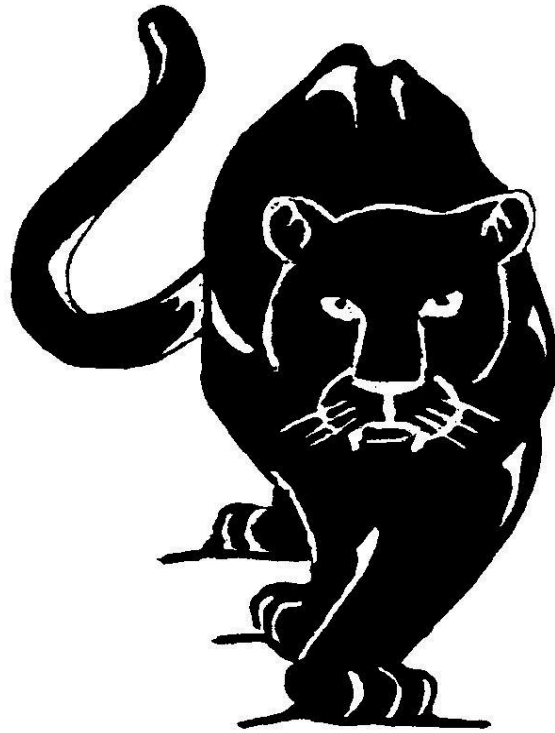


# Lincoln High School

Course Descriptions & Planning Guide



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*Panthers*

## REGISTRATION INFORMATION

### PLANNING YOUR PROGRAM

The Lincoln High School Student Registration Guide contains the information you need to select your program of study. Your course selections should be a result of careful consideration of your educational and personal goals; as well as discussions with your parents, teachers, administrator, and school counselor; and support your Individual Career and Academic Plan (ICAP).

Graduation requirements are designed to give you a well-balanced high school education. Included in the requirements for graduation is the opportunity to select a minimum of 15 elective credits. These will help you explore your own career interests and pursue a pre-college or pre-vocational plan of study. All plans are subject to availability of classes.

In planning your course of study, you should consider the following:

1. Know the number of credits earned in each academic area and compare to the graduation requirements. Know and understand PREREQUISITES AND REQUIREMENTS for courses you wish to take, including whether special approval is required.
2. Because Lincoln High School operates on a seven period block schedule, full-time students are required to take seven academic classes per semester.
3. Any student who is enrolled in less than five periods is considered a part-time student. A student must be enrolled in five academic courses to be considered a full-time student. A student needs to pass six credits each semester to make adequate progress toward graduation.

Students will not be allowed to enroll in less than 5 classes during first semester unless reviewed and approved by administration based upon extenuating circumstances.

4. College entrance requirements and/or future vocational plans should be considered when selecting courses. Make an appointment to see a counselor if necessary.

## POLICIES AND GENERAL INFORMATION THAT RELATES TO THE REGISTRATION PROCESS

### SCHEDULE

Student schedules are created based on what each individual student needs to fulfill graduation requirements. Any schedule change request must be made to the Principal. **Schedule changes will be made if:**

- The student is placed in the wrong level of the course or wrong course.
- There is a conflict with another student in the class that is not resolvable.
- There are too many students in a class.

**NO SCHEDULE CHANGES WILL BE MADE TO PUT STUDENTS IN CLASSES WITH THEIR FRIENDS.**

### GRADE CLASSIFICATION

The number of credits earned will not determine grade classification. A student's grade classification will correspond with the number of years in high school. If a student has not accumulated the credits required to graduate at the end of his/her senior year, the student will remain classified a senior until the required credits are earned. **Normal** progress toward graduation is as follows:

Freshman year:	12 credits
Sophomore year:	24 credits
Junior year:	36 credits

## INDEPENDENT STUDY

A student who wishes to take a course, which they are unable to schedule, may take the course through Contracted Independent Study, depending on available faculty. The Independent Study must be approved by the teacher, student, parent, and administrator. Students accepting an Independent Study will be assigned to the independent study teacher during 8<sup>th</sup> period and meet with that teacher once a week to review progress. Students are expected to earn his/her required number of points per week. Full credit is given for completing the course. The course expectations will be similar to regularly scheduled courses. **ALL INDEPENDENT STUDY CONTRACTS MUST BE APPROVED BY ADMINISTRATION.**

## COLLEGE COURSES

Students may receive high school credit and/or college credit for college level courses offered by accredited colleges or universities. Approval must be received from the counseling center and the administration in the previous semester to assure the courses meet FMHS standards and graduation requirements. In addition, juniors and seniors may enroll in college courses through the Post Secondary Enrollment Options Program.

## DEFINITIONS

**GRADE POINTS** - Points assigned to each credit in accordance with the grade earned in the course.

A = 4 grade points (100% - 95%)

B = 3 grade points (94% - 88%)

C = 2 grade points (87% - 80%)

A grade of "P" or pass does not carry grade points. Grades transferred from your previous school will be assigned the following grade points: A = 4 grade points, B = 3 grade points, C = 2 grade points, D = 1 grade point, F = 0 grade points.

CTE courses offered by Morgan Community College will NOT be weighted

**CURRENT GRADE POINT AVERAGE** - The average obtained by dividing the total of the grade points earned during the current grading period by the total number of credits attempted during the current grading period. Courses graded with a "P" or passes are not counted in the formula.

**CUMULATIVE GRADE POINT AVERAGE** - The average obtained by dividing the total of the grade points earned in high school by the total number of credits attempted. Courses graded with a "P" or pass are not counted in the formula. This will be calculated by the registrar and added to your formal transcript.

