students who participate in Digital Filmmaking build a foundation for careers in:

- Directing and Producing
- Screenwriting
- Motion Picture Editing
- Advertising
- Social Media Video Production

## **Early Childhood Education**

The Early Childhood Education program provides students with a foundation for working with children (birth to age eight) including Kindergarten to 2nd grade, in a variety of educational settings which includes hands on experience in local classrooms. Students will gain knowledge of child development, health and safety, along with practical skills in curriculum planning, preparing classroom environments, observation, assessment, and guidance strategies.

The Early Childhood Education program provides students with a foundation for working with children (birth to age eight) including Kindergarten to 2nd grade, in a variety of educational settings which includes hands on experience in local classrooms. Students will gain knowledge of child development, health and safety, along with practical skills in curriculum planning, preparing classroom environments, observation, assessment, and guidance strategies.

## **Electrical Technology**

Students will learn about building materials, estimating, planning and scheduling, installations, codes, safety, tools, calculations, and print reading. This is a two (2) semester program that is designed to be completed in one (1) school year.

Students who participate in Electrical Technology build a foundation for careers in:

- Electrician
- Electrical Installer
- Electric Linework
- Construction
- Construction Management

## **Information & Communication Technology**

Students will learn about the internet of things, and gain exposure to national and international industry certifications including Cisco, A+/N+, CET and Convergence Technology. There are four (4) semesters of course material available, and students may choose to take one (1) or two (2) school years worth of coursework. Upon completion of coursework, students will have several professional Cisco course certificates to add to their resume. Students who participate in Information and Communication Technology build a foundation for careers in:

- Help Desk Technician
- Computer Systems Technician
- Network Technologies Technician

## **Machining Technology**

Students who take this set of courses will gain industry competencies that are in demand for a wide range of manufacturing careers. Skills taught are blueprint reading, geometric dimensioning and tolerancing, general machining, CNC machining, process planning, computer aided drafting, and more. There are four (4) semesters of course material available, and students may choose to take one (1) or two (2) school years worth of coursework. Upon completion of 2 years, students can earn a Technical Certificate in Machining: Entry Level Machining.

Students who participate in Machining Technology build a foundation for careers in:

- Machining
- CNC operations and programming
- Manufacturing Engineer and Technician
- Quality Control
- Engineering

## **Marketing Education**

Students learn marketing, business management, and finance in 22 different areas including: sports and entertainment, restaurant management, advertising and multimedia, fashion and merchandising, and hospitality and hotel management. There are four (4) semesters of course material available, and students may choose to take one (1) or two (2) school years worth of coursework. Second year students can earn a Technical Certificate in Applied Business: Business Foundations.

Students who participate in Marketing Education build a foundation for careers in:

- Business Owner
- Business Administration and Management
- Advertising, Sales, Merchandising and Marketing
- Travel and Tourism Management
- Sports Management

## **Mechatronics**

- Learn about the use of automation in factories, industry, and everyday life.
- Learn how to build electrical circuits, write programs and design mechanical systems by designing your own automated system.
- Learn about the interface of electronics and mechanical devices.
- Prepare for a job involving the installation, repair and maintenance of electrical and mechanical systems.



## **STEM Discovery**

Science, Technology, Engineering, and Math (STEM) are important elements in several of our country's economic sectors. Students will learn about chemistry and physics, use computer-based tools for modeling, simulation, design, computer machining and print reading, computer aided drafting, applied mathematics, and more. There are two tracks that a student may choose in STEM: Mechanical CAD and Architectural CAD. Both tracks are each two (2) semesters worth of course material, and could be completed within one school year (per track). Those who participate in the Mechanical CAD track can earn a Technical Certificate in Mechanical Drafting, and may prepare and sit for the Autodesk Certification Exam. The Mechanical CAD track prepares students for a second year in an entry-level engineering track, laying a foundation for students who are planning for careers in engineering.

Students who participate in STEM build a foundation for careers in:

- Engineering
- Manufacturing
- Product Design
- Industrial Design
- Architecture
- Medical Industry

## **Transportation Services Technology**

Students learn the fundamentals of electronics, starters, ignition and charging systems, and cooling and heating systems. There are four (4) semesters of course material available, and students may choose to take one (1) or two (2) school years worth of coursework. Second year learners will complete the program having earned two Technical Certificates: Light Duty Automotive Foundations I and II. Students also prepare and sit for Automotive Service Excellence exams.

Students who participate in Transportation Services Technology will build a foundation for careers in:

- Automotive Technician
- Parts and Services Representative
- Automotive Service Manager
- Boat and Small Engine Mechanic
- Diesel Technician

## **Welding Technology**

Students become proficient at Stick, MIG, TIG, Flux-cored arc welding, as well as Oxyacetylene cutting and welding, and Plasma arc cutting. In addition, students will gain understanding of layout, fabrication and applied math concepts. There are four (4) semesters of course material available, and students may choose to take one (1) or two (2) school years worth of coursework. Second year students can earn a Technical Certificate: Basic Welder.

Students who participate in Welding Technology will build a foundation for careers in:

- Welding
- Fabrication
- Quality Control

Click [here](#) for the High School Tech Scholars Credit Matrix that is included in the CTE Student Handbook.

## **ART**

3-D Design  
Advanced Art  
Art I  
Art II  
Ceramics  
Draw & Paint  
Graphic Design  
Photography  
Printmaking  
IB Visual Art

## **BUSINESS**

Computer Sci Exploration  
Coding  
Web Design  
Accounting Principles  
Business Leadership  
Business Math  
Business Work Experience  
Personal Finance  
IB Business Management

## **FAMILY AND CONSUMER SCIENCES**

Child & Adolescent Development  
Culinary Essentials  
Culinary Nutrition  
Food Science I & II  
Life Management  
Relationships

## **LANGUAGE ARTS**

Literacy Lab  
Comp/Lit 9\*\*  
Honors Comp/ Lit 9\*\*  
Comp/Lit 10\*\*  
Hon Comp/Lit 10\*\*  
Comp 11 \*\*  
Brit Lit\*\*  
Modern Lit\*\*  
AP English Lang\*\*  
AP English Lit\*\*  
Humanities\*\*  
Theater Arts I & II  
Play Production  
Acting  
Advanced Acting  
Creative Writing\*\*  
Forensics  
Mythology  
Newspaper  
Science Fiction  
Yearbook  
Forensics I (Debate)\*\*  
IB English 11 HL\*\*  
IB English 12 HL\*\*

## **MATHEMATICS**

Algebra 1  
Geometry  
Algebra 2

Pre-Calculus\*\*  
Pre-College Algebra  
Statistics\*\*  
AP Statistics\*\*  
AP Calculus AB\*\*  
AP Calculus BC\*\*  
IB Math 1 & 2 SL/HL\*\*  
IB Math Studies SL\*\*  
CMU MATH 113 College Algebra

## **PERFORMING ARTS**

Acting I (Beginning)  
Acting II (Advanced)  
Advanced Women's Choir  
Beginning Women's Choir  
Film Studies 1 & 2  
Intermediate Women's Choir  
Jazz Band  
Jazz/Show Choir  
Marching Band  
Men's Choir  
Orchestra  
Play Productions  
Symphonic Band  
Theater Arts I & II  
Winds Ensemble  
IB Film  
IB Music

## **PHYSICAL EDUCATION**

Dance  
Lifetime Activities  
PE I or PE II  
Personal Fitness & Wellness  
Team Train  
Weights  
Yoga

## **SCIENCE**

Environmental Science  
Biology\*\*  
Honors Biology\*\*  
Anatomy and Physiology\*\*  
Astronomy\*\*  
Botany\*\*  
Chemistry\*\*  
Chemistry in the Community\*\*  
Physics\*\*  
River Dynamics\*\*  
Zoology\*\*  
IB Biology  
IB Enviro Systems + Society 1 & 2 SL

## **SOCIAL STUDIES**

Global Studies\*\*  
U.S. History\*\*  
American Government\*\*  
Economics\*\*  
Psychology\*\*  
Sociology  
World History-20th Cent

World History Middle Ages  
AP Human Geography\*\*  
AP US History\*\*  
AP Psychology\*\*  
IB History of the Americas HL\*\*

## **TECHNOLOGY EDUCATION**

Principles of Construction  
Woodworking Tech A & B

## **WORLD LANGUAGES**

Spanish I\*\*  
Spanish II\*\*  
Honors Spanish I  
Spanish III/ Honors II\*\*  
Spanish IV\*\*  
Spanish for Native Speakers\*\*  
AP Spanish Language\*\*  
French I & II\*\*  
Honors French I & II\*\*  
IB French 1 SL/HL\*\*  
IB Spanish 1 & 2 SL/HL\*\*  
IB Theory of Knowledge 1&2\*\*

## **CAREER CENTER**

Compact Engines  
Companion Animal Care  
Construction Technology  
Culinary Arts  
Early Childcare Professions  
Health Science  
Horticulture

## **WCCC**

Agriculture Science  
Allied Health-CNA, EMR, Animal Prep,  
Med Office Assistant  
Construction Technology  
Culinary Arts  
Digital Filmmaking  
Early Childhood Education  
Electrical Technology  
Information & Communication Tech  
Machining Tech  
Marketing Education  
Mechatronics  
STEM Discovery  
Architectural CAD  
Transportation Services Technology  
Welding Technology

## **Other Credit Options**

Career Internship  
Peer Tutor  
Student Government  
Teacher Aide  
Youth Apprenticeship  
Work Experience

# ENGLISH LANGUAGE ARTS

## COURSE LEVEL 9

### Composition/Literature 9 & Composition

#### *1.0 Credit*

This two-term course serves as an introduction to high school language arts instruction. In ninth grade, the learning of reading, writing, thinking, speaking, listening and researching focuses on the concepts of **perspective and connections**. Within this overarching theme, students will explore a variety of texts and genres through close reading and will write narrative, argumentative and informative texts. Students will compare and contrast texts and media that connect cultural and world views while focusing on complex characters and parallel plots, manipulated time, and flashbacks. They will make connections between their own lives and the lives of those they read. They will continue to develop their understanding of rhetoric through their reading, writing, and dialoguing. Students will develop speaking skills through effective preparation techniques and develop critical listening skills. Students will continue to research authentic questions so they can orally articulate a claim supported by evidence while differentiating between primary and secondary document sources. They will continue to develop and monitor their own reading, writing, and thinking processes as they read self-chosen texts, write about self-chosen topics, and think about their thinking.

### HONORS COMPOSITION/LITERATURE 9

#### *1.0 Credit*

#### GRADE 9

This two-term course is designed for the student willing to exert extra effort in the mastery of literature, writing, discussion, and grammar skills. In addition to the core curriculum designed for Composition/Literature 9, students will engage in an intense vocabulary program based on SAT word pools and will study literature selections that are more difficult and abstract. Discussion of literature will emphasize the seminar approach and enhance critical thinking skills. The students will write in narrative, descriptive, comparative/contrasting, and persuasive modes.

