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# ARVADA HIGH SCHOOL

## Course Registration Guide 2017-2018

7951 W 65th Ave, Arvada, CO 80004 (303) 982- 0162

[ArvadaHighSchool.org](http://ArvadaHighSchool.org)

### ADMINISTRATORS

Gina Rivas, Principal  
Molly Jordan, AP Scheduler/12th grade  
Dan Quaratino, AP Athletics/10th grade  
Jeri Raabe, AP Activities/ 1th grade  
JP Sampson, AP Assessment/ 9th grade

### COUNSELING

Cindy Campbell- Student Last Name- H-N  
Kevin Falk- Student Last Name- O-Z  
Kami McNeil- Student Last Name- A-G  
Sarah Falk - 8<sup>th</sup>/9<sup>th</sup> Transition  
Jenny Gamble, Registrar  
Dawn Aden, Transcripts

### OFFICE STAFF

Beverly Hoyt, Principal's Secretary  
Shonna Pivic, Athletics  
Sharon Lopez, Webmaster  
Debbie Ipson, Financial Secretary  
Anna Strother, Clinic Aide & Attendance

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# **GRADUATION REQUIREMENTS**

Jeffco School's mission is to ensure all students reach their learning potential and are prepared for career and/or college. The Board of Education has established the following graduation requirements.

The following criteria shall entitle a student to a high school diploma from Jefferson County Public Schools;

1) Successful completion of **23 credits** in the categories listed below. A unit of credit is defined as the amount of credit earned toward graduation following demonstration of district identified criteria.

- a. Achievement in Colorado Academic Standards as demonstrated by mastery of appropriate coursework.
- b. Minimum requirements for a **high school diploma**

## **i. English – 4 credits**

1. Core classes that address all English language arts standards are required.
2. Additional English classes may be required by the school if a student is not proficient in reading and/or writing.

## **ii. Math – 3 credits**

1. A minimum of three credits are required in senior high school. Courses must include **algebra I, geometry** and one additional course at or above the level of geometry.
2. Algebra I and geometry credits may be earned in middle school. Those credits are not included in the 23 credits required for graduation from senior high school.
3. A computer science course with a pre-requisite of at least algebra I is permissible as fulfilling a mathematics requirement.

## **iii. Science – 3 credits**

1. Three credits of laboratory classes in science that meet both process and content standards are required.
2. Required classes may include courses in three of the four areas of science standards including **earth science, biology, chemistry, and physics**.

## **iv. Social Studies/Social Sciences – 3.5 credits**

1. Three and a half credits that must include **civics, geography, American history, world history, and economics** for seniors are required.

## **v. Physical Education – 0.5 credit**

1. One half credit in physical education and/or health and wellness in a course aligned with physical education standards is required.

## **vi. Fine/Practical Arts – 0.5 credit**

1. One half credit in either the fine arts defined as **music, visual arts, or drama** or one half credit in a **career and technical education** course is required.

## **vii. Electives – 8.5 credits**

1. Electives include the fine arts, technology, career and technical education, physical education, and core content electives in English language arts, mathematics, science, social studies, and world languages.

- 2) For the **classes of 2021 and beyond**, demonstration of **Career and college readiness in English and Math** through **one or more** of the approved options in the menu below;

Measure	English	Math
Accuplacer assessment	62	61
American College Testing (ACT)	18	19
ACT WorkKeys	Bronze or higher	Bronze or higher
Advanced Placement (AP)	2	2
Armed Services Vocational Aptitude Battery (ASVAB)	31	31
International Baccalaureate (IB)	4	4
Scholastic Aptitude Test (SAT)	430	460
Concurrent enrollment	Passing Grade	Passing Grade
Industry certificate	Individualized	Individualized
District capstone	Individualized	Individualized
Collaboratively-developed, standards-based performance assessment (in development)	Statewide scoring rubric	Statewide scoring rubric

- 3) A student who has an **Individual Education Plan (IEP)** may be granted a **diploma** based on completion of the goals listed in the IEP and on the basis of *modified content standards and modified course requirements*.

## Arvada High School Graduation Requirements

<b>English</b>	<b>4 credits</b>
<b>Math</b> (Alg I or higher)	<b>3 credits</b>
<b>Science</b> (at least 1 lab)	<b>3 credits</b>
<b>Social Studies</b>	<b>3.5 credits</b>
<i>American Government</i>	0.5
<i>Geography</i>	0.5
<i>American History</i>	0.5
<i>World History</i>	0.5
<i>Economics</i>	0.5
<b>Physical Ed</b>	<b>0.5 credits</b>
<b><u>Electives (1- Practical or Fine Arts)</u></b>	<b>9.0</b>
<b>Total</b>	<b>23 credits</b>

## NCAA ENTRANCE REQUIREMENTS

### HIGHER EDUCATION ADMISSIONS REQUIREMENTS (HEAR)

English	4
Math (Algebra I level or higher)	4
Science (two must be lab)	3
Social Studies (at least one U.S. and World History)	3
World Language ( <i>Same Language</i> )	1 +
<u>Academic Electives</u>	<u>2</u>
<b>Total</b>	<b>17 credits</b>

English	4
Math (Algebra 1 and higher)	3
Science (one must be lab)	2
Social Studies	2
Additional English, Math or Science	1
Additional Core Classes ( <i>from any above, World Language, Non-doctrinal religion, Philosophy</i> )	<u>4</u>
<b>Total</b>	<b>16 credits</b>

**Student must have at least a 2.3 GPA in NCAA core courses to be eligible to compete in their first year of college.**

**Div I and II athletes must register by the end of 11th grade to be certified by the NCAA Initial Eligibility Clearinghouse.**

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## EARNING COLLEGE CREDIT IN HIGH SCHOOL

Students have several opportunities to earn college credit while in high school: Advanced Placement (AP) Classes; concurrent enrollment at Red Rocks Community; Warren Tech.

### ADVANCED PLACEMENT (AP) COURSES:

College credit is offered to students enrolled in AP classes pending satisfactory performance on the AP test. The college institution has sole discretion as to whether the class will transfer and the number of credits offered from institution can vary.

### AP CLASSES OFFERED AT ARVADA HIGH SCHOOL

- |                           |                                    |
|---------------------------|------------------------------------|
| -AP Lang and Comp         | -AP U. S. History                  |
| -AP Lit and Comp          | -AP Psychology                     |
| -AP Calculus AB           | -AP Spanish Language and Culture   |
| -AP Statistics            | -AP Spanish Literature and Culture |
| -AP Biology               | -AP Computer Science               |
| -AP Chemistry             | -AP Studio Art 2D Design           |
| -AP Environmental Science |                                    |

**CONCURRENT ENROLLMENT – RED ROCKS COMMUNITY COLLEGE– ASCENT PROGRAM:** Students 16 years old and older who attend Arvada High School can receive both college and high school credit. After completion of these classes, students can pay \$10 and receive an official transcript from the following college pertaining to the course.

**PERSONAL FINANCE:** Course: BUS 116- Personal Finance (RRCC)- Credit 3.0

**INTRODUCTORY BUSINESS:** Course: BUS 118- Business Survival Skills (RRCC) – Credit 3.0

**ENGLISH 11 HONORS:** Course: ENG 121 – English Composition I (RRCC) - Credit: 3.0

**ENGLISH 12 HONORS:** Course: ENG 122– English Composition II (RRCC) - Credit: 3.0

**WARREN TECH:** This program is offered to Juniors and Seniors who are currently enrolled in a Jeffco public high school. The student must apply to Warren Tech and be granted admission into their program. Students receive “academic elective” credit. Individual program fees vary and are due at registration once notified of acceptance. [www.warrentech.org](http://www.warrentech.org)

- Arvada High School Pre-Apprenticeship Construction Program (1.5 credits per semester)
- Warren Tech Central and North Campus (1.5 credits per semester)

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**Individual Career and Academic Plan (ICAP)** : The mission of Jeffco Public Schools is to provide a quality education that prepares all children for a successful future. Each student will have an Individual Career and Academic Plan (ICAP) mapping out each student's progress toward completing high school successfully and making meaningful career decisions. Creating this plan is a partnership between the student, parents and school staff. Questions regarding this process can be directed to your student's counselor.

**NAVIANCE** - Naviance/Family Connection is a comprehensive and widely used college planning software program that will assist our students, their parents and their counselor in different areas of the college application process. There are two main functions of the Naviance program; in addition to ICAP, there are college research and college-process organization. Arvada is using Naviance to track and maintain each student's ICAP from year to year. The expectation is that every student will complete their ICAP prior to registration of courses for the following year. The ICAP tasks assigned to students will help them identify: interests, skills, values, set career goals; create and follow an educational plan at AHS that will prepare them not only for high school graduation, but college and other postsecondary training options.