## COLLEGE ENTRANCE REQUIREMENTS

If your plans after graduation from high school include college, you should keep in mind five major factors upon which college entrance is most often based:

1. The courses you choose in high school.  
Successful completion of a challenging academic program is the best preparation and is an important factor to colleges in determining the admissibility of the applicants. **Take the most challenging courses you can successfully handle, and then achieve the best grades of which you are capable.** The college entrance requirements chart in this guide provides general information on college prep course work. Algebra II and Chemistry are minimum requirements for most four year colleges.
2. The grades you earned in these courses and the resulting grade point.
3. Your test scores on college entrance examinations (ACT and/or SAT) and/or Accuplacer are always considered. The entrance examination required is dependent upon the college or university that a student plans to attend.

4. The personal recommendations of your counselor, teachers and/or administrators.  
Your personal recommendation, as submitted by your counselor, teachers and/or administrators, is the fourth critical factor taken into consideration for college admission. Aspects such as insight, creativity, depth and intensity of study, academic consistency, grade trends, indication of positive progress, behavior, communication skills, dependability, and reliability are key factors to be covered in these recommendation letters.
5. Student activities both in and out of school.  
Participation in activities such as student government, clubs and athletics is the fifth factor of importance to college admissions officers. The critical point is not how many activities you have joined, but rather how meaningfully you have participated and carried out your responsibilities with those selected activities. Many organizations who offer scholarships look at what community involvement activities a student has accomplished during high school. The amount of time and the diverse nature of the community involvement can be the difference in getting these scholarships.

## **CAREER PREPARATION**

Many high school students prepare to enter a career or the military upon graduation from high school. Your high school counselor can guide you on career exploration and course selection.

The **Four Work Skill Clusters** are:

1. **Digital-age literacy**, which includes the various competencies expected in a 21<sup>st</sup> century workplace.
  - Basic literacy: This is defined as the ability to read, write, listen and speak as well as to compute numbers and solve problems.
  - Scientific literacy: This is defined as a general knowledge and understanding of scientific concepts and processes.
  - Economic literacy: This includes an understanding of basic economic concepts, personal finance, the roles of small and large businesses, and how economic issues affect them as consumers and citizens.
  - Technological literacy: This includes an understanding about technology and how it can be used to achieve a specific purpose or goal.
  - Visual literacy: This includes good visualization skills and the ability to understand, use, and create images and video using both conventional and new media.
  - Information literacy: This includes the ability to find, access, and use information as well as the ability to evaluate the credibility of the information.
  - Cultural literacy: This includes the ability to value diversity, to exhibit sensitivity to cultural issues, and to interact and communicate with diverse cultural groups.
  - Global awareness: This is an understanding of how nations, individuals, groups, and economies are interconnected and how they relate to each other.
2. **Inventive thinking**, which includes the ability to think outside the box. (enGauge, 2003, p. 35)
  - Adaptability and managing complexity: This is the ability to recognize and understand that change is a constant, and to deal with change positively by "modifying one's thinking, attitude or behavior" to accommodate and handle this new environment.
  - Self-direction: This is the ability to work independently, whether developing goals or plans, managing one's time and work, or evaluating one's knowledge or learning process.
  - Curiosity: This is the desire to learn more about something and is an essential component of lifelong learning.
  - Creativity: This is the means of producing something new or original that is either personally or culturally significant
  - Risk taking: This is a willingness to think about a problem or challenge, to share that thinking with others, and to listen to feedback. It is a willingness to go beyond a safety zone, to make mistakes, to creatively tackle challenges or problems with the ultimate goal of enhancing personal accomplishment and growth.
  - Higher-order thinking and sound reasoning: The higher-level thinking processes include the ability to analyze, compare, infer, interpret, evaluate, and synthesize. Sound reasoning applies common sense and acquired knowledge and skills to ensure good problem solving and decision making.

3. **Effective communication**, which is the ability to clearly communicate with a wide range of audiences. (enGauge, 2003, p. 47)

Teaming and collaboration: Teaming is a situation in which individuals share a common goal, bring unique capabilities to the job of achieving, work in a structured environment, and exhibit trust and respect towards one another. Collaboration is the cooperative interaction between the members of the team as they work together to achieve their goal.

Interpersonal skills: This is the ability to manage one's behavior, emotions, and motivations to foster positive interactions with other individuals and groups. The ability to effectively manage conflict is also an important interpersonal skill necessary for success in the 21st Century workplace. These skills are exhibited both in one-on-one situations and in emails, conference calls, and videoconferences.

Personal responsibility: Personal responsibility in the 21st Century workplace requires one to understand the legal and ethical issues related to technology and to manage and use technology in a responsible manner.

Social and civic responsibility: This requires that individuals use and manage technology to promote the public good and to protect society and the environment.

Interactive communication: This requires that individuals learn to communicate using a wide range of media and technology. They must select the most effective method of communication for the intended audience and use it responsibly and effectively to enhance the dissemination of information.

4. **High productivity**, which will be a requirement of success in the 21st Century workplace. (enGauge, 2003, p.13).

Prioritizing, planning, and managing for results: These organizational skills help an individual achieve the goals that have been set through efficient management of time and resources, effective problem solving, and strong leadership skills.

Effective use of real-world tools: This requires that individuals master current and new technology to communicate and collaborate with others, to effectively problem solve, and to accomplish tasks. They must learn how to select the appropriate tools for the task at hand and to apply these tools efficiently and effectively to achieve results.