### Literacy Lab:

#### *.5 Credit each term*

#### *Prerequisites: Teacher Recommendation*

This course is designed for students who have not attained proficiency in language arts. Extra time and assistance will be provided for students to improve skills. In this class, students read

and respond to a variety of literary forms. The course establishes language arts standards and expectations for basic high school proficiencies with emphasis on improving a student's reading and writing. Library, technology and study skills, as well as vocabulary study, are also included.

## **COURSE LEVEL 10**

### **Composition/Literature 10:**

*1.0 Credit*

*Prerequisite: Successful Completion of Level 9 Core Requirement*

This is a two-term course designed with a thematic approach to literature and writing for students who have successfully completed core 9 requirements. In tenth grade, the learning of reading, writing, thinking, speaking, listening and researching focuses on the concepts of The American Dream. Within this overarching theme, students will explore a variety of texts and genres through close reading and will write narrative, argumentative and informative texts. Students will compare and contrast texts and media that connect traditional, classical and contemporary themes while focusing on comparing the impact of artistic mediums, thematic or historical contexts. They will make connections between their own lives and the lives of those they read. They will continue to develop their understanding of rhetoric through their reading, writing, and dialoguing. Students will develop speaking skills through continued rehearsal techniques and will perform a formal speech. Students will continue to research authentic questions so they can orally articulate a claim supported by evidence while differentiating between primary and secondary document sources. They will continue to develop and monitor their own reading, writing, and thinking processes as they read self-chosen texts, write about self-chosen topics, and think about their thinking.

### **Composition/Literature 10 Honors:**

*1.0 Credit*

This course is designed for students willing to exert effort to master literature, writing, and discussion. It provides an excellent foundation for those who plan to take Advanced Placement Language and Literature courses as well as those who desire to enhance their scores on college entrance exams. The expectations for students taking this class exceed those for students in the standard Level 10 core courses. The literature covered is difficult, abstract and comprehensive in nature. The writing expected in this class is extensive and includes a research paper.

## COURSE LEVEL 11

### **Composition/Literature 11:**

1.0 Credit

*Prerequisite: Successful Completion of Level 10 Core Requirement*

In eleventh grade, the learning of reading, writing, thinking, speaking, listening and researching focuses on the concept of Freedom and Responsibility. Within this overarching theme, students will explore a variety of historical texts and genres through close reading and will write narrative, argumentative and informative texts. Students will compare and contrast two or more complex characters with different motivations while focusing on comparing the historical contexts. They will make connections between their own lives and the lives of those they read. They will continue to develop their understanding of rhetoric through their reading, writing, and dialoguing. Students will research, write, and explore their interests in their chosen career path to meet ICAP requirements. They will develop speaking skills through continued rehearsal techniques and will deliver at least one multimedia presentation. Students will continue to research authentic questions so they can orally articulate a claim supported by evidence while differentiating between primary and secondary document sources. They will continue to develop and monitor their own reading, writing, and thinking processes as they read self-chosen texts, write about self-chosen topics, write on demand, and think about their thinking.

### **Advanced Placement English Language and Composition:**

1.0 Credit (11<sup>th</sup> grade Language Arts credit)

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

## COURSE LEVEL 12

### **British Literature**

.5 Credit

Students expand their literary background through a chronological survey of the literature of Britain. Students read and discuss notable and universally appealing literature, including works by Chaucer and Shakespeare to Austen, Keats, Hardy and Woolf. The course emphasizes challenging levels of communication demonstrated by aggressive discussion, research, critical thinking and comprehensive reading and writing skills.

## **Modern and Contemporary Literature/Composition**

*.5 Credit*

In this survey course, students read and analyze the ideas of major 20th and 21st Century authors. Students respond to a variety of literary selections by writing about and discussing that literature. Activities and study center on the appreciation and understanding of author technique and recurrent themes. This course emphasizes challenging levels of communication demonstrated by discussion, research, critical thinking and comprehensive reading and writing skills.

## **Advanced Placement English Literature**

*1.0 Credit (12<sup>th</sup> grade Language Arts & English elective credit)*

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

## **LANGUAGE ARTS ELECTIVES**

**½ Credit Required**

Creative Writing  
Forensics  
Humanities  
Literacy Lab  
Mythology  
Newspaper  
Play Production  
Science Fiction

Theater Arts  
Yearbook

### **College Bound Electives**

AP Language  
AP Literature  
Forensics

## **Creative Writing**

*.5 Credit*

*Prerequisites: Successful Completion of Core Level 9 Language Arts*

This is a class for the student who seeks to develop a strong foundation in writing. This course provides instruction in and exploration of the following areas: developing characters, writing natural dialogue, creating realistic plots, and writing a poem, short story, or short play in a format suitable for publication.

## **Forensics I (Debate)**

*.5 Credit*

Forensics is a debate-focused speech class that will give students the opportunity to develop strategies and knowledge related to logical reasoning and argumentation. Students will learn to verbalize thoughts clearly and dynamically; organize ideas clearly and appropriately; generate speeches for a variety of occasions; develop self-confidence to express ideas fluently; debate successfully using individual, team, and group skills; research effectively; defend positions using evidence.

### **Humanities**

*.5 Credit*

*Prerequisites: Successful completion of level 10 core requirement*

Through a historical lens students will study the fine arts such as architecture, dance, and other art forms to gain an understanding of historical and sociological significance of the human experience. Students engage in class and group discussions, write papers, and create projects in order to examine the relationships between the arts.

### **Mythology**

*.5 Credit*

In this one semester class, students study the myths, legends, and folklore of many cultures with an emphasis on Greek and Roman mythology. Students read a variety of literary forms such as short stories, plays, poetry, and novels. Students then discuss and write about the literature, gaining greater insight by comparing modern interpretations to ancient mythological stories.

### **Newspaper & Yearbook**

*1 Credit each*

Each course focuses on marketing and production of all of the student publications. Students will learn and practice journalism writing and production skills in order to publish news magazines, yearbook, and online media with regularly scheduled deadlines. Students will not only study principles of gathering, writing, reporting, and editing the news, but also learn about page layout and design, photography, and business.

### **Play Production:**

*.5 credit per term*

In this "hands-on" course students are introduced to the many aspects of theatrical production by designing and building the sets for the drama club plays. Activities also include reading and writing scripts, designing and producing settings and costumes, and analyzing characters. Students explore the interrelationships of script, performance and staging with an emphasis on the organization and teamwork needed to produce successful, quality productions. This course can qualify as an English elective credit, as a

general elective credit, or fine art credit. This class does not meet the NCAA English requirement.

### **Science Fiction**

*.5 Language Arts Elective Credit*

This course presents the roots and development of science fiction through short stories, novels, and films. Students explore major themes in the field to gain a greater understanding of the genre and how science fiction uses imaginary beings or events to comment on society. Class discussions, student writing, and projects focus on major science fiction authors' works. Opportunities to write and experiment with original science fiction selections are encouraged.

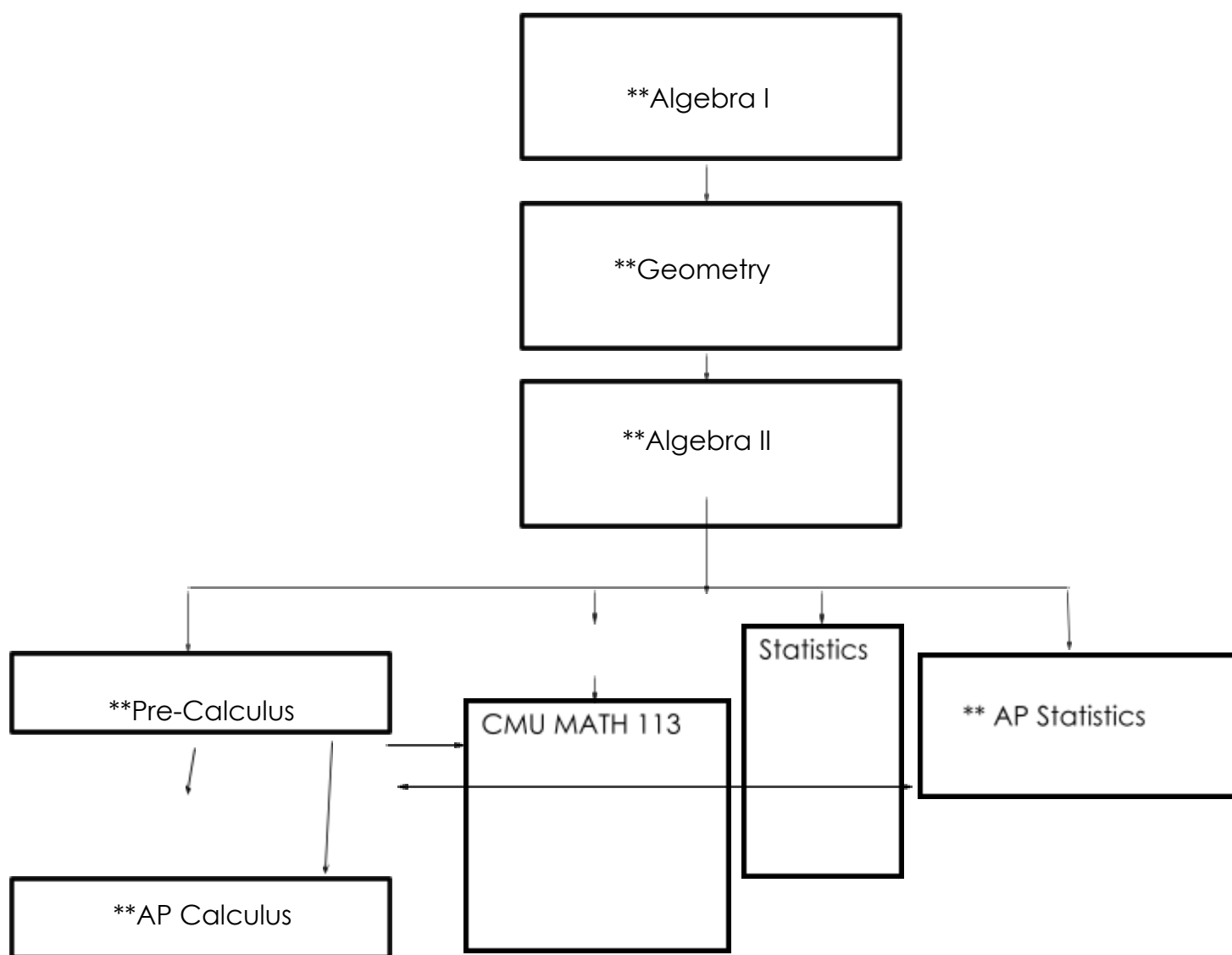
### **Theater Arts I:**

*.5 Credit*

In this course students experience a wide range of dramatic literature and explore theater traditions. Students will read, analyze and discuss dramatic selections and experiment with creating dramatic literature. Students will be exposed to all different forms and time periods of theater. Students will also do a playwriting unit. Students also assist in construction of the current productions' set. This is not an acting course, but some acting may be required.