**Student Course Planning Sheet Enrollment Requirements- 7 period schedule**

**Freshmen** must be enrolled in six courses per semester, plus study hall and advisement.

**Sophomores** must be enrolled in six courses per semester, plus advisement.

**Juniors** must be enrolled in five courses per semester, plus Advisement.

**Seniors** must be enrolled in five courses per semester, plus Advisement.

*Please confer with your counselor for specific scheduling needs*

## Academic Progression Options

	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
<b>English</b>				
Regular	Eng 9 > Eng 10: American Studies> Eng 11: World Studies> Eng 12: Literature Studies			
Rigorous/ College Prep	Eng 9 Hon> Eng 9 Hon>	Eng 10 Hon> Eng 10 Hon>	Eng 11 Hon> AP Lang and Comp>	Eng 12 Hon AP Lit and Comp
<b>Math</b>				
Regular	Algebra I>	Geometry>	Algebra Inter/ Algebra II>	Pre- Calculus/ Trigonometry or Discrete
Rigorous/ College Prep	Alg I> Alg I> Geo Honors>	Geometry Honors> Geometry Honors> Alg II Honors	Alg II Honors> Alg II Honors> AP Calc AB	AP Calc AB or AP Stats Pre- Calc/ Trig Honors AP Stats
<b>Social Studies</b>				
Regular	US Govt/ World Geo>	Modern US>	World History>	Economics
Rigorous/ College Prep	World Geo Hon> World Geo Hon>	Modern US> Modern US>	World History Hon> World History Hon> AP Psychology	Econ Honors and AP US History Econ Honors, AP US History
<b>Science</b>				
Regular	Earth Science>	Biology>	Chemistry>	Physics
Rigorous/ College Prep	AP Enviro Sci>	AP Biology>	Physics/ Chemistry Honors>	AP Chem AP Physics

**Freshman Year-** Must enroll in six courses per semester, plus Advisement and Study Hall

**Semester 1**

1. Eng 9 or Honors
2. US Govt or Honors
3. Math (Alg I, Geometry)
4. Earth Science or Biology Honors
5. Elective \_\_\_\_\_
6. Study Hall
7. Advisement

**Semester 2**

1. Eng 9 or Honors
2. World Geography or Honors
3. Math (Alg I, Geometry)
4. Earth Science or Biology Honors
5. Elective \_\_\_\_\_
6. Study Hall
7. Advisement

**Sophomore Year-** Must enroll in at least six courses, plus Advisement

**Semester 1**

1. Eng 10 or Honors
2. Modern US History
3. Math (Geometry/ Hon, Alg II/ Hon )
4. Biology or Honors or Chemistry
5. Elective \_\_\_\_\_
6. Elective \_\_\_\_\_
7. Advisement

**Semester 2**

1. Eng 10 or Honors
2. Modern US History
3. Math (Geometry Hon, Alg II/ Hon)
4. Biology or Honors or Chemistry
5. Elective \_\_\_\_\_
6. Elective \_\_\_\_\_
7. Advisement

**Junior Year-** Must enroll in at least five courses, plus Advisement

**Semester 1**

1. Eng 11 or Honors or AP Lang
2. World History or Honors
3. Math (Alg Intermediate, Alg II /Hon, Pre- Calc, AP Calc AB)
4. AP Biology, Physics, Chemistry/ Honors, AP Enviro Sci
5. Elective \_\_\_\_\_
6. Elective \_\_\_\_\_
7. Advisement

**Semester 2**

1. Eng 11 or Honors or AP Lang
2. World History or Honors
3. Math (Alg Intermediate, Alg II/ Hon, Pre- Calc, AP Calc AB)
4. AP Biology, Physics, Chemistry/ Honors, AP Enviro Sci
5. Elective \_\_\_\_\_
6. Elective \_\_\_\_\_
7. Advisement

**Senior Year-** Must enroll in at least five courses, plus Advisement

**Semester I**

1. Eng 12, Honors, AP Lit
2. Economics/ Honors (either semester)
3. Math (Alg II/ Hon, Discrete Math, AP Stats, AP Calc AB)
4. Science (Physics, AP Enviro Sci, AP Chem, AP Bio)
5. Elective \_\_\_\_\_
6. Elective \_\_\_\_\_
7. Advisement

**Semester 2**

1. Eng 12, Honors, AP Lit
2. \_\_\_\_\_
3. Math ((Alg II/ Hon, Discrete Math, AP Stats, AP Calc AB)
4. Science Physics, AP Enviro Sci, AP Chem, AP Bio)
5. Elective \_\_\_\_\_
6. Elective \_\_\_\_\_
7. Advisement



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## **SCHEDULE CHANGE POLICY**

Schedule Changes Students should choose their classes wisely during registration because changes are often not possible at the beginning of a semester. Students must follow their original schedules until changes have been granted. Changes will not be made for teacher or period preference.

1. All student schedules must meet the required Instructional Minutes per CDE and Jefferson County Schools.
2. Schedule changes are done by completing the *Request for Schedule Change Form* and submitting to the Counseling Office.
3. Honors and AP classes are prep/college level. To drop or change levels, Administrative and Counselor approval is required.
4. Dropping any year-long class requires a meeting with Administration, Counselor, Teacher, Student and Parent.

Students may submit requests for schedule changes via an online form, during a specified window before each semester starts. All schedules will be final when classes start each semester.

### Changes will only be made for the following:

- A student does not have the proper prerequisite.
- A student does not have a complete schedule.
- A student is missing a required class.
- A senior needs a particular class to graduate.
- A conflict exists between two courses offered the case period.

### Changes will not be made for the following:

- A student wants a particular teacher. A student wants a different lunch period.
- A student wants the same class as a friend.
- A student wants certain periods to accommodate a job or other outside activity.

### **Dropping Classes**

Classes maybe dropped during the **first 10 days** of the semester provided the student maintains a full class schedule. Classes dropped **after the first 10 days** will result in a grade of **WF (Withdraw Fail)**.

Course Code	Course Title	Credit Type	Course Descriptions	9	10	11	12	Credit	Pre-Requirement for AHS/Teacher Approval
<b>ART</b>									
<p>A variety of grade and skill levels are combined in all intermediate and advanced art offerings. Consequently, some art classes may be repeated if the student's interests lie in the arts. Art classes are studio classes that use art history and design to guide each student through the creative process. The Visual Arts program at Arvada High School is in keeping with the mission statement of the Jeffco School District. Its aim is to provide qualified art students an opportunity to realize his/her highest potential of personal artistic awareness and growth, as well as an awareness of the rich diversity of the global artistic community. Class fees are subject to change.</p>									
05159G05012	Ceramics/Pottery	Fine Arts/CTE	Ceramics/Pottery courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.	x	x	x	x	0.5	
05159G05022	Ceramics/Pottery Inter	Fine Arts/CTE	Ceramics/Pottery Intermediate will allow students who completed Beginning Ceramics/Pottery to expand their three-dimensional skills. Students will explore new mediums and techniques while focusing on observation and compositional elements. Contemporary trends in art will be integrated within this course to enrich student knowledge and awareness.	X	x	x	x	0.5	Passing Grade in Ceramics-Beg
05155E05011	Ceramics/Pottery Adv	Fine Arts/CTE	Ceramics/Pottery Advanced is designed to provide the student with a more in-depth approach to three-dimensional work. Students will explore a wide range of media while strengthening their skills, focusing on a high level of expressiveness. Students will analyze their own work as well as study the merits and meanings of contemporary and historical works of art.			x	x	0.5	Passing Grade in Ceramics-Inter/Teacher Approval

05170E05011	<b>Art Portfolio</b>	<b>Fine Arts/CTE</b>	Art Portfolio offers students the opportunity to create a professional body of work that reflects their personal style and talent. Students are often encouraged to display their work publicly.	x	x	x	x	0.5	
05171H05014/24	<b>AP Studio Art- 2D Design*</b>	<b>Fine Arts/CTE</b>	Designed for students with a serious interest in art, the AP Studio Art–2D Design course enables students to refine their skills and create artistic works to be submitted to the College Board for evaluation. Students are asked to demonstrate proficiency in 2D design using a variety of art forms. These could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting or printmaking. This type of design		x	x	x	0.5	Passing Grade in Draw & Paint-Beg
05166G05012	<b>Jewelry</b>	<b>Fine Arts/CTE</b>	Jewelry courses apply art and design principles to the creation of jewelry. Typically, students explore using various media, such as ceramic, papier-mache, glass, plastic, copper-enameled, brass, and silver. Course topics include exposure to jewelry of diverse world cultures and the history of jewelry design. Some Jewelry courses may concentrate on metal work processes such as brazing, soldering, casting, welding, riveting and finishing as they relate to the creation of jewelry.	x	x	x	x	0.5	
05166G05022	<b>Jewelry Inter</b>	<b>Fine Arts/CTE</b>	Jewelry-Intermediate will allow students who completed Beginning Jewelry to expand their skills. Students will explore new techniques while focusing on observation and compositional elements. Contemporary trends in jewelry will be integrated within this course to enrich student knowledge and awareness.	X	x	x	x	0.5	Passing Grade in Jewelry-Beg

05166E05012/2	<b>Jewelry Adv</b>	<b>Fine Arts/CTE</b>	Jewelry-Advanced is designed to provide the student with a more in-depth approach to jewelry design work. Students will explore a wide range of media while strengthening their skills, focusing on a high level of expressiveness. Students will analyze their own work as well as study the merits and meanings of contemporary and historical works of art.		X	X	X	0.5	Passing Grade in Jewelry- Inter
11151G05012	<b>Digital Photography</b>	<b>Fine Arts/CTE</b>	Digital Photography will introduce students to the use of digital cameras and digital image-editing software, primarily using Adobe Photoshop. The roles of scanning processes and equipment, image picture-taking modes and printing preparation, and various out-put devices will be explored in producing the photographic image. Advanced exposure techniques such as pre-visualizing and the application of visual elements and lighting techniques will be stressed. Students will also continue to investigate the history of photography.	X	x	x	x	0.5	
11151G05022	<b>Digital Photography Inter</b>	<b>Fine Arts/CTE</b>	Students will continue to learn advanced digital camera and image editing techniques, including the use of the Camera Raw file format. Computer software, scanning equipment and output devices will be used in the learning and printing process. As well as continuing to investigate the history of photography and contemporary trends, students will critique and display their photographic work.		X	X	X	0.5	Passing grade in Digital Photography-Beg