Ability to produce relevant, high-quality products: This is the "ability to produce intellectual, informational, or material products that serve authentic purposes and occur as a result of students using real-world tools to solve or communicate about real-world problems" (enGauge, 2003, p. 59).

Career exploration activities and aptitude testing are integrated into the LHS curriculum grades 9-12 and Advisory.

## **INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)**

**\*\*ALL STUDENTS ARE REQUIRED TO COMPLETE THEIR ICAP BEFORE GRADUATING.**

During the 2009 Colorado Legislative Session, SENATE BILL 09-256 was enacted into law with a requirement that by September, 2011, ALL students' in grades 9-12 would have access to a system within their high school to create and manage an Individual Career and Academic Plan (ICAP). Final rules defining the requirements for ICAP were adopted by the State Board of Education in January, 2010.

The ICAP portfolio system, plan template, and process for development have been designed and adopted by MCSD Re-3 and LHS to meet requirements outlined in the State Board Rules. The ICAP portfolio must be transferable in print or electronic form for internal and external district use so that when a student transfers from one school or district to another, his/her career and academic plans will follow.

The legislation specifies that, at a minimum, **each ICAP shall include**: the student's efforts in exploring careers, including a written postsecondary and workforce goal, yearly benchmarks, interest surveys, anticipated postsecondary studies; the student's academic progress including courses taken, any remediation and any concurrent enrollment credits earned; the student's experiences in contextual and service learning; a record of the student's college applications or alternative applications (DVR, CCB, Job Corps, etc.) and, other data reflecting student's progress toward postsecondary and workforce readiness.

Career exploration activities and aptitude testing are integrated into the LHS curriculum, grades 9-12, and the Advisory curriculum. Students have an opportunity to learn more about their unique abilities and talents while they are at LHS

**The ICAP is reviewed by the student and parent, at least annually,** to include, but not be limited to: goal revision, new postsecondary career and education plans, financial aid opportunities, and changes in academic courses.

Students identified with a disability and determined to be eligible for special education services will also have an Individualized Education Program (IEP) in place that includes very similar information. Beginning with the IEP developed when the student is 15, but no later than 9<sup>th</sup> grade, the IEP must include: measurable postsecondary goals in education/training, career/employment, and independent living skills; annual goals that align with the postsecondary goals/transition services; transition assessment that informs the development of the entire IEP; transition services including a course of study that is specific, individualized, and linked to the postsecondary goals; and, linkages to the appropriate postsecondary agencies that are likely to support the student in reaching identified adult outcomes.

**The link to the Colorado Department’s webpage where ICAP information can be found is <http://www.cde.state.co.us/postsecondary/icap-implementation>**

## **POSTSECONDARY AND WORKFORCE READINESS (PWR)**

Adopted June 30, 2009 by the Colorado Department of Education

### **Colorado Department of Education and Department of Higher Education Postsecondary and Workforce Readiness Definition**

#### **Description of PWR:**

**“Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens.”** Adopted by the Colorado State Board of Education and Colorado Commission on Higher Education (Winter 2016)

#### **Competencies:** Skills needed for opportunities beyond high school

Ensuring students are prepared and have the in-demand skills to enter the workforce is an essential strategy to meeting economic and business needs in Colorado. At the secondary level, the goal is for all students to understand and articulate their individual skill set, how they relate to potential careers and jobs, and graduate with these in-demand skills from high school. Colorado industry representatives are clear that students who graduate from high school and seek to work in Colorado need in-demand skills that meet business, industry and higher education standards. Aligned high school graduation expectations are intended to be a roadmap to help students and their families plan for success after high school by demonstrating their knowledge, skills and abilities to enter the workforce, military or higher education without significant training or remediation.

<b>Entrepreneurial</b>	<b>Personal</b>	<b>Civic</b>	<b>Professional</b>	<b>Academic</b>
Critical thinking and problem solving	Initiative and self-direction	Core academic foundation	Time and work management	Apply skills and knowledge
Creativity and innovation	Personal responsibility and self-management	Collaboration and teamwork	Career literacy	Critical thinking and problem solving
Inquiry and analysis	Adaptability and flexibility	Communication	Grit and resilience	Inquiry, analysis, and evaluation
Informed risk taking	Self-awareness of learning preferences, strengths, and areas for growth	Global and cultural awareness	Work ethic; dependable and reliable	Discernment

<http://coloradostateplan.com/career-guidance/postsecondary-and-workforce-readiness-pwr>

**COLORADO COMMISSION ON HIGHER EDUCATION**  
 Revised Admissions Standards Policies – September 1, 2016  
 Updated 2018

In 2003, the Colorado Commission on Higher Education adopted the Higher Education Admission Requirements which are entry requirements for students planning to attend any of Colorado’s public four-year colleges or universities. Private colleges and universities set their own admission standards, so students should contact those institutions directly for information regarding their enrollment policies. Additionally, public two-year colleges have open enrollment policies, meaning that students applying to these schools do not need to meet the following admissions requirements.

Students planning to attend a four-year college or university in Colorado will need to complete the following classes in order to fulfill the Higher Education Admission Requirements. In addition to the Higher Education Admission Requirements, students must also meet the [Admission Eligibility Index](#). Students who have not fulfilled these requirements should plan on a private school, community college, vocational training or military.

Meeting the Higher Education Admissions Requirements does not guarantee admission to a four-year public institution. Colleges and universities may have additional requirements.