## MATHEMATICS FLOW CHART



### Notes:

- ☐ **Graphing calculators (TI 84+ silver edition)** are required for all courses.
- ☐ **\*\*In order to advance to the next level in mathematics, students must earn a minimum of a C in the prerequisite course.**
- ☐ **Freshmen** are placed in the appropriate math class based on data and the recommendation of their middle school teacher.
- ☐ Students bound for **college** are strongly encouraged to take 4 units of mathematics: Algebra 1, Geometry, Algebra 2, and one additional course (Pre-Calc, Statistics, AP Statistics and AP Calculus)
- ☐ See **Business Department** and/or **Career Center and WCCC** for additional math credit options

# ALGEBRA 1

## Algebra 1

*2 Semesters - ½ Credit each semester*

Learners explore concepts that develop an understanding of mathematical relationships, functions, and models, both in and out of context, with an emphasis on problem solving. In the exploration of concepts, symbols are used in place of numbers to describe and generalize patterns and relationships. Learners utilize conceptual understanding, skills, multiple representations, and strategies that address linear functions, linear systems of equations, exponential functions, and use statistical models to analyze relationships represented by data, and apply these concepts in real world situations. The TI-84 Plus calculator is required for this course.

## ACCELERATED Algebra 1

*2 Quarters - ½ Credit each quarter*

*Prerequisite: Teacher Recommendation*

Learners explore concepts that develop an understanding of mathematical relationships, functions, and models, both in and out of context, with an emphasis on problem solving. In the exploration of concepts, symbols are used in place of numbers to describe and generalize patterns and relationships. Learners utilize conceptual understanding, skills, multiple representations, and strategies that address linear functions, linear systems of equations, exponential functions, and use statistical models to analyze relationships represented by data, and apply these concepts in real world situations. The TI-84 Plus calculator is required for this course.

NOTE: Accelerated Algebra i is designed for the student interested in taking AP math courses as an upperclassman. It is the exact same course with the same number of minutes of instruction completed in one semester instead of two semesters. It will have twice as much material to learn daily and is not recommended for students who struggle with time in math classes or heavy workloads. It is only recommended for students interested in taking AP courses as upperclassmen.

# MATH LAB

## Math Labs

*1 Term each ½ ELECTIVE Credit each term*

*Prerequisite: teacher recommendation and/or self-election*

The Math Lab is a teacher recommended intervention. The course is designed to provide extra support for students in their math course. Math faculty assist students by helping them keep up in the current course and catch up on math skills that may not have been previously mastered.

## GEOMETRY

### **Geometry**

*2 Semesters - ½ Credit Each*

*Prerequisites: C or better in Algebra 1*

Learners engage with concepts at a typical pace over the course of a school year. Geometry is a branch of mathematics that uses logic and formal thinking to establish mathematical relationships between points, lines, triangles, transformations, and quadrilaterals. Learners engage in Euclidean and analytic geometry by using lines, angles, polygons, and planes with emphasis on systematic approaches to and processes for proving and applying theorems. Students will explore rigid and nonrigid transformations of figures in the coordinate plane and use them to establish congruence theorems. Algebraic thinking will be applied throughout the course.

### **ACCELERATED Geometry**

*2 Quarters - ½ Credit Each*

*Prerequisite: C or better in Algebra 1 and teacher recommendation*

Learners engage with concepts at a typical pace over the course of a school year. Geometry is a branch of mathematics that uses logic and formal thinking to establish mathematical relationships between points, lines, triangles, transformations, and quadrilaterals. Learners engage in Euclidean and analytic geometry by using lines, angles, polygons, and planes with emphasis on systematic approaches to and processes for proving and applying theorems. Students will explore rigid and nonrigid transformations of figures in the coordinate plane and use them to establish congruence theorems. Algebraic thinking will be applied throughout the course.

Note: Accelerated Geometry is designed for the student interested in taking AP math courses as an upperclassman. It is the exact same course with the same number of minutes of instruction completed in one semester instead of two semesters. It will have twice as much material to learn daily and is not recommended for students who struggle with time in math classes or heavy workloads. It is only recommended for students interested in taking AP courses as upperclassmen.

## ALGEBRA 2

### **Algebra 2**

*2 Semesters - ½ Credit Each*

*Prerequisites: C or better in Geometry*

Algebra 2 is a branch of mathematics that uses symbols in place of numbers to describe and generalize patterns and relationships. Algebra 2 addresses math standards that build towards advanced algebraic topics, extending prior coursework and improving mathematical reasoning skills. Topics include the complex number system, the study of

polynomial, rational, exponential, logarithmic, and radical function families with an increased emphasis on modeling, and systems of equations. In Algebra 2, students will perform operations and identify restrictions on rational expressions (expressions that contain rational numbers as coefficients). Algebra 2 will introduce the new concept of complex numbers while continuing the work of Algebra 1 and quadratics. Students will solve a variety of functions: linear and quadratic systems, rational, exponential and logarithmic.

## **ACCELERATED Algebra 2**

*2 Quarters - ½ Credit Each*

*Prerequisite: C or better in Geometry and teacher recommendation*

This branch of mathematics uses symbols in place of numbers to describe and generalize patterns and relationships. Algebra 2 addresses math standards that build towards advanced algebraic topics, extending prior coursework and improving mathematical reasoning skills. Topics include the complex number system, the study of polynomial, rational, exponential, logarithmic, and radical function families with an increased emphasis on modeling, and systems of equations. In Algebra 2, students will perform operations and identify restrictions on rational expressions (expressions that contain rational numbers as coefficients). Algebra 2 will introduce the new concept of complex numbers while continuing the work of Algebra 1 and quadratics. Students will solve a variety of functions: linear and quadratic systems, rational, exponential and logarithmic.

NOTE: Accelerated Algebra 2 is designed for the student interested in taking AP math courses as an upperclassman. It is the exact same course with the same number of minutes of instruction completed in one semester instead of two semesters. It will have twice as much material to learn daily and is not recommended for students who struggle with time in math classes or heavy workloads. It is only recommended for students interested in taking AP courses as upperclassmen.

## **PRE-CALCULUS**

**PRE-CALCULUS** *2 Semesters ½ Credit Each*

*Prerequisites: C or better in Algebra 2*

This is a rigorous semester course designed to prepare students for Calculus. It reviews and extends the major concepts of Algebra, Geometry, and Analytic Geometry while significantly involving the student in a study of Trigonometry. Topics include transformations of parent functions and the key components of all types of graphs including increasing and decreasing intervals, domain, range, extrema, end behavior, and x and y intercepts. Other topics include polynomial functions, inverse functions, rational functions, circular functions, trigonometric functions, logarithmic functions, vectors and 3D-space, linear algebra, conic sections, complex numbers, series, mathematical induction, limits, and derivatives.

\*A TI-84+ Silver edition graphing calculator is required for this class.

### **ACCELERATED Pre-Calculus 2** *Quarters - ½ Credit Each*

*Prerequisite: C or better in Algebra 2 and teacher recommendation*

This is a rigorous course designed to prepare students for Calculus. It reviews and extends the major concepts of algebra, geometry, and analytic geometry while significantly involving the student in a study of trigonometry. Topics include circular functions, trigonometric function, logarithmic functions, vectors and 3D-space, linear algebra, conic sections, complex numbers, series, mathematical induction, limits, and derivatives.

\*A TI-84+ Silver edition graphing calculator is required for this class.

NOTE: Accelerated Pre-Calculus is the exact same course with the same number of minutes of instruction completed in one semester instead of two semesters. It will have twice as much material to learn daily and is not recommended for students who struggle with time in math classes or heavy workloads.

## **STATISTICS**

### **Application of Statistics** *2 Semesters, ½ Credit Each*

*Prerequisites: C or better in Algebra 2*

This course will focus on the applications of statistics as students explore how statisticians contribute to our understanding of the world. Students will study effective ways to analyze data to develop their ability to evaluate real-world information for the purpose of decision making and becoming informed consumers of information. In this course, students will also apply their statistical knowledge to gathering data and drawing conclusions based on statistical evidence. \*A TI-84+ Silver edition graphing calculator is required for this class

## **COLLEGE PREP/ CMU MATH COURSES**

### **Pre-College Algebra**

1 Term ½ high school credit

Prerequisite: Successful Completion of Algebra 2,, SAT score below 540 on the Math portion, or an ACCUPLACER Nex AAF score below 245

Further study in topics of algebra. Includes properties of real and complex numbers; laws of exponents and radicals; factoring polynomials; solving linear and quadratic equations and inequalities; rational expressions and complex fractions; introduction to functions and relations; applications. This course prepares students to be successful in MATH 113.

### **CMU MATH 113 COLLEGE ALGEBRA (High School Scholars class)**

1 Term ½ high school credit, 4 college credits

Prerequisite: Successful completion of Math 3, GPA 3.0, and score of 500 or higher on the SAT Math portion, or a score of 75 or higher on the Accuplacer

A College level treatment of algebra. Topics include algebraic properties of the integers, rationals, real and complex numbers; techniques for manipulation of expressions; techniques for solving linear, non-linear, absolute value equations, and inequalities; techniques for solving systems of equations; the Cartesian plane, relations and functions; properties and graphs of polynomial, rational, exponential, logarithmic and inverse functions; conic sections

## **ADVANCED PLACEMENT COURSES**

### **Advanced Placement Statistics**

*1 Credit*

*Prerequisites: C or better in Algebra 2*

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

\*A TI-84+ Silver edition graphing calculator is required for this class.

### **Advanced Placement Calculus AB & BC**

*1 Credit Each*

*Prerequisite: C or better in Precalculus*

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems.