11151E05011	<b>Digital Photography Advanced</b>	<b>Fine Arts/CTE</b>	Students will continue to learn advanced digital camera and image editing techniques, including the use of the Camera Raw file format. Computer software, scanning equipment and output devices will be used in the learning and printing process. As well as continuing to investigate the history of photography and contemporary trends, students will critique and display their photographic work.		X	X	X	0.5	Passing grade in Digital Photography-Inter
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**BUSINESS**

**Business students will be able to solve problems and effectively communicate the results orally or in written form using appropriate business technology. The solutions will be incorporated into sound business practices using English and math principles. Class fees are subject to change.**

12101G05011	<b>Personal Finance</b>	<b>Fine Arts/CTE</b>	Personal Finance equips students with the fundamentals of basic financial planning and money management essential in today's fast moving economy. This course is designed to give students the advantage of understanding financial planning concepts and investment principles as they enter the financial world as young adults. Students will create their own financial plan and budget, explore saving and investing strategies, be introduced to the intricacies of credit and managing debt, and identify ways to manage risk, including the wise use of insurance.		x	x	x	x	0.5
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12051G05012	<b>Introductory Business</b>	<b>Fine Arts/CTE</b>	Introductory Business is a course designed to provide students with essential knowledge of basic economics, types of businesses, career exploration, financial management, and roles of a consumer. Areas of business fundamentals covered include the Free Enterprise System, basic types of businesses, profit motive, how to plan a career, basic types of insurance, banking and financial services.		x	x	x	x	0.5
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**COMPUTER SCIENCE**

**Business students will be able to solve problems and effectively communicate the results orally or in written form using appropriate business technology. The solutions will be incorporated into sound business practices using English and math principles. Class fees are subject to change.**

10201G05012	<b>Web Page Design 1</b>	<b>Fine Arts/CTE</b>	<p>Students will learn the history of the Internet, email principles, HTML coding, and FTP. Hand coding of HTML programming will be required to build a strong knowledge of how this language works before moving to WYSIWYG (what you see is what you get) program use. Students will learn to create solid navigation architecture, address a target audience as well as information planning and usability analysis.</p> <p>Beginning graphic design for the Web will address site look, feel and voice and creation of GIF and JPEG images. Multimedia MIDI sound files will also be introduced.</p>	x	x	x	x	0.5	
10201G05022	<b>Web Page Design 2</b>	<b>Fine Arts/CTE</b>	<p>Students will continue building knowledge of HTML programming language and move to use of WYSIWYG programs. Java Script will be introduced to create mouseover and pop-up windows. Programming and usage forms and cascading style sheets will be introduced. Evaluation of web sites, ethical usage and copyright information will be discussed. Commercial graphic design software will be introduced to create graphics and animations. Flash, digital video and PDF will be included.</p>	x	x	x	x	0.5	Passing Grade- Web Page Design 1

10152G05012	<b>Computer Programming</b>	<b>Fine Arts/CTE</b>	In Computer Programming, students learn how to write computer programs using a variety of programming languages. Possible computer programming languages include: C++, C#, Java, Flash ActionScript 3, and Javascript. Students also learn how to use industry-standard Interactive Development Environment (IDE) software such as Microsoft Visual Studio, Eclipse and Flash or Flex. Learning objectives include: types, variables and standard I/O, truth and branching, for loops, strings and arrays, standard template library, functions (methods in Java), references, pointers, classes, advanced classes and dynamic memory, inheritance and polymorphism.	X	X	X	X	0.5	
10152E05012	<b>Computer Programming-Adv</b>	<b>Fine Arts/CTE</b>	In Computer Programming Adv, students learn advanced programming topics such as Windows or Mac programming, game development, iPhone and Droid application development and advanced Web development topics using a variety of industry-standard languages such as C++, C#, Java, Flash ActionScript 3 (AS3) and Javascript. Optional advanced programming topics may include:	x	x	x	x	0.5	Passing grade-Computer Programming
10254G05012/22	<b>IT Essentials/Computer Technician A +</b>	<b>Fine Arts/CTE</b>	In IT Essentials: PC Hardware and Software courses provide students with in-depth exposure to computer hardware and operating systems. Course topics include the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Students learn to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, this course introduces students to networking and often prepares them for industry certification.	x	x	x	x	0.5	

10157H05012/22	AP Computer Science *	CTE	In AP Computer Science A, students learn the advanced Java programming skills needed in preparation for the AP Computer Science exam. Because the designated outcomes for the AP Computer Science exam change yearly, consult the AP web site for more information. ( <a href="http://www.collegeboard.com/student/testing/ap/about.html">http://www.collegeboard.com/student/testing/ap/about.html</a> )			X	X	0.5	Teacher Approval
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### ENGLISH LANGUAGE ARTS

All English classes address the following english standards at appropriate levels:

**1. Students read and understand a variety of materials. 2. Students read and recognize literature as an expression of human experience. 3. Students write effectively for a variety of purposes and audiences. 4. Students speak and listen for effective communication in a variety of contexts. 5. Students apply conventions of language for effective communication. 6. Students locate, evaluate, and use relevant information sources for their reading, writing, speaking, listening, and viewing. 7. Students apply complex thinking skills when reading, writing, speaking, listening, and viewing. 8. Students evaluate and improve the quality of their own reading, writing, speaking, listening, and viewing.**

01001G05012 01001G05022	English/Lang Arts 9	English	English/Language Arts 9 incorporates the five aspects of language arts: reading, writing, speaking, listening, and viewing. Study of genres leads to written compositions that build upon students' prior knowledge of grammar, vocabulary, word usage, and mechanics. Students apply comprehension and critical reading skills to both literature and nonfiction.	x				0.5	
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<p>01001H05012 01001H05022</p>	<p><b>English/Lang Arts 9 Honors*</b></p>	<p><b>English</b></p>	<p>English/Language Arts 9 incorporates the five aspects of language arts: reading, writing, speaking, listening, and viewing. Study of genres leads to written compositions that build upon students' prior knowledge of grammar, vocabulary, word usage, and mechanics. Students apply comprehension and critical reading skills to both literature and nonfiction. The honors course prepares students for advanced course work and engages students in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments, and more complex text/materials. Diverse interests, cultures, perspectives, learning styles, and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation, and logic are emphasized throughout the honors course.</p>	<p>x</p>				<p>0.5</p>	
<p>01002G05032 01002G05042</p>	<p><b>English/Lang Arts 10 American Studies</b></p>	<p><b>English</b></p>	<p>English/Language Arts 10 offers a balanced focus on composition and literature. Students read widely to improve their reading rate, vocabulary, and comprehension and develop skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message. Students apply knowledge of purposes and audiences by studying and producing various genres. Oral communication is practiced in group settings as well through presentations. This course will be taught using sheltered instructional methods and strategies which make the subject matter concepts comprehensible to linguistically diverse students while simultaneously promoting the students' English language development.</p>		<p>x</p>			<p>0.5</p>	

<p>01002H05012 01002H05022</p>	<p><b>English/Lang Arts 10 Honors*</b></p>	<p><b>English</b></p>	<p>English/Language Arts 10 offers a balanced focus on composition and literature. Students read widely to improve their reading rate, vocabulary, and comprehension and develop skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message. Students apply knowledge of purposes and audiences by studying and producing various genres. Oral communication is practiced in group settings as well through presentations. The honors course prepares students for advanced course work and engages students in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments, and more complex text/materials. Diverse interests, cultures, perspectives, learning styles, and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation, and logic are emphasized throughout the honors course.</p>		<p>x</p>			<p>0.5</p>	
<p>01003G05032 01003G05042</p>	<p><b>English/Lang Arts 11 World Studies</b></p>	<p><b>English</b></p>	<p>English/Language Arts 11 develops students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, which students apply to compositions that utilize research and rhetoric. Students read nonfiction and literary works as a means to understand the world and to inform their writing. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Participation in class dialogue and delivering presentations are expectations of this course.</p>			<p>x</p>		<p>0.5</p>	

01005H05036 01005H05046	<b>AP English Lang &amp; Comp*</b>	<b>English</b>	Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. These courses emphasize the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes.			x	X	0.5	GPA 3.25
01004G05036 01004G05046	<b>English/Lang Arts 12- Literature Studies</b>	<b>English</b>	English/Language Arts 12 blends composition, analytical reading, and literature into a cohesive whole. Students combine purposes, patterns, and genres in writing while incorporating research and rhetorical techniques. Collaboration and critical thinking lead to more complex presentations and products, with students honing their comprehension skills while reading more complicated literary and nonfiction texts.				x	0.5	
01006H05012 01006H05022	<b>AP English Lit and Comp *</b>	<b>English</b>	Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).			X	x	0.5	
11104G05034 11104G05044	<b>Publication Prod: Yearbook</b>	<b>Elective/ CTE Fine Arts</b>	Publication Production courses provide students with the knowledge and skills necessary to produce the school newspaper, yearbook, literary magazine, or other printed publication. Students may gain experience in several components (writing, editing, layout, production and so on) or may focus on a single aspect while producing the publication.	x	x	x	x	0.5	