<b>Academic Area*</b>	<b>2019+ Graduates</b>
English	4 Units
Mathematics (Must include Algebra I, Geometry, Algebra II or equivalents)	4 Units
Natural/Physical Sciences (two units must be lab-based)	3 Units
Social Sciences (at least one unit of U.S. or World History)	3 Units
Foreign Language	1 Units
Academic Electives***	2 Units

\* CCHE, CDE, School Districts and its advisors are developing standards for acceptable demonstrations of proficiency to be accepted in lieu of course completion. For course guidelines see paragraph 4.01 of the [Admissions Standards Policy](#).

\*\*\* Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, and International Baccalaureate courses.

The Colorado Commission on Higher Education does not review individual high school courses to determine whether or not they meet Colorado’s Higher Education Admissions Requirements. Because local school districts in Colorado oversee their high school curricula and colleges and universities establish their own entrance requirements, it is their discretion to determine what coursework meets the Higher Education Admission Requirements.

## Menu of College and Career Ready Demonstrations

**Students** must demonstrate college or career readiness in English **and** math. In addition to the various test options, some of which are required, all students must complete a Capstone Project, as per district policy.

**MENU OF OPTIONS.** *This menu lists the minimum scores required.*

<b>ACCUPLACER (grades 10 – 12)</b>	
English	Math
62 on Reading Comprehension	61 on Elementary Algebra
ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student’s academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill level. The ACCUPLACER is administered through the district.	
<b>ASVAB (grades 10 - 12)</b>	
English	Math
31	31
The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine student’s eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.	
<b>SAT (grade 11 - 12)</b>	
English	Math
430	460
The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800. <i>This test is offered through the school district in 11<sup>th</sup> grade.</i>	
<b>Concurrent Enrollment (grades 11 – 12)</b>	
English	Math
Passing grade per district and high education policy.	Passing grade per district and high education policy.
Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. The school district and Morgan Community College (MCC) will each determine passing grades for credit. A passing grade is determined by district and MCC policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit bearing course. <i>Students must meet eligibility requirements and be pre-approved by administration for this option.</i>	
<b>District Capstone (grades 11 or 12) REQUIRED</b>	
English	Math
Individualized	Individualized
A capstone is the culminating exhibition of a student’s project or experience that demonstrates academic and intellectual learning. Capstone projects often include a portfolio of a student’s best work. Details regarding Capstone completion are further outlined in the <b><i>Lincoln High School’s Capstone Project Guide.</i></b>	



Other options can meet the College and Career Ready Demonstration, but are not offered through Lincoln High School. Students may elect to pay for the test and/or class themselves or may transfer into the district already having completed one of these options.

Those options are as follows:

<b>ACT (grade 11 - 12)</b>	
English	Math
18 on ACT English	19 on ACT Math
ACT is a national college admissions exam. It measures four subjects – English, reading, math, and science. The highest possible score for each subject is 36.	
<b>ACT Compass (grade 10)</b>	
English	Math
79	63
The ACT COMPASS is a computerized test that helps colleges evaluate students' skills and place them in appropriate courses. It offers tests in reading, writing, math and English as a second language.	
<b>Industry Certificate (grades 11 – 12)</b>	
English	Math
Individualized	Individualized
An industry certificate is a credential recognized by business and industry. An industry certificate measures a student's competency in an occupation, and validates a knowledge base and skill set that shows mastery in a particular industry. <i>Students must meet eligibility requirements and be pre-approved by administration for this option.</i>	
<b>ACT WorkKeys – National Career Readiness Certificate</b>	
English	Math
3/Bronze or higher	3/Bronze or higher
ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21 <sup>st</sup> century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance work force. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT's National Career Readiness Certificate.	
<b>Advanced Placement</b>	
English	Math
2	2
AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).	
<b>International Baccalaureate</b>	
English	Math
4	4
IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).	

## FOUR YEAR PLANNING SHEET

Use this sheet to assist you with planning the courses to take each year to meet graduation requirements and future college or career plans.

<b>SUBJECT</b>	<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
<b>Language Arts</b> 8 Credits	Language Arts IA & IB 2 Credits	Language Arts IIA & IIB 2 Credits	Language Arts IIIA & IIIB 2 Credits	Language Arts IVA & IVB 2 Credits
<b>SOCIAL STUDIES</b> 6 Credits	World Geography 2 Credits	United States History I & World History I 2 Credits	Macro Economics & Civics 2 Credits	**
<b>*MATH</b> 4 or 6 Credits	Pre-Algebra/G eometry or Algebra IA 2 Credits	Algebra IB and/or Geometry IA/B 2 credits	Choice – 1 to 2 credits	**
<b>*SCIENCE</b> 4 or 6 Credits	Physical Science & Earth Science 2 Credits	Biology I & Chemistry 2 Credits	Choice – 1 to 2 credits	**
<b>PARENTING I</b> 1 Credit	Parenting I 1 Credit			
<b>HEALTH</b> 1 Credit	Health 1 Credit			
<b>PERSONAL FINANCE</b> 1 Credit	Personal Finance 1 Credit			
<b>CAPSTONE</b> 1 Credit	Capstone 1 Credit			
<b>BUSINESS &amp; COMPUTER</b> 2 Credits	Computer Literacy & Business 2 credits			
<b>ELECTIVES and/or ADVISORY**</b> 18 Credits				
<b>TOTAL</b> 48 Credits	9th Total	10th Total	11th Total	12th Total

\*A student must earn 10 credits in Math and Science, 6 in one and 4 in the other, or 5 and 5.

\*\*Advisory is required for all Lincoln High School students. Number of credits will be determined upon enrollment.