# PHS SCIENCE CURRICULUM FLOW CHART

## HS SCIENCE GRADUATION REQUIREMENTS

### THREE REQUIRED SCIENCE CREDITS:

#### 1. EARTH SCIENCE

can be completed by ONE  
of the listed courses

- Environmental Science (replacing GeoPhysical Science)
- AP Environmental Science
- IB Environmental Systems

#### 2. LIFE SCIENCE

can be completed by ONE  
of the listed courses

- Biology
- AP Biology
- IB Biology
- Career Center: Health Occupations, Horticulture, Small Animal Care

#### 3. PHYSICAL SCIENCE ELECTIVE

can be completed by ONE  
of the listed courses

- RECOMMENDED:
- Chemistry/AP Chemistry/Chemistry in the Community
- Physics/AP Physics

#### •OTHER PHYSICAL SCIENCE OPTIONS:

- Astronomy
- River Dynamics
- Food Science
- Agricultural Sciences
- WCCC: STEM Discovery and Transportation Services
- Career Center: Culinary Arts, Small Engine Repair

**Students interested  
in pursuing science  
related careers are  
advised to take both  
chemistry and  
physics**

## **DP/IB Students - recommended Science Tracks for: Engineering / STEM related fields**

***\*\*It is recommended that you take as many science and math courses that you are able to fit into your schedule***

### **Grade 9:**

- Option 1: Honors Biology
- Option 2: Honors Biology in concurrence with AP Environmental Science

### **Grade 10:**

- Option 1: Physics **or** Chemistry (***\*\*Physics highly recommended***)
- Option 2: Physics **or** Chemistry in concurrence with AP Environmental Science

### **Grade 11:**

- Option 1: IB Environmental Systems & Societies (year 1)
- Option 2: IB Biology (year 1)

### **Grade 12:**

- Option 1: IB Environmental Systems & Societies (year 2)
- Option 2: IB Biology (year 2)

***\*\*other recommendations to get involved with:***

### **Classes:**

- ***Math courses up through AP Statistics or AP Calculus***
- Carpentry I & II, Construction Tech
- Computer Science Explorations
- 3-D Design, Graphic Design, Web Design, Art I & II
- AP Human Geography
- Creative Writing
- Machining, Electrical, Transportation, Computer Networking Tech *at WCCC*

### **Clubs:**

- M.E.S.A Club
- Earth Club
- High Fives Robotics Team
- Knowledge Bowl Team
- Palisade Skills (Construction Tech Club)



## **DP/IB students - recommended Science Tracks for: Medical / Veterinary / Biological Sciences**

***\*\*It is recommended that you take as many science and math courses that you are able to fit into your schedule***

### **Grade 9:**

- Option 1: Honors Biology
- Option 2: Honors Biology in concurrence with AP Environmental Science

### **Grade 10:**

- Option 1: Physics **or** Chemistry (***\*\*Chemistry highly recommended***)
- Option 2: Physics **or** Chemistry in concurrence with Zoology & Botany
- Option 3: Physics **or** Chemistry in concurrence with Anatomy & Physiology

### **Grade 11:**

- Option 1: IB Biology (year 1)

### **Grade 12:**

- Option 1: IB Biology (year 2)

***\*\*other recommendations to get involved with:***

### **Classes:**

- ***Math courses up through AP Statistics or AP Calculus***
- Child & Adolescent Development
- Culinary Nutrition
- Computer Science Explorations
- AP Human Geography
- Creative Writing
- Foreign Languages (Spanish or French)

### **Clubs:** M.E.S.A Club

- Red Cross Club
- Live Above the Influence team
- Knowledge Bowl Team
- FCCLA (Family, Career, and Community Leaders of America)

## **DP/IB students - recommended Science Tracks for:** **Natural Resources / Environmental Sciences /** **Land Management / Wildlife Management**

***\*\*It is recommended that you take as many science and math courses that you are able to fit into your schedule***

### **Grade 9:**

Option 1: Honors Biology

Option 2: Honors Biology in concurrence with AP Environmental Science

### **Grade 10:**

Option 1: Physics **or** Chemistry

Option 2: Physics **or** Chemistry in concurrence with Zoology & Botany **or**  
AP Environmental Science **or** River Dynamics

### **Grade 11:**

Option 1: IB Environmental Systems & Societies (year 1)

### **Grade 12:**

Option 1: IB Environmental Systems & Societies (year 2)

***\*\*other recommendations to get involved with:***

### **Classes:**

- **Math courses up through AP Statistics or AP Calculus**
- Computer Science Explorations
- AP Human Geography
- Law Related Ed
- Creative Writing
- Forensics (Speech & Debate)
- Foreign Languages (Spanish or French)

### **Clubs:**

- PHS Fish Hatchery
- M.E.S.A Club
- Earth Club
- Knowledge Bowl Team
- Interact Club (Jr. Rotary Leadership Club)
- Fishing Club, Hiking Club, Ski & Snowboard Club, Mountain Bike Club
- Palisade Skills (Construction Tech skills Club)

## **Non-IB students - recommended Science Tracks for: Engineering / STEM related fields**

***\*\*It is recommended that you take as many science and math courses that you are able to fit into your schedule***

**Grade 9:** Environmental Science

**Grade 10:**

Option 1: Biology

Option 2: Biology in concurrence with Chemistry or Physics

**Grade 11:**

Option 1: Physics **or** Chemistry

Option 2: Physics **or** Chemistry in concurrence with STEM Discovery at WCCC

**Grade 12:**

Option 1: Physics **or** Chemistry

Option 2: Physics **or** Chemistry in concurrence with STEM Discovery at WCCC

Option 3: additional Science courses: Astronomy, AP Environmental Science, River Dynamics

***\*\*other recommendations to get involved with:***

**Classes:**

- **Math courses up through AP Statistics or AP Calculus**
- Carpentry I & II, Construction Tech
- Computer Science Explorations
- 3-D Design, Graphic Design, Web Design, Art I & II
- AP Human Geography
- Creative Writing
- Machining, Electrical, Transportation, Computer Networking Tech at WCCC

**Clubs:**

- M.E.S.A Club
- Earth Club
- High Fives Robotics Team
- Knowledge Bowl Team
- Palisade Skills (Construction Tech Club)

## **Non-IB students - recommended Science Tracks for: Medical / Veterinary / Biological Sciences**

***\*\*It is recommended that you take as many science and math courses that you are able to fit into your schedule***

**Grade 9:** Environmental Science

**Grade 10:**

Option 1: Biology

Option 2: Biology in concurrence with Chemistry

**Grade 11:**

Option 1: Chemistry

Option 2: Physics **or** Chemistry in concurrence with Medical Prep at WCCC

Option 3: Medical Prep at WCCC, Healthcare / Small Animal Care at Career Center

**Grade 12:**

Option 1: Anatomy & Physiology **or** Zoology & Botany

Option 2: Anatomy & Physiology in concurrence with Medical Prep at WCCC

Option 3: Medical Prep at WCCC, Healthcare / Small Animal Care (year 2) at Career Center

***\*\*other recommendations to get involved with:***

**Classes:**

- ***Math courses up through AP Statistics or AP Calculus***
- Child & Adolescent Development
- Culinary Nutrition
- Computer Science Explorations
- AP Human Geography
- Creative Writing
- Foreign Languages (Spanish or French)

**Clubs:**

- M.E.S.A Club
- Red Cross Club
- Live Above the Influence team
- Knowledge Bowl Team
- FCCLA (Family, Career, and Community Leaders of America)

## **Non-IB students - recommended Science Tracks for:** **Natural Resources / Environmental Sciences / Land Management / Wildlife Management**

***\*\*It is recommended that you take as many science and math courses that you are able to fit into your schedule***

**Grade 9:** Environmental Science

**Grade 10:**

Option 1: Biology

Option 2: Biology in concurrence with Chemistry

**Grade 11:**

Option 1: Chemistry **or** Physics

Option 2: River Dynamics **and/or** AP Environmental Science

Option 3: Horticulture / Small Animal Care at *Career Center*

**Grade 12:**

Option 1: River Dynamics **and/or** Zoology & Botany and/or AP Environmental Science

Option 2: Zoology & Botany in concurrence with Horticulture / Small Animal Care at *Career Center*

Option 3: Horticulture / Small Animal Care (year 2) at *Career Center*

***\*\*other recommendations to get involved with:***

**Classes:**

- ***Math courses up through AP Statistics or AP Calculus***
- Computer Science Explorations
- AP Human Geography
- Law Related Ed
- Creative Writing
- Forensics (Speech & Debate)
- Foreign Languages (Spanish or French)

**Clubs:**

- PHS Fish Hatchery
- M.E.S.A Club
- Earth Club
- Knowledge Bowl Team
- Interact Club (Jr. Rotary Leadership Club)
- Fishing Club, Hiking Club, Ski & Snowboard Club, Mountain Bike Club
- Palisade Skills (Construction Tech skills Club)

# SCIENCE

## COURSE LEVEL 9

### **Environmental Science**

1.0 Credit

*Prerequisites: None*

Environmental science is an interdisciplinary, laboratory-based course with the foundation in earth science and thematic connections between multiple disciplines, including life science, physical science, mathematics, and language arts. The course is designed for students to investigate a variety of scientific concepts as they manifest in our environment and connect them with issues of local and/or global significance. Students will engage in science practices such as questioning, designing experiments to gather evidence, solving problems, developing models, and communicating scientific phenomena.

### **AP Environmental Science**

1.0 Credit

*Prerequisites: Environmental Science or Biology or Concurrent with Biology or Teacher Recommendation*

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

## COURSE LEVEL 10

### **Biology**

1.0 Credit

*Prerequisites: Environmental Science*

In this course, students explore the structure, function, interactions, evolution, and diversity of living organisms and their underlying processes. Through class discussions and investigations, students develop an understanding of the complex nature of biological systems. Emphasis is given to the development of laboratory skills and application of biological understanding and critical thinking skills to environmental and societal problems.

## **Honors Biology**

*1.0 Credit*

*Prerequisites: Environmental Science or Honors Environmental Science*

Honors Biology prepares students for AP and IB Biology. Students study the structures, functions, and processes of living organisms and their interactions with the environment. Major themes include cell structure and specialization, energy and chemistry of life, genetics and evolution, diversity of life, and ecology.

## **AP Biology**

*1.0 Credit*

*Prerequisites: Environmental Science or Honors Environmental Science*

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore core scientific principles, theories, and processes that govern living organisms and biological systems, including evolution, cellular and energy processes, communication, genetics, information transfer, and ecological interactions.

# **THIRD SCIENCE OPTIONS**

## **Astronomy**

*1.0 Credit*

*Prerequisites: Environmental Science and Biology*

This course is an introduction to the study of stars, galaxies, and cosmology. It includes the nature of light and matter, telescopes, spectroscopy, stellar formation, and evolution of galaxies. Students have multiple opportunities to use several types of telescopes and participate in online activities sponsored by NASA and/or other aerospace organizations.

## **Chemistry**

*1.0 Credit*

*Prerequisites: Environmental Science, Biology & Geometry*

Chemistry is an inquiry-based course that examines matter and the changes it undergoes. Students engage in investigations to explore chemical bonding, atomic structure, chemical equations, and fundamental laws and theories. The course provides a deeper understanding of the scientific processes that go on around us and the interconnections among the sciences, technology, society, and the environment.

## **Chemistry in the Community**

1.0 Credit

*Prerequisites: Environmental Science and Biology*

Chemistry in the Community explores chemistry concepts through the lens of societal issues. Units use real-world examples to expose students to concepts in materials science, environmental chemistry, organic chemistry, biochemistry, and industrial chemistry. Emphasis is placed on refining laboratory skills.