11101G05012 11101G05022	Journalism	Elective/ CTE Fine Arts	Journalism courses (typically associated with the production of a school newspaper, yearbook or literary magazine) emphasize writing style and technique as well as production values and organization. Journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines and captions; and teach students the principles of production design, layout and printing. Photography and photojournalism skills may be included.	x	x	x	x	0.5	
01152G05012	Forensic Speech Inclusive- afterschool	Elective	Forensic Speech—Inclusive courses offer students the opportunity to learn how to use oral skills effectively in formal and informal situations. Students learn such skills as logic and reasoning, the organization of thought and supporting materials, and effective presentation of one's voice and body. Often linked to an extracurricular program, these courses introduce students to numerous public speaking situations, and they learn the methods, aims, and styles of a variety of events (e.g., formal debate, Lincoln-Douglas debate, expository speaking, radio broadcast, oral interpretation, and dramatic interpretation).	x	x	x	x	0.5	Speech and Debate Team Member
05055G05014	Drama Acting/Perf	Elective/ CTE Fine Arts	Drama—Acting/Performance is intended to promote students' experience and skill development in one or more aspects of theatrical production, but they concentrate on acting and performance skills. This course is introductory in nature.	x	x	x	x	0.5	
05055E05012	Drama/Acting/Per f Adv	Elective/ CTE Fine Arts	Drama-Acting/Performance courses are intended to promote students' experience and skill development in one or more aspects of theatrical production, but they concentrate on acting and performance skills. Initial courses are usually introductory in nature, while the more advanced courses focus on improving technique, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions.	x	x	x	x	0.5	Drama Acting/Perf

05056G05012 05056G05022	Drama Stagecraft	Elective/ CTE Fine Arts	Drama—Stagecraft requires an active, creative student willing to work at a variety of tasks in a hands-on environment. Students will explore technical aspects of theater including lighting, sound, costumes, set design, and stage managing. Safety and responsibility are learned and are essential elements in this class.	x	x	x	x	0.5	1 semester of Drama/Acting
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<b>ENGLISH LANGUAGE LEARNERS (ELL)</b>									
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**All ELL classes address the following ELL standards at appropriate levels:**

**1: English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes. 2: English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes. 3: English Language Learners reading for information and understanding, using a variety of sources, for academic and social purposes. 4: English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes**

01008B05009 01008B05019	ESL 1	Elective	This elective course is designed primarily for newcomers, students who have recently arrived to the US, who speak little or no English. Students will develop foundational English language skills in speaking, listening, reading, and writing with a particular focus on oral language. This class will prepare students to interact with teachers and peers in content area classes and adapt to the American educational system. In order to receive required English Language Arts credit, students at this level should be concurrently enrolled in ESL English 1 or 2.	x	x	x	x	0.5	Teacher Placement
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01008B05029 01008B05039	<b>ESL 2</b>	<b>Elective</b>	This elective course is designed primarily for students who are still in the beginning or early intermediate stages of English language development. The emphasis is on expanding listening and speaking skills while developing basic literacy skills needed for success in content area classes at the secondary level. In order to receive required English Language Arts credit, students at this level should be concurrently enrolled in ESL English 1 or 2.	x	x	x	x	0.5	Teacher Placement
01008B05049 01008B05059	<b>ESL 3</b>	<b>Elective</b>	This elective course is designed primarily for students who are in the early intermediate or intermediate stages of English language development. The emphasis is on developing fundamental academic reading and writing skills in the content areas while continuing to expand students' speaking and listening skills. In order to receive required English Language Arts credit, students at this level should be concurrently enrolled in ESL English 3 or a mainstream English course.	x	x	x	x	0.5	Teacher Placement
01008B05069 01008B05079	<b>ESL 4</b>	<b>Elective</b>	This elective course is designed primarily for students who are in the intermediate or high intermediate stages of English language development. The emphasis is on strengthening academic reading, writing and public speaking skills needed to be successful in mainstream English classes. Students at this level should be concurrently enrolled in a mainstream English course for English Language Arts credit.	x	x	x	x	0.5	Teacher Placement
01008B05089 01008B05099	<b>ESL 5</b>	<b>Elective</b>	This elective course is designed primarily for students in the high intermediate or advanced stages of English language development who need additional time to develop the academic reading, writing and public speaking skills necessary to be successful in mainstream English classes. Students at this level should be concurrently enrolled in a mainstream English course for English Language Arts credit.	x	x	x	x	0.5	Teacher Placement

01008G05010 01008G05020	<b>ESL English 1</b>	<b>English</b>	This course is designed primarily for students who are still in the beginning or early intermediate stages of English language development. Through developmentally appropriate literary texts and highly scaffolded instruction of reading and writing, this course will address 9th grade English Language Arts standards while simultaneously developing oral language skills. Students enrolled in this course receive English Language Arts credit; when possible, ELLs at this level should be simultaneously enrolled in ESL 1 or 2.	x	x	x	x	0.5	Teacher Placement
01008G05030 01008G05040	<b>ESL English 2</b>	<b>English</b>	This course is designed primarily for students who are still in the beginning or early intermediate stages of English language development. Through developmentally appropriate literary texts and highly scaffolded instruction of reading and writing, this course will address 9th grade English Language Arts standards while simultaneously developing oral language skills. Students enrolled in this course receive English Language Arts credit; when possible, ELLs at this level should be simultaneously enrolled in ESL 1 or 2.	x	x	x	x	0.5	Teacher Placement
01008G05050 01008G05060	<b>ESL English 3</b>	<b>English</b>	This course is designed primarily for students who are in the early intermediate or intermediate stages of English language development. Through developmentally appropriate literary texts and highly scaffolded instruction of reading and writing, this course will address 10th grade English Language Arts standards while continuing to expand oral language skills. Students enrolled in this course receive English Language Arts credit; when possible, ELLs at this level should be simultaneously enrolled in ESL 3.	x	x	x	x	0.5	Teacher Placement

01009G05010 01009G05020	<b>Literacy Acceleration I</b>	<b>Elective</b>	This elective course is designed for linguistically diverse students who have been enrolled in U.S. schools for the majority of their education yet struggle with the academic literacy demands of mainstream content area classes. Through a framework of thematic units and project-based learning, students will gain confidence as they strengthen the reading, writing and academic language skills necessary for school success and lifelong learning. Students at this level should be concurrently enrolled in a mainstream English course for English Language Arts credit.	x	x	x	x	0.5	Teacher Placement
01009G05030 01009G05040	<b>Literacy Acceleration II</b>	<b>Elective</b>	This elective course is designed for linguistically diverse students who have been enrolled in U.S. schools for the majority of their education yet struggle with the academic literacy demands of mainstream content area classes. Through a framework of thematic units and project-based learning, students will gain confidence as they strengthen the reading, writing and academic language skills necessary for school success and lifelong learning. Students at this level should be concurrently enrolled in a mainstream English course for English Language Arts credit.	x	x	x	x	0.5	Teacher Placement
22003G05010 22003G05020	<b>Study Skills</b>	<b>Elective</b>	Study Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.	x	x	x	x	0.5	Teacher Placement
			Intervention Services						



The content of these Intervention Services courses have been substantially modified for students with individual learning plans. While the course aligns with Jeffco's curriculum in general, it may not address many of the essential learnings listed in the curriculum of a non-modified course. Parents and students are advised to discuss with school personnel how this course may impact post-secondary options. Students taking courses for basic credit (not general credit) are not eligible for gold or silver cord honors at graduation.

<p>22152B05014 22152B05024</p>	<p><b>Employability Skills 1 Community based instruction</b></p>	<p><b>Elective</b></p>	<p>The content of this course has been substantially modified for students with individual learning plans. While the course aligns with Jeffco's curriculum in general, it may not address many of the essential learnings listed in the curriculum of a non-modified course. Parents and students are advised to discuss with school personnel how this course may impact post-secondary options.</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Placement</p>
<p>22252B05012 22252B05022</p>	<p><b>Communication Instruction</b></p>	<p><b>Elective</b></p>	<p>Communication Instruction courses are typically individualized according to each student's condition and needs. Increasing the student's communication skills—oral expression, listening comprehension, reading, and writing—is emphasized; communication techniques in several areas (educational, social, and vocational) are often explored.</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Placement</p>
<p>22106G05014</p>	<p><b>GT Level 1</b></p>	<p><b>Elective</b></p>	<p>This course will cover topics introduced in advisement, while at the same time providing a great environment to practice creativity, work on projects and receive support for all academic classes. This class will focus on the affective needs of many of the gifted learners throughout the different spectrums. Some of the most important goals of Level 1 is that the student becomes comfortable with ALM, get their needs met, and succeed academically in the most foundationally important year of thier high school career.</p>	<p>X</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Placement criteria</p>

22106G05024	GT Level 2	Elective	Level 2 is very similar to level 1. However, there is much more ability to explore areas of passion and interest. This level will continue focusing on academic rigor and pushing the students to the best of their ability, but at the same time allow them to guide themselves on many of their projects. The goal for this level is to have students move into being fully autonomous, and able to seek, put together and present information with their highest abilities.	x	x	x	x	0.5	Completion of Level 1
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**MATH**

The Mathematics Department at Arvada High School and the Jefferson County School District have adopted the following standards, and all students are expected to meet these standards by their junior year. Each of the following course descriptions refers to the numbers of the standards that are covered in the class.

1. Number Sense: Develop number sense and use numbers and number relationships in problem-solving situations and communicate with appropriate mathematical language the reasoning used in solving these problems. 2. Algebra: Use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate with appropriate mathematical language the reasoning used in solving these problems. 3. Data Analysis: Use data collection and analysis, statistics, and probability in problem-solving situations and communicate with appropriate mathematical language the reasoning used in solving these problems. 4. Geometry: Use geometric concepts, properties, patterns, and relationships in problem-solving situations and communicate with appropriate mathematical language the reasoning used in solving these problems.