## LINCOLN HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation requirements are based on units of credit earned in grades 9-12. A student is eligible for a high school diploma when a minimum of 48 semester units of credit in the following areas have been earned (each course = 1 credit per semester, 2 credits per year).

English	8 Credits
Math	4-6 Credits
Science	4-6 Credits
Social Studies	6 Credits
	Must include: 1 credit of World Geography, 1 credit of U.S. History, 1 credit of World History, 1 credit of Macro Economics, 1 credit of Civics, and 1 additional credit of Social Studies.
Health	1 Credit
Personal Finance	1 Credit
Capstone	1 Credit
Parenting I	1 Credit
Computer/Business	2 Credits
	Must include: 1 credit will be in Computer Literacy I and 1 credit of Business
Total Required Credits	30***
Total Advisory and/or Elective Credits	<u>18</u> ***
<b>TOTAL CREDITS FOR GRADUATION</b>	<b>48</b>

\* A student must earn 10 credits in math and science, with a minimum of 4 in each subject area.

\*\*Advisory is required for all Lincoln High School students and helps meet the state's ICAP requirement. Number of credits will be determined upon enrollment.

\*\*\*30 required credits, which includes Capstone, and 18 credits of electives.

# ART

9th grade and above

**Drawing &  
Painting**

**Textiles**

**Mixed Media**

**Photography**

**Art History I**

**Art Across  
Cultures**

# ART

## **DRAWING & PAINTING**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Principal approval**

Students will be introduced to the fundamentals of art and design. They will practice identifying and critiquing these elements in existing artwork and using the elements to create original artwork. Students will explore a variety of themes, principles and elements associated with different types of art and examine the components that go into creating a piece of art. Students will create at least four major pieces of art in this class.

## **TEXTILES**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Principal approval**

Students will learn various fiber crafts such as sewing, knitting, and crocheting. They will also learn about fashion history and design.

## **MIXED MEDIA**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Principal approval**

Students will make art from various materials, explore what styles and methods of art are in existence and experiment with generating new types of art.

## **PHOTOGRAPHY**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

Students will learn the art of taking photographs, the effects of lighting, perspective, subject, and filters, as well as the basics of photoshop.

## **ART HISTORY I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Principal approval**

Students will learn how art formed and evolved in the ancient world and practice creating original pieces inspired by historical art movements.

## **ART ACROSS CULTURES**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

Students will study multiple cultures and their associated art forms. Based upon the cultures studied, students will then create individual pieces drawing inspiration from those cultures that inspired them the most.

# BUSINESS

**9<sup>th</sup> grade and above (REQUIRED)**

**Personal  
Finance I**

**10<sup>th</sup> grade and above**

**Macro  
Economics  
(required)**

**Intro to  
Business I**

**Intro to  
Business II**

**Various  
Edgenuity  
Courses**

# **BUSINESS**

## **INTRODUCTION TO BUSINESS I**

**Credit: 1**

**Grade Level: 9,10,11,12**

This course will introduce students to a variety of business and economic concepts. Some the topics include: The Economy and You, Owning and Operating a Business, Influences on Business, Marketing, and Human Resources.

## **INTRODUCTION TO BUSINESS II**

**Credit: 1**

**Prerequisite: Introduction to Business I**

**Grade Level: 9, 10, 11, 12**

This course is a continuation of Introduction to Business I. It covers the remaining chapters of the text. Some the topics include: Financial and Technological Resources, Career Planning in a Global Economy, Buying Goods and Services, Credit, Money Management, and Risk Management.

## **MACRO ECONOMICS**

**Credit: 1**

**Grade level(s): 10, 11, 12**

**Prerequisite: None**

Macroeconomics focuses on understating basic economic concepts and the role of government in the economy. Some of the topics included are: economics of choice; the economic way of thinking; economic systems and the American free enterprise system; money and banking, financial markets, measuring and monitoring economic performance; economic indicators and measurements; economic challenges; government revenue and spending; fiscal policy; and the Federal Reserve and monetary policy. This course integrates a variety of resources and skills into the content activities.

## **PERSONAL FINANCE I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

This class is focused on skills needed to manage individual finances. Topics which may be included are managing careers and money (careers exploration, budgeting, payroll, and taxes), personal decision making and managing resources (cars, homes, and other possessions), financial security and investments, risk management and insurance, and consumer rights and responsibilities. This class will utilize a blended learning format with online and face-to-face activities. The class will be graded on completion of course assignments, individual and group projects, and discussions using small groups and discussion boards.

## **VARIOUS EDGENUITY COURSES**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Pre-approval required**

Edgenuity is an online learning system which offers expanded course offerings for students, such as foreign languages, higher level math and sciences, and CTE electives.

# COMPUTERS

**9<sup>th</sup> grade and above (REQUIRED)**

**Computer  
Literacy**

**10<sup>th</sup> grade and above**

**Digital Literacy  
Communication  
I**

**Digital Literacy  
Communication  
II**

**Digital Literacy  
Communication  
III**



## COMPUTERS

### **COMPUTER LITERACY**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This class is focused on computers and technology. Topics included may include computer/technology trends, careers, history of computers, computer software and hardware, an introduction to programming, an introduction to common software, the use of computers for education, careers, and entertainment. Also included will be the appropriate use of social media and working in an online format and Internet safety and security. This class will utilize a blended learning format with online and face-to-face activities. The class will be graded on completion of course assignments, individual and group projects, and discussions using small groups and discussion boards.