## **River Dynamics**

1.0 Credit

*Prerequisites: Completion of 2 science credits (Environmental Science and Biology)*

Students connect their understanding of fundamental science principles to field applications. A major part of the class involves collection and analysis of biological, atmospheric, and geological data. Students are introduced to GIP/GPS, aerial photo interpretation, habitat and resource management techniques, and water quality testing. Students practice writing management plans, complete field data sheets, and interpret environmental case studies. The class also explores career opportunities and local environmental issues.

## **Physics**

1.0 Credit

*Prerequisites: Environmental Science, Biology and Algebra 2 or Teacher recommendation*

This course guides students in developing understanding of basic physics principles and enhances their ability to connect these principles with real life applications. Data collection, graphing, analysis, modeling, and problem solving are applied to a variety of topics such as motion, forces, energy, waves, electricity, and magnetism. Physics is a fundamental science discipline that is a foundation of all other sciences.

## **SCIENCE ELECTIVES-THESE DO NOT COUNT AS SCIENCE CREDITS**

### **Botany**

.5 Credit

*Prerequisites: Biology*

Botany is the scientific study of plants and their relationship to the environment. In this course, students investigate the growth, reproduction, anatomy, physiology, biochemistry, genetics, and ecology of plants. Special attention is given to the study of plant families and the use of taxonomic keys.



## **Zoology**

.5 Credit

*Prerequisites: Biology (Grade of "C" or higher recommended)*

Zoology is a survey of the animal kingdom with an analysis of systems relevant to their classification. The intention is to help students appreciate a variety of life forms and their unique and similar characteristics. It is intended for the student with a love of animals and a desire to expand knowledge of animal diversity. Dissection is an integral part of this course.

## **Anatomy and Physiology**

1.0 Credit

*Prerequisites: Biology, grade of B or higher recommended.*

In this course, the major systems of the human body and their interactions are explored. These systems include the nervous system, skeletal system, circulatory system, respiratory system, muscular system, and reproductive system. The functioning of each system from the cellular level to the complete system level is examined using laboratory investigations and class discussions.

## SOCIAL STUDIES SEQUENCE

<b>9th Grade</b>	Global Studies A&B <u>or</u> AP Human Geography A&B
<b>10th Grade</b>	US History A&B <u>or</u> AP US History A&B
<b>11th Grade</b>	American Government and Economics or Social Studies elective
<b>12th Grade</b>	Social Studies elective (if still needed) AP classes recommended

### Credits Required for Graduation:

- 1 credit of Global Studies or AP Human Geography
- 1 credit of US History or AP US History
- ½ credit of American Government
- ½ credit of Social Studies elective
  - *Economics also satisfies the financial literacy requirement*

## **SOCIAL STUDIES**

### **Global Studies A & B (Required)**

*1 .0 Credit*

The study of history, geography, economics, and civics is the study of humanity, of people and events that have individually and collectively shaped our nation and the world. A strong and effective social studies program helps students make sense of the world in which they live and helps them see themselves as active members of a global community. Global studies is designed to help students understand the interconnectedness of the world. Students will investigate the world and develop the knowledge and skills in history, geography, civics, and economics. Each unit has an emphasis in a particular standard, but all four standards should be taught throughout the year equally. The course provides students with the opportunity to explore various regions and cultures. In addition, the course enables students to investigate issues and themes from multiple perspectives using a variety of primary and secondary sources that lead to in-depth understanding. As students explore the four social studies standards, they will have multiple opportunities to explore the content and skills of the social science disciplines.

### **US History A & B (Required)**

*1.0 Credit*

US History explores in depth history, civics, geography, and economics themes in US History from Industrial Revolution to present. This course builds on skills which will include cause and effect relationships, analysis, evaluation, and the use of primary sources to prepare students for the 21st Century. The following three strands will be incorporated throughout the course: 1) Gather and analyze historical information, including contradictory data , from a variety of primary and secondary sources, to support or reject hypotheses and/or create an historical argument. 2) Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts. 3) Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.

### **American Government (Required)**

*.5 Credit*

The course prepares students for their roles as informed, connected and engaged American citizens and Global citizens ready to participate in the American Political system. Students must understand the ramifications of political decisions at the local, state, national, and international levels as well as their interdependent nature. Students will know the basic building documents of the American Political system, their history and impact on current policies. Students will investigate the structure of the American government system, the

three branches, Federalism and how these philosophies interact to form the American political milieu.

## **SOCIAL STUDIES ELECTIVES**

### **Economics**

*.5 Credit (Grades 10-12)*

*May be taken for BOTH the graduation requirement for financial literacy & for social studies elective credit*

The purpose of this course is to help students understand the American economic system of free enterprise so that they will be able to make better financial, employment, and personal decisions. Students will study how the U.S. economy works by examining the basic elements of the free market system, the interaction of supply and demand, the banking system, and national economic policy.

### **Law Related Education**

*.5 Credit*

Law-Related Education is a class designed to provide opportunities to develop an understanding of legal rights and responsibilities. Discussion of practical, everyday criminal and civil legal problems will accompany projects created to enhance abilities to analyze, evaluate, and resolve legal disputes.

### **Psychology**

*.5 Credit*

Psychology is the study of mental processes and behavior. The course will cover such topics as sensation, perception, memory, thought, learning, human relations, personality, behavior disorders and mental health. Types of therapy, techniques of mental measurement, and statistics will also be studied. Consideration will be given to theory and research relative to the topics.

### **Sociology**

*.5 Credit*

This course explores important societal factors such as culture, group structure and function, norms, socialization, social behavior, deviance, racial and ethnic relations. In addition, social institutions, including marriage and family, religion, and education will be covered.

### **World History-20th Century**

*.5 Credit*

This course presents an overview of world history between the time of WWI and present day.

Learners study the major events and issues of the twentieth century. Topics include the World Wars, economic and political movements such as Communism, and Fascism as social and political forces, the rise of Developing Nations, the Information Age, current events, and global issues.

### **World History-Middle Ages**

.5 Credit

Students will study the European medieval world through the Renaissance, including the Byzantine Empire and the rise of Islamic nations.

### **World History-Modern**

.5 Credit

This course is designed to give an overview of world history between the time of exploration to WWI. The purpose of this course is to study the development of world civilizations from the time of European exploration to the twentieth century. Topics will include Enlightenment, Imperialism, the American and European revolutions, Nationalism, and the Industrial Revolution.

### **AP Human Geography**

*1.0 Credits (Counts as Global Studies credit)*

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012)

### **AP Psychology**

*1.0 credit*

Psychology is a vibrant, living, and every-growing science. Although its roots are in the distant past, it has flourished in the 21st Century. Psychology might be called the science of today; concerned with and dealing with current behavior; sensation and perception; states of consciousness; learning and memory; motivation and emotion; stress measurement; language, thought and intelligence; abnormal behavior; psychotherapy; and social psychology. The course culminates in the Advanced Placement Psychology Examination.

### **AP United States History**

*1.0 Credit (US History and Social Studies Elective)*

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

## **BUSINESS EDUCATION & COMPUTER SCIENCE**

### **Accounting I A & B**

*.5 Credit each term-11th & 12th*

*THIS COURSE MAY BE TAKEN FOR MATH CREDIT*

This course introduces accounting principles for understanding the theory and logic that underlie procedures and practices for business organizations. Major topics include the accounting cycle for service and merchandising companies, internal control principles and practices, notes and interest, inventory systems and costing, and plant and intangible asset accounting.

### **Business Leadership**

*.5 Credit*

This course focuses on the leadership skills for contemporary organizations. It covers development and communication as shared visions to motivate and empower employees to manage conflict, to negotiate, and to develop teams.

### **Business Work Experience (Work)**

*.5 Credit per 60 hours*

*Prerequisite: Teacher/Coordinator Approval*

Students build on prior knowledge and skills in the program of study to further develop and apply employability and technical skills that prepare them for success in future career and postsecondary education.

### **Personal Finance**

*.5 Credit-11th & 12th*

*COURSE MEETS GRADUATION REQUIREMENT FOR FINANCIAL LITERACY & MAY BE TAKEN FOR .5 MATH CREDIT*

This course emphasizes life-long decision-making skills in personal financial management through exploring the economic way of thinking, calculating taxes, spending and

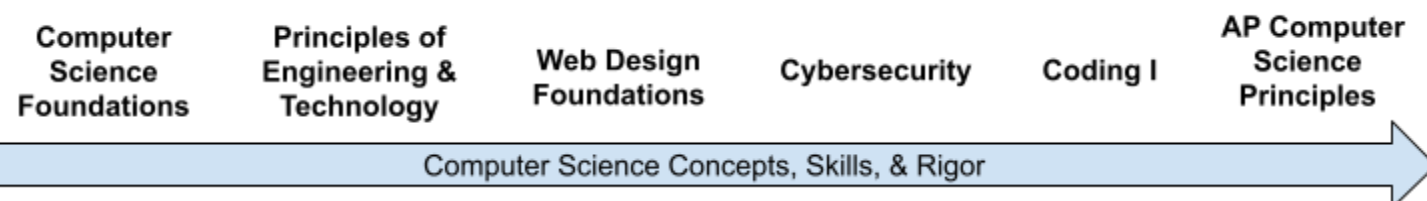
budgeting, credit and debt, saving and investing, and types of insurance. This course will give a student hands-on experience through computer simulations, websites, and financial calculators, as well as a connection with real-world expertise through guest speakers.

## Which Computer Science Course Should I Take?

**Consider your interests, career aspirations,  
and prior computer science experiences**

*All listed courses fulfill the 0.5 credit computer  
science graduation requirement*

### Courses without Prerequisites



### Courses with Prerequisites

Web Site Development   Google IT Support Prof Certificate   Coding II   AP Computer Science A

**Courses are listed in the order of increased rigor** (Computer Science Foundation is the most basic while AP Computer Science A is the most advanced D51 computer science course; your school might not offer all of these courses):

**Computer Science Foundations** - Reinforces foundational computer science concepts studied in middle school

**Principles of Engineering & Technology** - Explores the foundations of computer science with an emphasis on the engineering design process

**Web Design Foundations** - Introduces web development skills

**Cybersecurity** - Explores basic concepts of cybersecurity

**Coding I** - Focuses on fundamentals of computer programming

**AP Computer Science Principles** - Investigates a variety of computer science topics, highly recommended as an introductory computer science course

**Web Site Development** - Refines web development skills; must have completed Web Design Foundations

**Google IT Support Professional Certificate** - Prepares students for the Google IT Support Prof Cert & CompTIA A+ Exam; must be 16 years of age

**Coding II** - Challenges students to develop advanced programming skills; must have completed Coding I

**AP Computer Science A** - Equivalent to a first college-level course for computer science majors; must have completed Geometry or Math 2

### **Coding I**

.5 credit

This course introduces programming and applications development. Assignments focus on program structure, language syntax, and implementation details.