**5. Measurement: Use a variety of tools and techniques to measure and apply the results in problem-solving situations and communicate with appropriate mathematical language the reasoning used in solving these problems. 6. Computation: Link concepts and procedures as they develop, use and explain computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate with appropriate mathematical language the reasoning used in solving these problems.**

02001B05012 02001B05022	Informal Math	Elective	Informal Mathematics courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and highlight the connections among mathematical topics and between mathematics and other disciplines. These courses approach the teaching of general math, pre-algebra, and pre-geometry topics by applying numbers, and algebraic and geometric concepts and relationships to real world problems.	x	x	x	x	0.5	Teacher Placement-MS
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02058B05014 02058B05024	<b>Partic. Topics in Algebra/Navigator</b>	<b>Elective</b>	This is a double dose course used in conjunction with an Algebra course which uses the America's Choice Navigator intervention program. This course counts as an elective and is used to fill gaps for struggling students.	x				0.5	Teacher Placement
02052G05014 02052G05024	<b>Algebra I</b>	<b>Math: Algebra I</b>	This course meets 9th grade Colorado standards by following district approved Algebra curriculum and counts as first year of graduation requirements. Algebra I includes the study of properties and operations of the real number system including irrational numbers, applications of proportional reasoning, and solving and graphing first degree equations, inequalities and systems of linear equations. Students generate equivalent expressions, use formulas to solve problems, simplify and factor polynomials and solve simple quadratic equations. An emphasis is placed on analyzing situations verbally, numerically, graphically, and symbolically. To meet 21st century learning, students use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations.	x	x			0.5	
02072G05014 02072G05024	<b>Geometry</b>	<b>Math: Geometry or Higher</b>	This course meets 10th grade Colorado standards by following the district approved Geometry curriculum and counts as second year of graduation requirements. This course develops the structure of Euclidean geometry and applies the resulting theorems and formulas to address meaningful problems. It includes properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems and proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; rules of angle measurement in triangles and concepts of coordinate geometry and trigonometry. Dynamic geometry software, compass and straightedge, and other tools are used to investigate and explore mathematical ideas and relationships and to develop multiple strategies for analyzing complex situations.	x	x			0.5	Algebra 1

<p>02072H05012 02072H05022</p>	<p><b>Geometry Honors*</b></p>	<p><b>Math: Geometry or Higher</b></p>	<p>This course meets 10th grade Colorado standards by following the district approved Geometry curriculum and counts as second year of graduation requirements. This course develops the structure of Euclidean geometry and applies the resulting theorems and formulas to address meaningful problems. It includes properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems and proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; rules of angle measurement in triangles and concepts of coordinate geometry and trigonometry. Dynamic geometry software, compass and straightedge, and other tools are used to investigate and explore mathematical ideas and relationships and to develop multiple strategies for analyzing complex situations. The honors course prepares students for advanced course work and engages students in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments, and more complex text/materials. Diverse interests, cultures, perspectives, learning styles, and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation, and logic are emphasized throughout the honors course.</p>	<p>X</p>	<p>X</p>			<p>0.5</p>	<p>8th grade Alg/ B or better in Alg I</p>
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<p>02069G05014 02069G05024</p>	<p><b>Algebra Intermediate</b></p>	<p><b>Math: Geometry or Higher</b></p>	<p>This course meets 10th grade Colorado standards by following the district approved Geometry curriculum and counts as second year of graduation requirements. This course develops the structure of Euclidean geometry and applies the resulting theorems and formulas to address meaningful problems. It includes properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems and proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; rules of angle measurement in triangles and concepts of coordinate geometry and trigonometry. Dynamic geometry software, compass and straightedge, and other tools are used to investigate and explore mathematical ideas and relationships and to develop multiple strategies for analyzing complex situations. The honors course prepares students for advanced course work and engages students in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments, and more complex text/materials. Diverse interests, cultures, perspectives, learning styles, and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation, and logic are emphasized throughout the honors course.</p>		<p>x</p>	<p>x</p>		<p>0.5</p>	<p>Geometry</p>
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<p>02056G05012 02056G05022</p>	<p><b>Algebra II</b></p>	<p><b>Math: Geometry or Higher</b></p>	<p>For Pre-IB. This course meets 10th grade Colorado standards by following the district approved Geometry curriculum and counts as second year of graduation requirements. This course develops the structure of Euclidean geometry and applies the resulting theorems and formulas to address meaningful problems. It includes properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems and proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; rules of angle measurement in triangles and concepts of coordinate geometry and trigonometry. Dynamic geometry software, compass and straightedge, and other tools are used to investigate and explore mathematical ideas and relationships and to develop multiple strategies for analyzing complex situations. The honors course prepares students for advanced course work and engages students in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments, and more complex text/materials. Diverse interests, cultures, perspectives, learning styles, and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation, and logic are emphasized throughout the honors course.</p>				<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Geometry</p>
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<p>02056H05012 02056H05022</p>	<p><b>Algebra II Honors</b> *</p>	<p><b>Math- Geometry or Higher</b></p>	<p>This course meets 10th grade Colorado standards by following the district approved Geometry curriculum and counts as second year of graduation requirements. This course develops the structure of Euclidean geometry and applies the resulting theorems and formulas to address meaningful problems. It includes properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems and proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; rules of angle measurement in triangles and concepts of coordinate geometry and trigonometry. Dynamic geometry software, compass and straightedge, and other tools are used to investigate and explore mathematical ideas and relationships and to develop multiple strategies for analyzing complex situations. The honors course prepares students for advanced course work and engages students in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments, and more complex text/materials. Diverse interests, cultures, perspectives, learning styles, and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation, and logic are emphasized throughout the honors course.</p>	<p>X</p>	<p>X</p>	<p>X</p>			<p>Geometry Honors</p>
<p>02124H05012 02124H05022</p>	<p><b>AP Calculus AB*</b></p>	<p><b>Math: Geometry or Higher</b></p>	<p>This course follows the College Board's suggested curriculum designed to parallel college-level calculus courses. AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. This course introduces calculus and includes the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of change problems); and integral calculus ( including anti-derivatives, the definite integral and application of integrals).</p>		<p>X</p>	<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Alg II</p>

<p>02203H05012 02203H05022</p>	<p><b>AP Statistics</b></p>	<p><b>Math: Geometry or Higher</b></p>	<p>This course follows the College Board's suggested curriculum designed to parallel college-level statistics courses. AP Statistics courses introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.</p>			<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Algebra 2</p>
<p>02102G05012 02102G05022</p>	<p><b>Discrete Mathematics</b></p>	<p><b>Math: Geometry or Higher</b></p>	<p>This full year course extends the study of the one semester course topics which include: number theory, inductive and deductive reasoning, set theory and graph theory. Additional topics include: discrete probability, combinatorics, symbolic logic, and recursion.</p>				<p>x</p>	<p>0.5</p>	<p>Alg II</p>
<p>02110G05012 02110G05022</p>	<p><b>Pre-Calc/College Trig</b></p>	<p><b>Math: Geometry or Higher</b></p>	<p>This course combines the study of trigonometry, elementary functions, analytical geometry and math analysis topics as preparation for calculus. Topics include the study of complex numbers, polynomial, logarithmic, exponential, rational, right trigonometric and circular functions and their relations, inverses, and graphs, trigonometric identities and equations, solutions of right and oblique triangles, vectors, parametric equations and their graphs, the polar coordinate system, conic sections, and limits. NOTE: This class includes Calculus A topics.</p>				<p>x</p>	<p>0.5</p>	<p>Algebra 2 with a grade of "C" or better and teacher recommendation</p>



02110H05012 02110H05022	Pre-Calc/Trig Hon	Math: Geometry or Higher	This course combines the study of trigonometry, elementary functions, analytical geometry and math analysis topics as preparation for calculus. Topics include the study of complex numbers, polynomial, logarithmic, exponential, rational, right trigonometric and circular functions and their relations, inverses, and graphs, trigonometric identities and equations, solutions of right and oblique triangles, vectors, parametric equations and their graphs, the polar coordinate system, conic sections, and limits. NOTE: This class includes Calculus A topics. The honors course prepares students for advanced course work and engages students in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments, and more complex text/materials. Diverse interests, cultures, perspectives, learning styles, and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation, and logic are emphasized throughout the honors course.					x	0.5	Algebra 2 Honors
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**MUSIC**

**COLORADO MODEL CONTENT STANDARDS 1. Students sing or play on instruments a varied repertoire of music, alone or with others. 2. Students will read and write musical notation. 3. Students will improvise or create music. 4. Students will listen to, analyze, evaluate, and describe music. 5. Students will understand various cultures through the study of music and music history.**

05108G05014 05108G05024	Guitar	Fine Arts/CTE	Guitar introduces students to the fundamentals of music and guitar-playing techniques, such as strumming and chords	x	x	x	x		0.5	Must have a guitar
05105G05014 05105G05024	Jazz/ Contemporary Band Inter	Fine Arts/CTE	Jazz/Contemporary Band helps students develop their techniques for playing brass, woodwind, percussion, and string instruments, as well as guitars and keyboards, focusing primarily on contemporary stage band literature styles, such as traditional jazz, Latin, and rock. Jazz improvisation is introduced and developed.	X	X	x	x		0.5	Audition required/ Enrollment in Concert Band
05102G05036 05102G05046	Concert Band/Symphonic	Fine Arts/CTE	Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances.	x	x	x	x		0.5	