### **DIGITAL LITERACY COMMUNICATION I - PODCASTS**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This course is a project-based course in which students will explore the history of podcasts as a medium and a storytelling device. Students will examine genres, artists, and methods of production. The students will then demonstrate their learning through the writing, recording, editing, producing, and uploading of a series of podcasts for publishing.

### **DIGITAL LITERACY COMMUNICATION II - MEDIA STUDIO I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Digital Literacy Communication - Podcasting**

The course emphasizes storytelling through the lens of journalistic practice. Students continue to expand their understanding of the podcast medium by creating audio projects focused on Lincoln High School and the Fort Morgan community through a podcast titled "Morgan County Stories." Students will also create video projects, including documentaries and interviews with community members, former and current Lincoln students, staff, and more. Students will practice, learn, and master project planning, script writing, interview research, public speaking, audio editing, and video production. Each project will be uploaded to online platforms for the wider audience after review.

### **DIGITAL LITERACY COMMUNICATION III - FILMMAKING**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Digital Literacy Communication - Podcast & Media Studio 1**

This course is a project-based course in which students will explore the history of film from the early pioneers to modern day films. Students will examine scenes from films, and entire films to determine how a strong story with deep characters, and an impactful plot are formed. Students will then demonstrate their learning by brainstorming, writing, filming, directing, producing, and debuting a short to long form film for publishing and viewing. This course may involve group work if students are interested in producing a film together.

# FAMILY AND CONSUMER SCIENCES

9<sup>th</sup> grade and above (REQUIRED)

Parenting I

10<sup>th</sup> grade and above

Parenting II

## FAMILY AND CONSUMER SCIENCES

### **PARENTING**

**Credit: 1**

**Grade level(s): 9**

Parenting I is a required class aimed at instructing the essential elements of parenthood. This course is designed to educate our young adult students in preparing them for possibility of parenthood in the future. In the course we introduce the dynamic nature of health, parenthood and their challenges. The topics focused on in this course will include: Importance of Health, Understanding Parenting, Becoming a Parent, Making Plans and Finding Support.

### **PARENTING II**

**Credit: 1**

**Grade level(s): 10, 11, 12**

Parenting II is designed to educate our young adult students in maintaining good health habits throughout their life as well as prepare them for possible parenthood in the future. In the course we introduce the dynamic nature of health, parenthood and their challenges. The topics focused on in this course will include: Importance of Health, Understanding Parenting, Becoming a Parent, Caring for Children, Nurturing Children, Guiding Children, Parenting Concerns and Making Plans and Finding Support.

# LANGUAGE ARTS

## 9th grade and above

Language Arts IA

Language Arts IB

## 10th grade and above

Language Arts IIA

Language Arts IIB

Creative Writing

Drama

Speech & Debate

Digital Literacy Communication I, II & III\*

## 11th grade and above

Language Arts IIIA

Language Arts IIIB

## 12th grade

Language Arts IVA

Language Arts IVB

## LANGUAGE ARTS

Recommendations – Because Language Arts classes emphasize the development of both reading and writing skills along with literary interpretation, students are recommended for classes based on prior academic performance. This placement is designed to challenge students and their independent level to improve not only their reading comprehension, but their critical thinking and writing skills as well.

Language Arts I, II, III and IV courses emphasize the development of reading comprehension skills for both second language and below grade level readers. Materials may include novels, short fiction, nonfiction, and excerpts. Various literacy approaches are employed including establishing background, interacting with the text, visualizing, predicting, and summarizing. Some decoding skills may be taught. Writing often includes more personal narrative and practical writing, stressing paragraphing and sentence conventions. Individualized instruction at this level is desirable when class sizes allow.

### **LANGUAGE ARTS IA**

**Credit: 1**

**Grade level(s): 9**

**Prerequisite: For selected freshmen**

This course places an emphasis on the theme of “Identity” using William Shakespeare’s “Romeo and Juliet” compared and contrasted with “Warm Bodies” by Isaac Marion. Students are introduced to writing through digital word processing platforms in addition to learning academic essay writing as they work through the sections of the class.

### **LANGUAGE ARTS IB**

**Credit: 1**

**Grade level(s): 9**

**Prerequisite: Language Arts IA**

The course emphasizes reading skills through the study of “Inside Out and Back Again” by Thanhha Lai together with exploration of historical context using the real events of the story as background. While reading the text, students will learn how to craft a strong research essay centered around the various topics and events contained within the poetry novel. Students will explore the meaning of “Identity” through said text, as well by creating a Multi-Genre project reflecting and expressing their identity through various genres including music, movies, poems, books, and more.

### **LANGUAGE ARTS IIA**

**Credit: 1**

**Grade level(s): 10**

**Prerequisite: Language Arts IA & B or equivalent**

This course focuses on crafting strong narrative short stories through studying various elements of the genre while working with the instructor in a workshop setting to address strengths and areas for improvement. The theme of “The Journey” is explored within the narrative writing process as well as studying William Shakespeare’s “Othello”. Students will complete a writing task examining the story, characters, plot, themes, and performance of the play.

### **LANGUAGE ARTS IIB**

**Credit: 1**

**Grade level(s): 10**

**Prerequisite: Language Arts IA & B, IIA or equivalent**

This course focuses on literature elements using “Sula” by Toni Morrison. Students will examine the literature through the lenses of explicit and implicit meaning while analyzing the literature elements in use by the author and the effect it has on the story, characters, and the reader. The theme for this exploration will be “The Journey”.