### **Coding II**

.5 credit

Prerequisite: Coding I

Coding II challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. In so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs. Upon completion of this course, proficient students will demonstrate an understanding of object-oriented programming language using high-level languages such as FOCUS, Python, or SAS.

### **Computer Science Foundations**

.5 credit

Computer Science Explorations course introduces students to the fundamental concepts of computer science and challenges them to explore the impacts of computing and technology. The course creates opportunities for students to analyze problems, use creative thinking, and collaborate on developing solutions to real-world issues using computing. Topics include algorithms and programming, the structure and design of the internet, the implications of design decisions, and the role of hardware platforms in computing. The course lays a foundation for more advanced computer science courses and a variety of career pathways.

### **Web Design Foundations**

.5 Credit

This course will introduce students to designing, creating, editing and maintaining web pages that are easy to use and visually appealing. The use of images, forms, tables, templates, layers and behaviors will be covered. Image editing software will be used to format images for use in web pages.

### **AP Computer Science Principles**

1.0 credit

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational



thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

### **IB Business and Management SL/HL**

*.5 Credit per term*

*Prerequisite: Teacher Approval*

The IB Business and Management program is designed to give an understanding of business principles, practices, and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resource management, and finance. Applied to the Business and Management program, it necessitates a style of teaching and learning based on integrating and linking the various modules to give a holistic overview by the end of the course. IB Business and Management is a rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. We will explore how and why organizations are formed, roles of individuals and groups, and current challenges organizations face from social and technological changes.

## **CULTURALLY & LINGUISTICALLY DIVERSE EDUCATION (CLDE)**

### **English Language Development (ELD)**

English Language Development (ELD) is a program designed for students who first learned a language other than English. Only students who have been admitted and tested according to criteria from the ESL District Office and the Colorado Department of Education can take these classes. The Colorado Department of Education English Standards and English Language Development Standards are used to structure classes for English Language Learners (ELLs). Students learn to communicate by reading, writing, speaking and listening in English using a variety of sources for academic and social purposes. Students use English language specific and content area language resources for learning English.

#### **ELD 1**

*1.0 Credit*

*GRADES 9 - 12*

*Placement is determined by the WIDA Level and/or teacher recommendation*

Students will acquire English language skills and develop comprehension skills to communicate with English speakers. Initial instruction focuses on listening and speaking while reading and writing skills are developed simultaneously as the student comprehends and speaks more English. This course is designed for students identified as English Language Learners (ELLs) at the beginning levels of English proficiency.

## **ELD 2**

1.0 Credit

GRADES 9 - 12

*Placement is determined by the WIDA Level and/or teacher recommendation*

In this course, English learners will build on the beginning levels of the English language, further developing grammar, sentence patterns, vocabulary and conversation. Initial instruction focuses on lessons designed to explain, describe, define and compare concepts in English. Language is developed simultaneously as the student comprehends and speaks more English. This course is designed for students identified as English Language Learners (ELLs) at the early levels of English proficiency.

## **ELD 3**

1.0 Credit

GRADES 9 - 12

*Placement is determined by the WIDA Level and/or teacher recommendation*

The course enables English learners at intermediate levels in oral language development, reading, and writing in English to continue to increase and refine communication skills. It focuses on increasing linguistic complexity in student work. Students will develop critical thinking skills, academic vocabulary, and writing skills while learning more advanced skills in how to recount, discuss, argue, explain and compare concepts in English. This course is designed for students identified as English Language Learners (ELLs) at the intermediate levels of English proficiency.

## **ELD 4**

1.0 Credit

GRADES 9 - 12

*Placement is determined by the WIDA Level and/or teacher recommendation*

The course enables English learners at intermediate levels in oral language development, reading, and writing in English to continue to increase and refine communication skills. It focuses on increasing linguistic complexity in student work. Students will develop critical thinking skills, academic vocabulary, and writing skills while learning more advanced skills in how to recount, discuss, argue, explain and compare concepts in English. This course is designed for students identified as English Language Learners (ELLs) at the intermediate levels of English proficiency.

## **ELD Fundamentals**

.5 Credit

This course is designed to meet the academic and language development needs of newcomer students. It assists with the adjustment into a new school community while honoring the wealth of knowledge, experience, and global perspective they bring to our school. Students will participate in an intensive and accelerated course designed to develop communicative competence through targeted lessons based on language learning.

## **FAMILY AND CONSUMER SCIENCES**

### **Baking & Pastry**

*.5 Credit*

This course is intended for students who have an interest in pursuing a career in the hospitality and culinary industry. Combining advanced food science, restaurant management, food preparation techniques, and real-world internship opportunities, students, through baking and pastry arts, learn to develop their culinary skills and food knowledge to become employable and sought after employees by local food service businesses.

### **Child And Adolescent Development**

*.5 Credit*

The purpose of this course is to acquire knowledge and understanding of child and adolescent development necessary for strengthening the well-being of children and families. Content focuses on perspectives of human development, research and theories, understanding and nurturing development, and challenges to development.

### **Culinary Essentials I & II**

*.5 Credit Each*

This course is designed to introduce students to a variety of culinary skills and food preparation. Through instruction and culinary lab practice, this class will provide an opportunity for students to learn food preparation and demonstrate food safety. Some topics include introductory culinary skills and preparation of items such as quick breads, yeast breads, and eggs; as well as meal and menu planning, nutrition, and food borne illnesses. Students will be able to: Demonstrate the correct procedures' and techniques in introductory culinary labs, analyze nutritional guidelines and plan menus that are nutritionally balanced, and demonstrate food safety standards.

### **Food Science I & II**

*.5 Credit Each      Fee Required*

Food Science, Dietetics and Nutrition course will use concepts and principles that include chemistry, microbiology, and physics to study the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. Students will apply the food technology of food science to the

selection, preservation, processing, packaging, distribution, and use of safe, nutritious, and wholesome food. Students will connect the idea that food science and food technology are often used interchangeably. This course will benefit students because it will bring concepts and principles of science and technology to real life situations that affect the entire world. Math, science, and technology are integrated into the curriculum. This course is designed around problem based learning and students will understand how the scientific process is used to develop new products in any field, develop and learn the process of food chemistry and food production, analyze the science of nutrition, and demonstrate research and development of chemical reactions.

### **Interpersonal Relationships**

*.5 Credit*

The purpose of the course is to acquire academic knowledge and understanding for healthy, respectful, and caring relationships across the life span. Emphasis is placed on family and friend dynamics, effective communication, and healthy interpersonal relationships.

### **Life Management**

*.5 Credit, Counts as Financial Literacy needed for graduation*

Students will develop decision-making skills to become educated consumers with an understanding and academic knowledge of consumer resources and financial organizations. The course focuses on personal and family resources, job and career, personal and family finances, and wellness. (Relevant topics include: independent living, healthy lifestyles, career research and job portfolios, personal financial literacy, investments, credit, insurance, leasing vs. purchasing of autos and homes.)

## **PERFORMING ARTS**

**Note: All Music classes are considered Fine Arts electives**

### **Advanced Women's Choir**

*.5 Credit per term/entire year participation is strongly encouraged*

*Prerequisite: Audition/Permission of the Instructor (10-12)*

*\$10 Participation Fee and Cost of Performance Wear*

This choral ensemble is designed for an auditioned group of advanced choral students that will study and perform a wide variety of choral literature including styles from the Renaissance through 21st century. Two, three, and four-part music will be studied. Music theory, sight singing, and ear-training instruction are provided. Public performances outside of class are part of this course and attendance/participation is required.

### **Beginning Women's Choir**

*.5 Credit per semester/entire year participation is strongly encouraged*

*\$10 Participation Fee and \$10 Robe Cleaning Fee*

This class is provided for women who wish to become familiar with the fundamentals of choral music at the high school level. Unison, two, three-part music will be studied. Music theory, sight singing, and ear-training instruction are provided. Public performances outside of class are part of this course and attendance/participation is required.

### **Intermediate Women's Choir**

*.5 Credit per term/entire year participation is strongly encouraged*

*Pre-requisite: Audition/Permission of the Instructor (9-12)*

*\$10 Participation Fee and Cost of Performance Wear*

This auditioned course is intended for singers who have demonstrated an intermediate-level musical ability and a desire for advanced instruction and performance in choral singing. Unison, two-part, and three-part literature of many genres will be studied. Music theory, sight singing, and ear-training instruction are provided. Public performances outside of class are part of this course and attendance/participation is required.

### **Jazz and Show Choir**

*.5 Credit per quarter/entire year participation is strongly encouraged*

*Prerequisite: Audition/Permission of the Instructor (10-12)*

*\$10 Participation Fee and Cost of Performance Wear*

Jazz and Show Choir is an auditioned group of students, both male and female, that will study and perform a variety of literature from vocal jazz to music theatre. Public performances outside of class are part of this course and attendance/participation is required.

### **Men's Choir**

*.5 Credit per term/entire year participation is strongly encouraged*

*\$10 Participation Fee and Cost of Performance Wear*

This class is provided for men who wish to become familiar with the fundamentals of choral music at the high school level. Unison, two, three-part music will be studied. Music theory, sight singing, and ear-training instruction are provided. Public performances outside of class are part of this course and attendance/participation is required.

### **Concert Orchestra**

*.5 Credit per term*

*Prerequisite: Permission of the instructor. Beginning students may enroll with teacher approval*

This course is open to all string players (violin, viola, cello, and string bass) by permission of the director. This course is designed to develop string-playing techniques and develop individual student's musicianship, which is needed to be a member of the Orchestra. Emphasis in this class will be placed on string orchestra ensemble playing. Performances outside of class are part of this course and attendance is required as part of the grade. Members will need to

purchase or rent concert attire. Full year participation is encouraged. NOTE: Because of its historical significance, sacred and/or patriotic music is occasionally performed in this class. Members electing not to participate in works of this nature will be required to complete alternative assignments as determined by the director.

### **Symphonic Orchestra (Advanced)**

*.5 Credit per term*

*Prerequisite: Permission of the instructor.*

This course is designed to further the students' knowledge and skill levels acquired in previous orchestra experiences. Strong emphasis will be placed on the development of individual skills. Further, this class will focus on the fundamental knowledge of music theory and music history necessary for individual development as a musician. Rehearsals, performances, and travel outside of class will be a part of this course and are required as part of the grade. This ensemble performs at concerts and festivals. Participation in this class is by audition or permission from the instructor. Full year participation is encouraged.