05102G05056 05102G05066	<b>Concert Band/ Winds</b>	<b>Fine Arts/CTE</b>	Wind Ensemble is designed to promote more advanced techniques for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances.	x	x	x	x	0.5	Audition required/ Teacher Approval
05113E05012 05113E05022	<b>Music Theory</b>	<b>Fine Arts/CTE</b>	Music Theory provides students with an understanding of the fundamentals of music and includes one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading.		x	x	x	0.5	Teacher recommendat ion
05103G05011	<b>Marching Band - 1st Semester/ Afterschool</b>	<b>Fine Arts/CTE</b>	Marching Band is intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate marching band literature styles, primarily for marching performances.	x	x	x	x	0.5	
05103G05012	<b>Marching Band/Color Guard - 2nd Semester/Aftersc hool</b>	<b>Fine Arts/CTE</b>	Color Guard requires the development of dance, movement, and the use of flags and other equipment (rifle, saber, etc.) in conjunction with the marching band. Developing the techniques of choreographed movement to the music is a prime focus.	x	x	x	x	0.5	Teacher recommendat ion. Marching band or Concert Band/Symph onic
05102G0505605	<b>Chorus Women</b>	<b>Fine Arts/CTE</b>	Chorus Women provides the opportunity to sing a variety of choral literature for men's voices and is designed to develop vocal techniques and the ability to sing parts.	x	x	x	x	0.5	
05110G05016 05110G05026	<b>Chorus Men</b>	<b>Fine Arts/CTE</b>	Chorus-Men provides the opportunity to sing a variety of choral literature for men's voices and is designed to develop vocal techniques and the ability to sing parts.	x	x	x	x	0.5	
05111G05056 05111G05066	<b>Vocal Ensemble Concert</b>	<b>Fine Arts/CTE</b>	Vocal Ensembles-Concert is intended to develop vocal techniques and the ability to sing parts in a concert choir. Course goals may include the development of solo singing ability and will emphasize various ensemble literature styles.		x	x	x	0.5	Audition, Contra Outfit purchase

05111E05012 05111E05022	<b>Vocal Ensemble Select</b>	<b>Fine Arts/CTE</b>	Vocal Ensembles-Select is intended to develop advanced vocal techniques and the ability to sing parts in ensemble or madrigal groups. Course goals may include the development of solo singing ability and may emphasize various ensemble literature styles.		x	x	x		0.5	Audition, Contra Enrollment in Co Outfit purchase
05111G05036 05111G05046	<b>Vocal Ensemble Women</b>	<b>Fine Arts/CTE</b>	Vocal Ensembles-Women is intended to develop women's vocal techniques and the ability to sing parts in small ensemble or madrigal groups. Course goals may include the development of solo singing ability and may emphasize one or several ensemble literature styles.		x	x	x		0.5	Audition, Contra Enrollment in Co Outfit purchase
05104G05034 05104G05044	<b>Orchestra Strings</b>	<b>Fine Arts/CTE</b>	Orchestra Strings is designed to develop students' abilities to play string instruments, covering a variety of string and orchestral literature styles. This is a strings only class.	x	x	x	x		0.5	Strings only
05104E05014 05104E05024	<b>Orchestra Adv</b>	<b>Fine Arts/CTE</b>	Orchestra Advanced courses are is designed to develop students' abilities to play string instruments, emphasizing advanced string techniques and covering a variety of string and orchestral literature styles. This is a strings only class.	x	x	x	x		0.5	Audition and Teacher recommenda tion
<b>PHYSICAL EDUCATION</b>										
<b>Physical education involves and benefits all students. Students participate at their individual level in activities that promote wellness, and meet a combination of the following standards. GRADUATION REQUIREMENT: COMPLETE AND PASS ONE PE CLASS</b>										
<b>1. Students demonstrate the knowledge and physical skills necessary to perform a variety of physical activities. 2. Students demonstrate knowledge of healthy lifestyle. 3. Students know and demonstrate a physically active lifestyle. 4. Students assess, achieve and maintain personal fitness levels. 5. Students demonstrate responsible personal and social behaviors during physical activity.</b>										
08005G05018	<b>Fitness/Conditioning Aerobics</b>	<b>Elective</b>	Fitness/ Conditioning Activites courses emphasize conditioning activities that help develop muscular strength, fitness and cardiovascular fitness	x	x	x	x		0.5	

08016G05014	<b>Lifetime Fitness Education</b>	<b>PE Health</b>	This class has two components; classroom learnings as well as exercise geared for lifetime fitness. In the classroom, students will apply health skills such as goal setting, advocacy for self and others and decision making while increasing their knowledge around health behaviors necessary for maintaining a healthy lifestyle. During the exercise component, students will engage in regular physical activity, as well as create and carry out a personalized fitness plan.	X	X	X	X	0.5	
08009G05016 08009G05026	<b>Weight Training</b>	<b>Elective</b>	Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning.	x	x	x	x	0.5	
08002G05018 08002G05028	<b>Team Sports I</b>	<b>Elective</b>	Team Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one team sport (such as volleyball, basketball, soccer, and so on).	x	x			0.5	
08002G05038 08002G05048	<b>Team Sports II</b>	<b>Elective</b>	Team Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one team sport (such as volleyball, basketball, soccer, and so on).			x	x	0.5	Team Sports I
08009E05012 08009E05022	<b>Weight Training Adv</b>	<b>Elective</b>	Advanced Weight Training uses advanced skills and weight training techniques. This class is designed for the male and female athlete.			X	X	0.5	Pass Weight Training

## SCIENCE

**All science classes (Earth Science, Biology, Chemistry, and Physics) address the following science standards at appropriate levels:**

**1. Students understand that science is a search for patterns in nature, that recognizing these patterns leads to a better understanding of the world around us, and that these patterns link scientific disciplines. 2. Students will know and understand properties of matter and dynamic systems; use models to describe properties; explain physical and chemical changes and energy's role in changes; conservation of matter and energy, and physical interactions of matter. 3. Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. 4. Students will know and understand the structure, processes and interactions of the Earth's systems and the dynamics of the solar system and the universe. 5. Students understand that science and technology can be used to gather and analyze information in order to make decisions in the real world. Students understand connections between scientific and technological history and today's society.**

**6. Students know that science is a framework for understanding the natural world based on experimentation and logical analysis. Students understand the processes of scientific investigation and are able to design, conduct, communicate about, and evaluate such investigations. Students use their understanding of science in the decision making process.**

<p>03001G05012 03001G05022</p>	<p><b>Earth Science</b></p>	<p><b>Science</b></p>	<p>Earth Science offers insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore geology, astronomy, meteorology, and geography.</p>	<p>x</p>				<p>0.5</p>	
<p>03051G05012 03051G05022</p>	<p><b>Biology</b></p>	<p><b>Science</b></p>	<p>Biology is designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. This course will be taught using sheltered instructional methods and strategies which make the subject matter concepts comprehensible to linguistically diverse students while simultaneously promoting the students' English language development.</p>		<p>x</p>			<p>0.5</p>	
<p>03101G05012 03101G05022</p>	<p><b>Chemistry</b></p>	<p><b>Science</b></p>	<p>Chemistry involves studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.</p>			<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Passed Alg I</p>

03101H05012 03101H05022	<b>Chemistry Honors*</b>	<b>Science</b>	Chemistry involves studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. The honors course prepares students for advanced course work and engages student in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments and more complex test/materials. Diverse interests, cultures, perspectives, learning styles and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation and logic are emphasized throughout the honors course.			x	x	0.5	Passed Alg I; teacher recommendation
03151G05012 03151G05022	<b>Physics</b>	<b>Science</b>	Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.			x	x	0.5	
03056H05012 03056H05022	<b>AP Biology*</b>	<b>Science</b>	Adhering to the curricula recommended by the College Board and designed to parallel college level introductory biology courses, AP Biology stresses basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments. All students sit for the AP Biology Exam.			X	x	x	0.5 B in Biology/ Teacher recommendat ion

03106H05012 03106H05022	AP Chemistry *	Science	Following the curricula recommended by the College Board, AP Chemistry usually follows high school chemistry and second-year algebra. Topics covered may include atomic theory and structure; chemical bonding; nuclear chemistry; states of matter; and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses.			x	x	0.5	B in Chemistry/ Teacher recommendat ion
03207H05012 03207H05022	AP Environmental Science*	Science	AP Environmental Science is designed by the College Board to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems (both natural and human made), evaluate the relative risks associated with the problems, and examine alternative solutions for resolving and/or preventing them. Topics covered include science as a process, ecological processes and energy conversions, earth as an interconnected system, the impact of humans on natural systems, cultural and societal contexts of environmental problems, and the development of practices that will ensure sustainable systems.	X	X	x	x	0.5	Teacher recommendat ion
03155H05012 03155H05022	AP Physics 1 *	Science	AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.			x	x	0.5	

03004G05012 03004G05022	<b>Astronomy</b>	<b>Science</b>	Astronomy offers students the opportunity to study the solar system, stars, galaxies, and interstellar bodies. These courses usually introduce and use astronomic instruments and typically explore theories regarding the origin and evolution of the universe, space, and time.			X	X	0.5	
03201G05011	<b>Zoology (Natural Science)</b>	<b>Science</b>	One semester of Natural Science offers insight into the relationship between the physical Earth and it's biological components, their interactions and changes, and the application of ecological concepts to the study of our natural world. This course explores the fundamental concepts of biology, geology, meteorology and astronomy and provides a good foundation for future biology and other science classes. Students will expand their scientific knowledge and skills through laboratory experience, classroom investigations and activities and readings.			X	X	0.5	Teacher Approval
03063G05012 03063G05022	<b>Marine Biology</b>	<b>Science</b>	A Marine Biology course is a laboratory-based exploration of the oceans and the marine ecosystems found in them. They explore the biology of the marine organisms, topography, chemistry, diversity and resources found in the ocean.			X	x	0.5	Successful completion of 3 Science credits; teacher approval
03053G05012 03053G05022	<b>Anatomy and Physiology</b>	<b>Science</b>	Usually taken after a comprehensive initial study of biology, Anatomy and Physiology presents the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.				x	0.5	

**SOCIAL STUDIES**

**All Social Studies classes address the following social studies standards at appropriate levels:**



**History Content Standards (HSC):** 1. Students know and understand the chronological organization of history and will be able to group people and events into major eras to identify and explain historical relationships. 2. Students know how to use various processes and resources of historical inquiry. 3. Students understand the nature of societies and that societies are diverse and have changed over time. 4. Students understand the impact of scientific and technological developments on individuals and societies. 5. Students understand the political institutions and theories that have developed and changed over time. 6. Students know that religious and philosophical ideas have been powerful forces throughout history.