### **LANGUAGE ARTS IIIA**

**Credit: 1**

**Grade level(s): 11**

**Prerequisite: Language Arts IA & B, IIA & B or equivalent**

This course is an exploration of American Literature from before the Colonial Period to just before the Civil War. Poetry and Pieces by Edgar Allen Poe and others will be examined, read, and discussed through class conversation and written responses. Students will explore this with the theme of “The American Dream”.

### **LANGUAGE ARTS IIIB**

**Credit: 1**

**Grade level(s): 11**

**Prerequisite: Language Arts IA & B, IIA & B, IIIA or equivalent**

This course is an exploration of American Literature from The Civil War (1850) to the present day. Various literature movements, groups, and authors are explored through the lens of the historical causes and effects while looking forward to the ongoing revolution within modern literature. Students will explore this with the theme of “The American Dream” while also examining their own view of the theme, and what, if anything, has changed.

### **LANGUAGE ARTS IVA**

**Credit: 1**

**Grade level(s): 12**

**Prerequisite: Language Arts IA & B, IIA & B, IIIA & B or equivalent**

This course returns to the theme of “Identity” with the reading of the non-fiction book, “This I Believe: The Personal Philosophies of Remarkable Men and Women” By Jay Allison. Students will examine the beliefs and philosophies of the essay writers within the book and determine the various values believed. Students will reflect on their own values, and the events in their life in order to craft a strong “This I Believe” Essay of their own. They will complete a workshop style drafting process and upon completion of their essay will record a podcast or video blog of their essay.

### **LANGUAGE ARTS IVB**

**Credit: 1**

**Grade level(s): 12**

**Prerequisite: Language Arts IA & B, IIA & B, IIIA & B and IVA or equivalent**

This course focuses on William Shakespeare’s “Macbeth ” in which the students will examine the story, plot, themes, characters, motivations, literary elements, imagery, and symbolism. Students will complete writing assignments using the play, performances, and additional materials and pieces related to the play.

### **CREATIVE WRITING**

**Credit: 1**

**Grade level(s): 10, 11, 12**

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

### **DIGITAL LITERACY COMMUNICATION I, II & III\***

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

Course descriptions for these classes are located in the “Computer” section and can be utilized for either a computer or language arts credit.

## **DRAMA**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Instructor approval**

This elective course provides an introduction to drama for students and provides the opportunity for the development of sound professional theatre and performance skills. Students explore the drama skill areas of voice, movement, improvisation, and play building, and they develop an understanding of the elements of drama.