### **Jazz Ensemble -**

*.5 Credit per term*

Jazz Band allows the student to increase his or her musicianship through the study of the American musical Idiom of Jazz. Students will learn skills in improvisation, interpretation and creation of this unique musical form in accordance to the adopted music standards. Piano, guitar and bass players need not be members of a concert band; however, they must audition and be able to read musical notation. Rehearsals and public performances outside of class are a part of this course and are required as part of the grade. (Please note: because of its historical significance, sacred and/or patriotic music is occasionally performed in this band. Members electing not to participate in works of this nature will be required to complete alternative assignments as determined by the director.) 73  
Members will need to purchase or rent concert attire. Full year participation is encouraged

### **Jazz Ensemble Advanced - Zero Hour**

*.5 Credit per term*

*Prerequisite: Audition only and membership in one of the concert bands.*

Jazz Band allows the student to increase his or her musicianship through the study of the American musical Idiom of Jazz. Students will learn advanced skills in improvisation, interpretation and creation of this unique musical form in accordance to the adopted music standards. Piano, guitar and bass players need not be members of a concert band, but must audition and be able to read musical notation. Rehearsals and numerous public performances outside of class are a part of this course and are required. Attendance is mandatory. (Please note: because of its historical significance, sacred and/or patriotic music is occasionally performed in this band. Members electing not to participate in works of this nature will be required to complete alternative assignments as determined by the

director.) Members will need to purchase or rent concert attire.

### **Marching Band**

*.5 Credit per term*

Marching Band is open to all students; prior marching experience is not necessary. The band performs for local parades and civic functions as well as local and state festivals and for home football games, parades and pep rallies. Major emphasis of this class deals with preparation of precision field drills while performing quality music for performance and contest. This band will meet at designated times (before school begins and after the usual school day hours). Attendance at rehearsals and public performances outside of class are a major part of this course and are required as part of the grade. (Please note: because of its historical significance, sacred and/or patriotic music is occasionally performed in this band. Members electing not to participate in works of this nature will be required to complete alternative assignments as determined by the director.)

### **Symphonic Band**

*.5 Credit per term*

*Prerequisite: Prior experience in reading music and playing an instrument.*

This course is designed to further the students' knowledge and skill levels acquired in previous band experiences. **It is the center piece of the band program.** Strong emphasis will be placed on the development of individual skills. Further, this class will focus on the fundamental knowledge of music theory and music history necessary for individual development as a musician. Rehearsals, performances, and travel outside of class will be a part of this course and are required as part of the grade. This band performs at concerts and festivals. (Please note: because of its historical significance, sacred and/or patriotic music is occasionally performed in this band. Members electing not to participate in works of this nature will be required to complete alternative assignments as determined by the director.) Full year participation is encouraged.

### **IB Music**

*.5 Credit per term*

*Prerequisite: Permission from instructor and prior experience playing an instrument or singing in an organized performance ensemble. Open to all students.*

The aims of the IB Music program are to:

1. Give students the opportunity to explore and enjoy the diversity of music throughout the world.
2. Encourage students to develop perceptual skills through a breadth of musical experiences, where they will learn to recognize, speculate, analyze, identify, discriminate, and hypothesize in relation to music.
3. Enable students to develop their knowledge, abilities and understanding through performance and composition.

4. Assist students to develop their potential as musicians both personally and collaboratively, in whatever capacity, to the full.

### **Acting I & II – (Beginning & Advanced)**

*.5 Credit per term*

This course offers, through literature and activities, the fundamentals of analysis, rehearsal, and performance of dramatic roles. Students work individually and in groups exploring styles and methods of acting and analyzing characters through the study of plays and improvisational activities, as well as practicing and performing dramatic presentations.

### **Play Production 1 & 2(advanced):**

*.5 Credit per term*

In this "hands-on" course students are introduced to the many aspects of theatrical production by designing and building the sets for the drama club plays. Activities also include reading and writing scripts, designing and producing settings and costumes, and analyzing characters. Students explore the interrelationships of script, performance and staging with an emphasis on the organization and teamwork needed to produce successful, quality productions. This course can qualify as an English elective credit, as a general elective credit, or fine art credit.

### **Theater Arts I**

*.5 Credit*

In this course students experience a wide range of dramatic literature and explore theater traditions. Students will read, analyze and discuss dramatic selections and experiment with creating dramatic literature. Students will be exposed to all different forms and time periods of theatre. Students will also do a playwriting unit. Students also assist in construction of the current productions' set. This is not an acting course, but some acting may be required.

### **Theater Arts II**

*.5 Credit*

In this course students will watch and review movies that changed and shaped culture.

This course is for students wanting to expand their knowledge of theatre arts. The students will compare and contrast scripts and performances from all around the world to understand the impact these performances have in an artistic and historical context. Student may be requested to attend a show outside of class time



# PHYSICAL EDUCATION

## Dance

*.5 Credit per term*

This is an introductory dance course. Students are introduced to basic steps as well as some history and dance composition. Ballet, Jazz, Modern, and Tap are just a few of the styles explored. Students are expected to choreograph a short dance as a final project.

## Lifetime Activity

*.5 Credit per term*

*Uniform Required. Prerequisite: PE I or II*

In this course, students will experience many types of physical activities that can be enjoyed for a lifetime. Course topics include Bowling, Golf, Tennis, Archery, Swimming, Ice Skating, Kayaking, Disc Golf, Croquet, Bocce, Horseshoes, Table Tennis, Martial Arts, Billiards, Darts, Rock Climbing, Team Sports and fitness Activities. Assessments will be based on daily attendance and participation, appropriate dress, course topic worksheets, fitness focus worksheets, quizzes, and exams. No homework is required. Students must provide their own transportation to off-campus activities. This is a premier physical education class where exemplary behavior is expected.

**\*\*Additional Fees and Transportation may apply to some courses choices**

## PE I

*.5 Credit*

*Uniform Required*

This course is centered around the development of popular Team Sports as well as basic knowledge of physical fitness and lifetime skills applications. Fundamental skill development, rule comprehension, offensive and defensive strategies and sportsmanship are taught for activities such as basketball, flag football, hockey, soccer, softball, and volleyball.

## Personal Fitness and Wellness-REQUIRED FOR GRADUATION

*.5 Credit*

*Prerequisite: Freshman PE credit*

The purpose of this activity-based course is to (a) enable students to extend and apply their knowledge of the five fitness components: cardiovascular fitness, muscular strength, muscular endurance, flexibility and body composition; (b) design, implement, and evaluate a personal fitness program; and (c) understand the influence of lifestyle choices on health and fitness.

## Team Train/Conditioning

*.5 Credit per term (also counts as PE credit)*

*Uniform Required. Prerequisite: active participation in an extracurricular sport*

This course is designed for athletes. the course will include: weight lifting, plyometrics, conditioning, and a focus on specific skills

### **Weights**

*.5 Credit per term*

*Uniform Required. Prerequisite: PE I or II*

This class is designed as an introduction to basic free weight training. Proper lifting techniques, spotting, and safety are emphasized.

## **SPECIAL COURSE WORK**

### **CAREER AND COLLEGE PREP**

*.5 Credit*

*Grade 11*

Students identify their personal strengths, weaknesses and interests, research career -- pathways and colleges/tech schools, then reflect on which careers and training opportunities are their best fit. Students also learn how to find and keep a job, how to apply for college, college funding and scholarships, and prepare for entrance requirements.

### **INDEPENDENT STUDY – See counselor for details**

*Prerequisite: Grade 11-12*

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 classroom setting, an independent study may be considered. The student and supervising teacher will create a contract for the independent study and present it to the counselor and assistant principal. Parent/Guardian permission is required. Credits will be based on individual term work. The attendance policy remains in effect for independent study students.

### **STUDY HALL**

*.5 Credit Students earn either a Pass or Fail Grade*

*Prerequisite: Permission of instructor*

This course is designed to serve students who are struggling academically (earning Ds or Fs) in at least two core classes. Students are referred to Study Lab by teachers, counselors, staff members or themselves. Students accepted in Study Lab will work on being successful in their other classes. Study Lab focuses on developing time management, organizational skills, and goal setting. In addition, Study Lab will work to build reading comprehension, knowledge of using a textbook, and resource materials as well as developing basic computer skills. Students will be expected to apply them to their other classes.

# TECHNOLOGY EDUCATION

## **Principles of Construction**

*.5 Credit per term*

Principles of Construction is a foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and application of mathematical concepts. Standards in this course also include an overview of the construction industry and an introduction to building systems and materials.

## **Woodworking Technology**

*.5 Credit*

This course provides an overview of the planning, design, layout, and technical drawing interpretation for practical use in woodworking, cabinetmaking, and mill working. Different cabinet and furniture styles used, various wood products and materials, and proper tool selection may also be covered. Students will be introduced to the different construction processes in the cabinetmaking, furniture making, and millwork industries. Students will learn about measurement, layout, shop drawings and cutting lists. They will gain a basic understanding of the various kinds of materials used in the industry. Students will learn to use selected woodworking tools and machinery. Correct and safe use of tools and equipment is emphasized. The construction of several projects will develop students woodworking skills.

# VISUAL ARTS

**Note: Students may only take one Art class per term. All Art classes are considered Fine Arts electives. All classes are a 1/2 credit per term.**

## **3-D Design (Variety of Media)**

*.5 Credit per term*

This course will give the student experience in designing and creating sculptures using the three basic processes; additive, subtractive, and manipulative. Sculptures will be created from a variety of materials like wire, plaster, and cardboard. Creativity/ originality and self-expression are emphasized along with the development of personal style.

## **Art I**

### *.5 Credit per term*

This is a survey course that offers opportunities to learn art fundamentals in 2-D and 3-D processes and techniques. The course will include but is not limited to; freehand drawing, portraiture, use of color, linear perspective, art elements and principles of design, art history and art appreciation. Creativity and originality is emphasized. This course serves as a prerequisite for all other art courses.

## **Art II**

### *.5 Credit per term*

Art II is an in-depth survey course of advanced techniques and media. This course could include 2-D and 3-D art, as well as mixed media and collaborative projects. Projects such as Montage and Watercolor painting may be explored in depth. Art history and art criticism is included. Creativity/ originality and self-expression is emphasized along with the development of personal style.

## **Ceramics I**

### *.5 Credit per term*

This course is an introduction to the use of clay for functional and artistic purposes. Basic hand-building skills will be emphasized as well as beginning exposure to the potter's wheel. Basic decoration and finishing techniques will be included. Art history and art criticism is included. Creativity/originality and self-expression are emphasized along with the development of personal style.

## **Drawing & Painting I**

### *.5 Credit*

*Suggested Prerequisites: Art I, II*

Drawing/Painting I will provide students the opportunity to further develop drawing and painting skills learned in ART I. Students will use a variety of wet and dry medium and techniques incorporating the elements of art and principles of design. Art history and art criticism is included. Creativity/ originality and self-expression is emphasized along with the development of personal style.