**Geography Content Standards (GCS):** 1. Students know how to use maps, globes, and other geographics tools to locate and derive information about people, places, and environments. 2. Students know the physical and human characteristics of places and can use this knowledge to define and study regions for the purpose of interpreting patterns of change. 3. Students understand human and physical processes, their interactions, and their effects on the Earth and its people. 4. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict on the Earth's surface.

**American Government, "Civics" - Content Standards (CCS):** 1. Students know what government is, why it exists, and how it is shaped by civic life and politics at the national, state, and community levels. 2. Students understand the basic constitutional principles and democratic foundations of our national, state and local political systems. 3. Students know how democratic principles are used in making public policy, and that citizen involvement is critical. 4. Students know the political relationship of the United States and its citizens to other nations and to world affairs. 5. Students understand how to exercise the rights and responsibilities of participating in civic life.

**Economic Content Standards (ECS):** 1. Students understand that individuals, households, businesses, governments and societies make decisions, influenced by incentives; about the use of scarce resources and that their choices involve costs. 2. Students understand how different economic systems impact the way individuals, households, businesses, governments and societies make decisions about the use of economic resources and the production and distribution of goods and services. 3. Students understand the patterns and results of trade, exchange and interdependence between individuals, households, businesses, governments and societies.

04151G05011	U.S. Govt Comprehensive	Social Studies: Civics	U.S. Government—Comprehensive provides an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course may examine the structure and function of state and local governments and may cover certain economic and legal topics. This course will be taught using sheltered instructional methods and strategies which make the subject matter concepts comprehensible to linguistically diverse students while simultaneously promoting the students' English language development.	x				0.5	
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04151H05011	<b>U.S. Govt Comprehensive Honors*</b>	<b>Social Studies: Civics</b>	U.S. Government—Comprehensive provides an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course may examine the structure and function of state and local governments and may cover certain economic and legal topics. The honors course prepares students for advanced course work and engages students in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments, and more complex text/materials. Diverse interests, cultures, perspectives, learning styles, and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation, and logic are emphasized throughout the honors course.	X				0.5	Application
04001G05011	<b>World Geography</b>	<b>Social Studies: Geography</b>	World Geography provides students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the environment; economic development, the interdependence of regions; and the movement of people, goods, and ideas.	x				0.5	
04001H05011	<b>World Geography Honors*</b>	<b>Social Studies: Geography</b>	World Geography provides students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the environment; economic development, the interdependence of regions; and the movement of people, goods, and ideas. The honors course prepares students for advanced course work and engages students in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments, and more complex text/materials. Diverse interests, cultures, perspectives, learning styles, and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation, and logic are emphasized throughout the honors course.	x				0.5	Application

04103G05012 04103G05022	<b>Modern U.S. History</b>	<b>Social Studies: American History</b>	Modern U.S. History courses examine the history of the United States from the Civil War or Reconstruction era (some courses begin at a later period) through the present time. These courses typically include a historical review of political, military, scientific, and social developments.		x			0.5	
04051H05012 04051H05022	<b>World Hist Overview Honors*</b>	<b>Social Studies: World History</b>	World History provides students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History may include geographical studies, but often these components are not as explicitly taught as geography. The honors course prepares students for advanced course work and engages students in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments, and more complex text/materials. Diverse interests, cultures, perspectives, learning styles, and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation, and logic are emphasized throughout the honors course.			x		0.5	US Govt Honors or World Geography
04104H05012 04104H05022	<b>AP U.S. History*</b>	<b>Social Studies: American History</b>	Following the College Board's suggested curriculum designed to parallel college-level U.S. History courses, AP U.S. History courses provide students with the analytical skills and factual knowledge necessary to address critically problems and materials in U.S. history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past.				x	0.5	World History Overview Honors

<p>04256H05012 04256H05022</p>	<p><b>AP Psychology*</b></p>	<p><b>Elective</b></p>	<p>Following the College Board's suggested curriculum designed to parallel a college-level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice.</p>			<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Teacher recommenda tion</p>
<p>04258G05011</p>	<p><b>Sociology</b></p>	<p><b>Elective</b></p>	<p>Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.</p>				<p>x</p>	<p>0.5</p>	
<p>04201G05011</p>	<p><b>Economics</b></p>	<p><b>Social Studies: Economics</b></p>	<p>Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.</p>				<p>x</p>	<p>0.5</p>	

04201H05011	<b>Economics Honors*</b>	<b>Social Studies: Economics</b>	Economics provides students with an overview of economics with primary emphasis on the principles of microeconomics, macroeconomics and the U.S. economic system. The course may also cover topics such as international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both. The honors course prepares students for advanced course work and engages students in enrichment opportunities. Rigor is demonstrated through sophistication and acceleration in terms of thought-provoking learning activities, challenging assessments, and more complex text/materials. Diverse interests, cultures, perspectives, learning styles, and intelligences are cultivated and higher level critical and creative thinking skills such as interpretation, problem-solving, investigation, and logic are emphasized throughout the honors course.				x	0.5	Teacher signature
04260G05011	<b>Social Science</b>	<b>Elective</b>	Social Science provides students with an introduction to the various disciplines in the social sciences, including anthropology, economics, geography, history, political science, psychology, and sociology. Typically, the course emphasizes the methodologies of the social sciences and the differences among the various disciplines.				X		
<b>TECHNICAL EDUCATION</b>									
<p><b>Technology education provides students with an expanded study and application of the knowledge, human relations, and technical skills of technology. While students are enrolled in technology courses they will be expected to meet the following standards. These standards will be presented in introductory level classes, and reinforced in subsequent courses. All students will be expected to demonstrate mastery of these standards in all advanced courses.</b></p>									
<p>1. Students identify and apply methods of information acquisition and utilization. 2. Students demonstrate the ability to work safely with a variety of technologies. 3. Students demonstrate interpersonal skills related to the workplace. 4. Students demonstrate basic skills in communications, mathematics and science. 5. Students demonstrate and apply design/problem-solving processes. 6. Students express an understanding of technological systems and their complex interrelationships. 7. Students demonstrate the ability to properly identify, organize, plan, and allocate resources. 8. Students discuss individual interests and aptitudes as they relate to a career. 9. Students demonstrate employability skills. 10. Students make an informed and meaningful career choice.</p>									

17002G15014 17002G15024 17002G15034 17002G15044	<b>Warren Tech- Pre-apprenticeship Construction Comprehensive-on site</b>	<b>Elective/ CTE</b>	The Pre-Apprenticeship program provides students the chance to become better acquainted with career choices and opportunities in the construction industry. Students will actually have a "hands on" experience whether it's using the latest heavy equipment simulators or working on the job experiences with our construction industry partners.			X	X	1.5	Counselor Recommendation/ Warren Tech application
17006G05014	<b>Woodworking</b>	<b>Fine Arts/CTE</b>	This course is an introduction to senior high school woodworking, designed to familiarize students with basic hand tool, power tool, and machine tool processes. Upon completion of this course students will demonstrate a working knowledge of basic techniques for general hand and power tool woodworking and wood finishing. Through the production of authentic task projects, students will know the importance of safety, cooperative practices and craftsmanship in their daily activities.	x	x	x	x	0.5	
17006G05034	<b>Woodworking Intermediate</b>	<b>Fine Arts/CTE</b>	This course is a continuation of senior high school woodworking, designed to familiarize students with basic hand tool, power tool, and machine tool processes. Upon completion of this course students will demonstrate a working knowledge of basic techniques for general hand and power tool woodworking and wood finishing. Through the production of authentic task projects, students will know the importance of safety, cooperative practices and craftsmanship in their daily activities.	x	x	x	x	0.5	Pass Woodworking

17006E05012	<b>Woodworking Advanced</b>	<b>Fine Arts/CTE</b>	Woodworking Adv is an advanced level course concentrating on expanding knowledge and skills in several areas of woodworking. Objectives of the course will be accomplished by using a semi-mass production technique as the student builds selected projects. The students will gain more experience and skill as they use power tools and machinery. Emphasis will be placed upon the development of proficiency and accuracy in all areas of study. The student will study the process of planning a project, calculating the cost of the project and developing proper construction procedures. A student may take this course more than one time if de-sired with the instructor's permission. Each semester different projects will be chosen for construction.		x	x	x	0.5	Pass Woodworking Intermediate
21007G05012 21007G05022	<b>Engineer Design/Development</b>	<b>Fine Arts/CTE</b>	In the Engineer Design/Development course, students will learn problem-solving skills using a design development process. Models of project solutions are created, analyzed, and communicated using solid modeling computer design software. This course, combined with traditional mathematics, and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college.	x	x			0.5	
17101G05011	<b>Electricity and Electronics</b>	<b>Fine Arts/CTE</b>	The Electricity/Electronics course offers instruction in the theory of electricity and in the terminology, skills, and safety procedures common to careers involving electricity and electronics. Topics may include) Ohm's law, electrical equipment, wire systems, and so on; career exploration is often an integral part of these courses.		X	X	X	0.5	Pass Engineer Design/ Development
21009G05012	<b>Robotics</b>	<b>Fine Arts/CTE</b>	This lab-based course is an introduction to robotics and related scientific and engineering topics. Students will learn the physics of how motors, moving parts, and sensors work. They will also design, build, program and test robots to carry out specific tasks. The class will culminate with an extended robotics challenge.		x	x	x	0.5	Pass Engineer Design/ Development