## **Graphic Design**

### *.5 Credit*

This course is designed to explore the graphic arts field through the use of technology. Students will use basic drawing, design and computer skills to produce quality end products. Areas covered could include: typography, logo design, advertising/marketing art and package design. Creativity/originality and self-expression are emphasized along with the developments of personal style.

## **Mixed Media**

### *.5 Credit*

This is an art class that allows students to experiment with mixed media (the use of several medias to create a single piece of art). Both 2D and 3D art processes would be included.

## **Photography**

### *.5 Credit*

*Prerequisite: a digital camera*

This class allows students to learn the technical and creative skills used in fine art photography. Through a hands-on approach, students will learn how to use their cameras and strengthen their images. From click, to edit, to print, students will create original images that show creativity and content. Students will have the opportunity to be enriched by looking at master photographers and grow as a photographer through assessment and critique. A Point and Shoot camera or DSLR camera, 3 megapixel or higher resolution, is required for this course. The school is unable to provide cameras for student use. Questions/ types of cameras outside requirement may be allowed with teacher approval (no camera phones).

## **PRINTMAKING**

### *.5 Credit*

This course will provide experience in a variety of printmaking and mixed media processes and materials.

## **IB Film Studies**

### *.5 Credit each term – two year course*

*open to all students*

Film is both a powerful communication medium and an art form. The IB Diploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

IB Film is a two year course that critically analyzes how verbal, visual, and written language work together to communicate messages. The course covers history of film and follows with close studies or textual analysis of television and film. There is a strong practical component with an emphasis on meticulous organization, close collaboration and creative intelligence including problem solving; students produce their own film(s).

## **IB Visual Arts**

### *.5 Credit each term – two year course*

*Suggested Prerequisite: Art 1 & 2,*

*Juniors & Seniors only, open to all students*

This class, although a part of the IB program, is open and available to any student who wishes to pursue art at a higher level, both creatively and mentally. It has a strong emphasis on the research work book (Journal) and studio work with well-established and held to standards and requirements. This is a great class for anyone who is considering art as either a major or minor in college. Below is the official description of the IB Art class. The Visual Arts, Higher Level (HL) and Standard Level Option A (SLA) course will focus on the needs and goals of the IB student who has significant creative and imaginative abilities, and who wishes to focus his or her efforts more on the practical aspects of art with an emphasis on studio work. The Higher Level student in Visual Arts specializes in visual arts and may be interested in pursuing the visual arts at college or university level. The HL student in Visual Arts will devote 168 hours to studio work with an additional 72 hours dedicated to the Research Workbook—a body of work, visual and written, consisting of independent critical research and analysis of their own work and of the visual expressions of at least one other culture than their own. The SLA student in Visual Arts will support and supplement their studio work with a body of work (the RWB) in independent critical research and analysis in the student's culture and others. The ratio of studio work to research and analysis work hours in SLA will be 105:45.

## **WORLD LANGUAGES**

### **Spanish I**

*1.0 Credit*

*Note: Spanish I should not be taken by heritage speakers of Spanish. They should begin at least in Spanish III.*

The level one world language course is designed to focus on high frequency vocabulary and language structures through student interaction with the target language. Language will be learned through a variety of activities including: stories, video media and technology, cultural exploration, etc. Regular attendance and active participation are critical components for student success.

### **Honors Spanish I**

*1.0 Credit*

*Prerequisite: Strong recommendation from middle school Spanish teacher or IB candidacy*

This class will cover twice the material as the regular Spanish I, with a more intense focus on internationalism, culture and literature. Some outside reading required.

### **Spanish II**

*1.0 Credit*

*Prerequisite: Spanish I or Teacher recommendation*

*Note: Spanish II should not be taken by heritage speakers of Spanish. They should begin at least in Spanish III.*

The level two world language course is designed to increase students' competence through continued interaction with the target language. The focus will be on more advanced language structures and expanded vocabulary in context. Level two students will demonstrate increasing spontaneity and flexibility in their ability to communicate in the target language in all four areas: speaking, listening, reading and writing. Regular attendance and active participation are critical components for student success.

### **Spanish III/Honors II**

*1.0 Credit*

*Prerequisite: Honors Spanish I, Standard Spanish I and II, Teacher recommendation.*

The level three world language course is designed to increase the students' competence and confidence in the target language. The focus continues to be on increasingly advanced language structures and vocabulary building. Regular attendance and active participation are critical components for student success.

### **Spanish IV**

*1.0 Credit*

*Prerequisite: Spanish III or Teacher Recommendation*

The student communicates in both familiar and unfamiliar situations with increased proficiency and confidence, handles complex situations more competently, initiates and sustains conversation. Student communication approximates native expression through use of a variety of tenses and more precise vocabulary. The target language is employed almost exclusively. The student reads a greater variety of authentic materials including edited literary works. Cultural awareness and sensitivity continue to develop as the student focuses on the subtleties of foreign culture.

### **Spanish for the Native Speaker**

*.5 Credit per term*

*Prerequisite: Spanish speaker or for students who have finished Honors II/Spanish III and want to pursue further language skill.* This is a latino studies course taught in Spanish that is guided by the following inquiry questions: ¿Cómo somos los hispanohablantes? ¿Por qué somos así? En este curso hablamos de asuntos de la identidad Latina. Es una clase especial para ustedes que hablan español. The main focus of this class is literacy in Spanish wherein students will read, write and converse at their own levels in Spanish, progressing on to more complex material and literature. This class is a good stepping stone to AP Spanish Language

### **AP Spanish Language**

*1.0 Credit*

*Prerequisite: Spanish 4 or teacher recommendation*

AP Spanish Literature and Culture course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. It aims to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

### **French I**

*1.0 Credit*

The level one world language course is designed to focus on high frequency vocabulary and language structures through student interaction with the target language. Language will be learned through a variety of activities including: stories, video media and technology, cultural exploration, etc. Regular attendance and active participation are critical components for student success.

### **Honors French I**

*1.0 Credit*

This class will cover twice the material as the regular French I, with a more intense focus on internationalism, culture and literature. Past, present, and future tenses will be taught and learned through practice, therefore students are expected to speak French for most of the class time.

### **French II**

*1.0 Credit*

*Prerequisite: Successful completion of French I and teacher recommendation*

The level two world language course is designed to increase students' competence through continued interaction with the target language. The focus will be on more advanced language structures and expanded vocabulary in context. Level two students will demonstrate increasing spontaneity and flexibility in their ability to communicate in the target language in all four areas: speaking, listening, reading and writing. Regular attendance and active participation are critical components for student success.

### **French III/ Honors French II\***

*1.0 Credit*

The level three world language course is designed to increase the students' competence and confidence in the target language. The focus continues to be on increasingly advanced language structures and vocabulary building. Regular attendance and active participation are critical components for student success..



# **ASSISTANTSHIPS**

## **OFF-CAMPUS TUTOR**

*.5 Credit*

*Prerequisite: Grades 10-12, Approval by counselor*

High school students will mentor elementary and/or middle school students in the areas of reading and writing. High school mentors will follow a prescribed plan for meeting the younger students' skill deficiencies. High school students are required to provide their own transportation to and from the elementary/middle school. Mentors must have the approval of their counselor. A minimum GPA of 2.5 is required

## **PEER TUTOR**

*.5 Credit*

*Prerequisite: Grades 11-12, Permission of counselor and instructor*

This course is designed to pair regular education students (peer coaches) with students who have special needs. The peer coaches will aid in the exceptional student's development and improvement in the following areas: physical, mental, emotional, and social growth and development. Peer tutors need to be enthusiastic, positive, willing to work with special needs students, and have good attendance. Evaluation will be based on daily attendance, daily participation and the ability to work with, encourage and motivate the exceptional student. No homework will be required.

## **TEACHER AIDE**

*.25 Credit*

*Prerequisite: Grades 10-12, Permission of counselor and instructor*

Students who are interested should contact the teacher they wish to assist and follow the protocols required by their high school.

# **WORK-BASED LEARNING**

## **BUSINESS WORK EXPERIENCE (BWE) WORK**

This course is designed to supplement course work (from the BWE class, sometimes offered as an independent study with a business teacher) with practical paid work experience related to students' educational program and occupational objectives. Students acquire valuable workplace skills required to be successful on the job. Students will relate the importance of workplace expectations to career development. For every 60 hours, students will receive .5 elective credit. The teacher will award a letter grade

## **CAREER INTERNSHIP**

*.5 Credit for every 60 hours*

A career internship is an unpaid career exploration experience that occurs outside of the student's home school. This class is designed to encourage students to explore and expand their career interests in a related profession or workplace. Students are required to conform to Workplace Standards that require proficiency in communication skills, organizational skills, thinking (reasoning) skills, demonstration of effective worker qualities, and technology skills. Students can earn a total of two elective credits towards graduation. Students will earn .5 elective credit (Pass/Fail) for 60 hours of experience time. A career internship requires several commitments on behalf of the student and his/her family.

- Student must develop a resume and cover letter to submit to possible internship sites.
- Student must use their ICAP experience (career cluster identification, self-awareness of strengths and growth areas, pathway selection, post-secondary training & education goals) to identify and contact possible internship sites.
- Student must complete and turn in Workman's Comp Liability Form & Educational Training Agreement.
- Student must provide his/her own transportation to and from the internship site.
- Student must Student Log of Hours signed by supervisor to receive .5 credit of elective

## **YOUTH APPRENTICESHIP**

*Prerequisite: Selection based on Application*

*Grades 11 – 12 and beyond*

*Apprenticeships offer a unique work-based learning experience where students get to spend a portion of their week (during the school day) training to work at a local business here in the Grand Valley, while getting paid! Students can earn high school and college credit.*

*Apprenticeships are offered in growing industry sectors for our region and include:*

*Information Technology, Advanced Manufacturing, Financial Services, Business Operations and Healthcare. Apprenticeships are a three year commitment, and students can continue the 3rd year while they are enrolled in college. For more information, please talk to your counselor.*

- *Student must develop a resume and cover letter to apply.*
- *Student must use their ICAP experience (career cluster identification, self-awareness of strengths and growth areas, pathway selection, post-secondary training & education goals) to identify and apply for appropriate apprenticeship opportunities.*
- *Student must complete the Educational Training Agreement form.*
- *Student must submit Student Log of Hours with paystubs attached signed by counselor/registrar to receive .5 credit of elective credit (Pass/Fail) for every 60 hours worked.*
- *Student must secure transportation to and from their job site.*

**WORK EXPERIENCE**

This course in a student's schedule signifies that a student is working during part of their day. Students may earn up to two elective credits through Work Experience each year. Students must turn in an Educational Agreement Form and submit copies of the Student Log of Hours form and paystubs to their counselor or registrar to earn credit and track seat time. For every 60 hours, students will receive .5 elective credit. The credit will be entered onto the transcript with a grade of Passing (P). Students must meet with their counselor to set Work Experience up in his/her schedule. Student must provide own transportation to his/her job site.