21009E05012	Robotics Adv	Fine Arts/CTE	This lab-based course is a continuation of Robotics. Students will learn and apply principles of mechanics, electronics, and pneumatics. They will apply engineering principles as they design and build robots, construct their own sensors and connect them, and program the robots in the programming language. The class will incorporate several extensive projects.		x	x	x	0.5	Pass Robotics
21010G05012 21010G05022	Computer Integrated Manufacturing	Fine Arts/CTE	Computer Integrated Mfg applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design, and Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included.			X	X	0.5	Pass Electricity/ Electronics and Robotics
<b>WORLD LANGUAGE</b>									
<b>1. Communication in languages other than English. 2. Knowledge and understanding of other cultures. 3. Connections with other disciplines and information Acquisition. 4. Comparisons to develop insight into the nature of language and culture.</b>									
06121G05012 06121G05022	French I	World Language	Designed to introduce students to French language and culture, French I emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, literature, customs, and history of the French-speaking people.	x	x	x	x	0.5	



06122G05012 06122G05022	<b>French II</b>	<b>World Language</b>	<p>French II courses build upon skills developed in French I, extending students' ability to understand and express themselves in French and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s).</p>	x	x	x	x	0.5	Pass French I
06123G05012 06123G05022	<b>French III/ IV</b>	<b>World Language</b>	<p>French III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.</p>		x	x	x	0.5	Pass French II
06124G05012 06124G05022	<b>French IV</b>	<b>World Language</b>	<p>French IV courses focus on advancing students' skills and abilities to read, write, speak, and understand the French language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.</p>			x	x	0.5	French III

<p>06101G05012 06101G05022</p>	<p><b>Spanish I</b></p>	<p><b>World Language</b></p>	<p>Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>0.5</p>	
<p>06102G05012 06102G05022</p>	<p><b>Spanish II</b></p>	<p><b>World Language</b></p>	<p>Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Passed Spanish I</p>
<p>06103G05012 06103G05022</p>	<p><b>Spanish III</b></p>	<p><b>World Language</b></p>	<p>Spanish III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.</p>		<p>x</p>	<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Passed Spanish I and II</p>

<p>06104G05012 06104G05022</p>	<p><b>Spanish IV</b></p>	<p><b>World Language</b></p>	<p>Spanish IV courses focus on advancing students' skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.</p>			<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Passed Spanish I-III</p>
<p>06112H05012 06112H05022</p>	<p><b>AP Spanish Language &amp; Culture</b></p>	<p><b>World Language</b></p>	<p>Designed by the College Board to parallel third-year college-level courses in Spanish Composition and Conversation, AP Spanish Language courses build upon prior knowledge and develop students' ability to understand others and express themselves (in Spanish) accurately, coherently, and fluently in both formal and informal situations. Students will develop a vocabulary large enough to understand literary texts, magazine/newspaper articles, films and television productions, and so on.</p>			<p>x</p>	<p>x</p>	<p>0.5</p>	<p>Have taken and passed at least 3 levels of Span or be a native Spanish speaker</p>
<p>06113H05012 06113H05022</p>	<p><b>AP Spanish Literature &amp; Culture*</b></p>	<p><b>World Language</b></p>	<p>Designed by the College Board to parallel college-level Introduction to Hispanic Literature courses, AP Spanish Literature courses cover representative works from the literatures of Spain and Spanish America, encompassing all genres. The courses build students' Spanish language proficiency so that they are able to read and understand moderately difficult prose and express critical opinions and literary analyses in oral and written Spanish (an ability equivalent to having completed a third-year college-level Spanish Language course).</p>				<p>x</p>	<p>0.5</p>	<p>Have taken and</p>

06999G05014 06999G05024	<b>Heritage Spanish I</b>	<b>World Language</b>	Heritage Spanish serves heritage Spanish-speakers, born or educated in the U. S., and other students whose mother tongue is not Spanish but whose proficiency in Spanish is not fluent. This course is designed to provide students with an active and rewarding learning experience as they strengthen their language skills and develop their cultural competency. This course focuses on real communication in meaningful contexts that develop and consolidate students' speaking, listening, reading and writing skills. Students completing this course would take Heritage Spanish II.	x				0.5	Dual Immersion Students-VanNatta placement
06999G05034 06999G05044	<b>Heritage Spanish II</b>	<b>World Language</b>	Heritage Spanish II serves heritage Spanish-speakers, born or educated in the U. S., and other students whose mother tongue is not Spanish but whose proficiency in Spanish is not fluent. This course is designed to provide students with an active and rewarding learning experience as they strengthen their language skills and develop their cultural competency. This course focuses on real communication in meaningful contexts that develop and consolidate students' speaking, listening, reading and writing skills. Students completing this course would take AP Spanish Language or Literature.		x	x	x	0.5	Dual Immersion Students-VanNatta placement and Heritage I
06109G05014 06109G05024	<b>Spanish Language Arts 9</b>	<b>Elective</b>	This year-long course is the third of a four year program of Spanish literacy based on WIDA Spanish Language Arts standards and AP Spanish Evidence Outcomes. The focus of this course is on developing academic reading and writing skills in the content areas while continuing to expand students' speaking and listening skills. This course emphasizes literary development through a study of literature, culture and composition. This course supports, reinforces and expands students' knowledge of spoken and written Spanish.	x				0.5	Dual Immersion Students-Span LA 8 or DL Elementary; VanNatta placement

6109G05034 06109G05044	<b>Spanish Language Arts 10</b>	<b>Elective</b>	This year-long course is the third of a four year program of Spanish literacy based on WIDA Spanish Language Arts standards and AP Spanish Evidence Outcomes. The focus of this course is on developing academic reading and writing skills in the content areas while continuing to expand students' speaking and listening skills. This course emphasizes literary development through a study of literature, culture and composition. This course supports, reinforces and expands students' knowledge of spoken and written Spanish.		X	X	X	0.5	Dual Immersion Students- Span LA 9 or DL Elementary; VanNatta placement
06039G05011	<b>World Languages and Cultures</b>	<b>Elective</b>	This course introduces phrases and cultures from a variety of languages in order to introduce languages and the idea of second language acquisition to students. This course may emphasize recognition of written words, vocabulary, speech patterns and grammar as well as cultural aspects (major events, foods, art, etc.). Specific content depends on the teacher.	X	X	X	X	0.5	Teacher Placement- Carda
<b>STUDENT SERVICES AND INFORMATION</b>									
22101G05012 22101G05022	<b>Leadership</b>	<b>Elective</b>	Leadership courses are designed to strengthen students' personal and group leadership skills. Typically intended for students involved in extracurricular activities (especially as officers of organizations or student governing bodies), these courses may cover such topics as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics.	x	x	x	x	0.5	Teacher Recommend ation
22006G02514 22006G02524	<b>Study Hall</b>	<b>Elective</b>	Study Hall courses provide students with the opportunity and time to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom.	x				0.25	

99725G00013	Warren Tech All Day- off site						x	varies	Counselor Recommendation/ Warren Tech application	
99725G00023	Warren Tech AM-off site					x	x	varies	Counselor Recommendation/ Warren Tech application	
99725G00033	Warren Tech PM-off site					x	x	varies	Counselor Recommendation/ Warren Tech application	
99233G00011	Reconnect								Placement	
22051G05011	Office Aide	Elective	Office Aide courses provide students with the opportunity to work in campus offices, developing skills related to clerical office work. Duties may include typing, filing, record-keeping, receiving visitors, answering the telephone, and duplicating, among others. These courses emphasize appropriate work attitudes, human relations, and proper office procedures.			x	x	x	0.5	Placement
22052G05011	Guidance Aide	Elective	Guidance Aide courses provide students with the opportunity to work in the campus guidance office. Duties may include typing, filing, record-keeping, assisting students, answering the telephone, and duplicating, among others. Students may also act as guides to new students. These courses emphasize appropriate work attitudes, human relations, and proper office procedures.			x	x	x	0.5	Placement

22995G05011	<b>Miscellaneous-Aide</b>	<b>Elective</b>	Miscellaneous—Aide courses offer students the opportunity to assist instructors in preparing, organizing, or delivering course curricula or to assist other staff members in fulfilling their duties. Students may provide tutorial or instructional assistance to other students. Note: if the particular subject area is known, use the code associated with the Aide course within that subject area.		x	x	x	0.5	Placement
22005G01212 22005G01222	<b>Advisement</b>	<b>Elective</b>	Advisement courses provide students with the assistance they need to successfully complete their coursework. Students may receive help in one or several subjects.	x	x	x	x	0.25	Placement
22999G05039 22999G05049	<b>Peer Mentoring</b>	<b>Elective</b>	Students will work as peer-counselors one period per day.		x	x	x	0.5	Placement