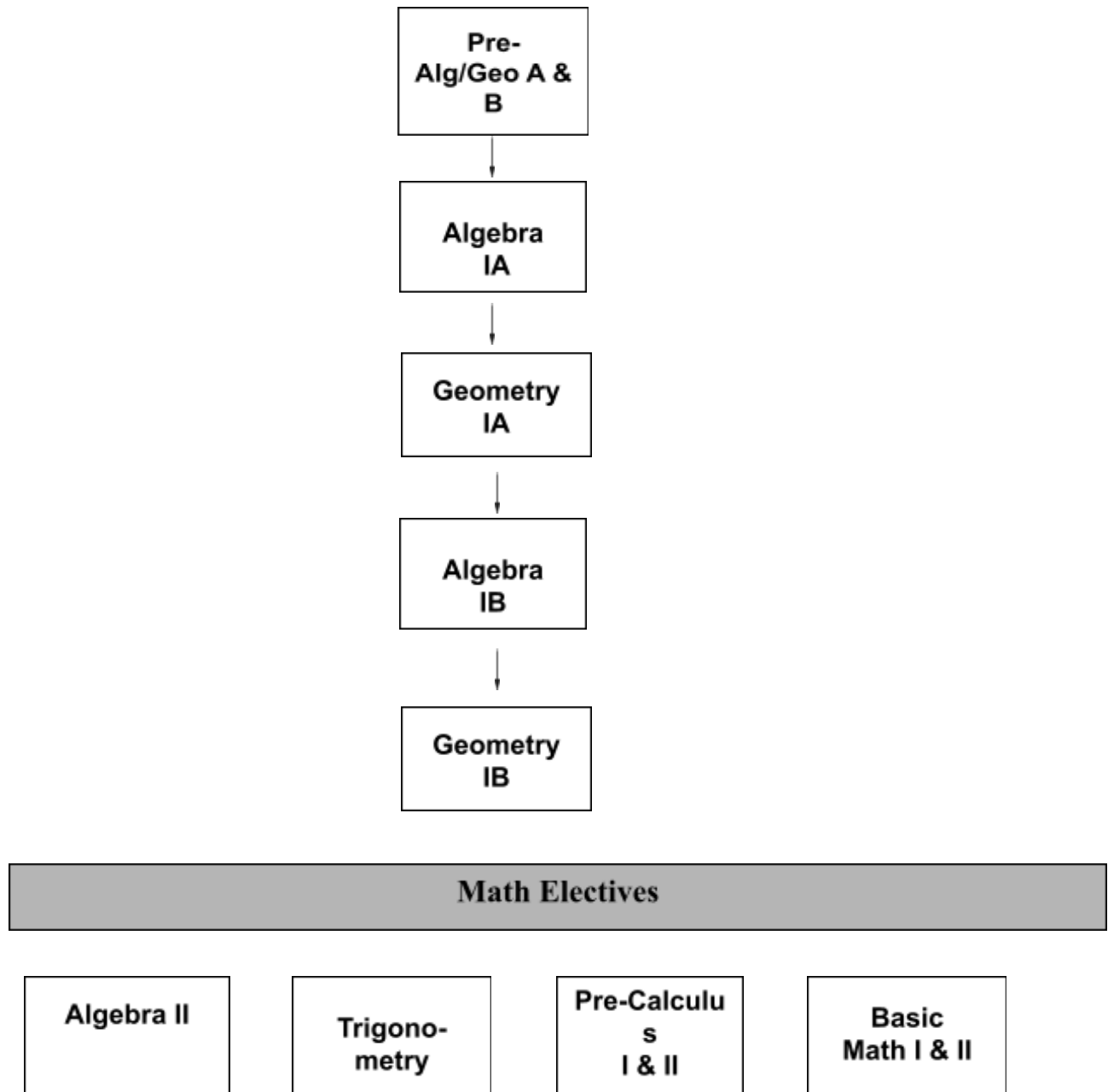
## **SPEECH & DEBATE**

**Credit: 1**

**Grade level(s): 10, 11, 12**

This course concentrates on improving self-confidence and communication in a variety of speaking situations. Specific skills include organization, presentation, analysis, and listening. This is a participation class. It also requires extensive case and research preparation, as well as persuasive writing. A focus will be placed on policy and the Lincoln/Douglas debates. Students will be expected to actively engage in a public debate. Occasional after-school practices may be required.

# MATHEMATICS



# MATH

## **ALGEBRA IA**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra Pre-Test/Teacher or Principal Recommendations**

This college requirement course introduces Algebra vocabulary and concepts of variables and integers in algebraic expressions and equations. This course is designed to create skills in arithmetic using positive/negative integers and variables. It will promote the understanding of order of operations, arithmetic properties of operations, and how to use and work with roots and powers. The course also concentrates on solving linear equations with one variable, using the Pythagorean Theorem and its applications, using formulas, and solving for ratios and proportions. The second half of this course concentrates on simplifying exponents and polynomials using arithmetic operations, factoring polynomials, and understanding and using data, statistics, and probability strategies.

## **ALGEBRA IB**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra IA & Geometry IA**

This college requirement course introduces rational numbers in the form of fractions and rational expressions and the coordinate system for graphing linear equations and Inequalities. The concept of slope of a line is introduced and used to create parallel and perpendicular lines as well as how graphing is used in applications. Students will understand the difference between rational and irrational numbers and will be introduced to Geometry topics and the quadratic equation.

## **ALGEBRA II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra IA/Algebra IB/Geometry IA**

This college requirement course explores algebra topics at a deeper level regarding equations and inequalities. Student's skills are expanded on from the topics such as: first degree equations and inequalities, quadratic equations, polynomials, radical equations, discrete mathematics, and introduction to trigonometry. Students can go on to Trigonometry after successful completion of the skills and concept objectives of this course.

## **PRE-ALG/GEO**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

This course is designed for secondary students who have a basic grasps of mathematical computation, but require additional instruction in basic algebra and geometry skills. This course provides step-by-step instruction in the fundamentals of algebra and geometry. Students can go on to Algebra IA after successful completion of skills and concept objectives of this course.

## **BASIC MATH I & II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: With Principal or Teacher Approval Only**

This course is designed for students who are still in need of a basic understanding of mathematic concepts and arithmetic operations. Instruction is carefully sequenced, starting with place value and numeration skills moving on to fractions, decimals, and percentages. These basic computations are learned through repetition and everyday life situations. Students are also introduced to basic concepts of algebra and geometry to support future math courses at the secondary level.



## **GEOMETRY IA**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra IA / Teacher or Principal Recommendations**

This college requirement course introduces basic Geometry vocabulary and skill sets such as creating and measuring angles, parallel lines, transverse lines, transformations, symmetries, and triangles. This course revisits graphing algebraic equations and slope, using proofs, and introduces geometry found in art. An understanding of these topics is necessary in many occupations involving construction, art and engineering.

## **GEOMETRY IB**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra IA / Geometry IA**

This college requirement course introduces basic Geometry vocabulary and skill sets such as using formulas to create and measure proportions, 2D polygons, perimeters, areas, circles, and spheres. This course also introduces basic formulas to calculate the volume and surface area of common solid 3D geometric figures such as cubes, cones, cylinders, and prisms. Applications in statistics, art, and origami are explored in relation to geometric patterns. An understanding of these topics is necessary in many occupations involving construction, art and engineering.

## **PRE-CALCULUS I & II**

**Credit: 1**

**Grade level(s): 11, 12**

**Prerequisite: Algebra IA / Geometry IA/Algebra IB/Algebra II/Trigonometry**

This college readiness course follows the concepts of functions and their graphs in depth. Skills and topics that are expanded on include polynomial and rational functions, exponential and logarithmic functions, trigonometry and analytic trigonometry. This course includes the introduction of systems of equations and inequalities, matrices and determinants, probability, sequences, series, analytic geometry and algebra review.

## **TRIGONOMETRY**

**Credit: 1**

**Grade level(s): 11, 12**

**Prerequisite: Algebra IA / Geometry IA/Algebra IB/Algebra II**

This college readiness course explores the concepts regarding the lengths and angle of triangles. Skills and topics that are expanded on include the use of sine, cosine, tangent, the Pythagorean Theorem, trigonometry applications, identities, arc length, simple harmonic motion, graphing and solving trigonometric functions, and double and half angles. Students can go on to Pre-Calculus after successful completion of skills and concept objectives of this course.

# WELLNESS

10<sup>th</sup> grade and above (REQUIRED)

**Health**  
(required)

## **HEALTH**

**Semester Credit: 1**

**Grade level(s): 10 (recommended), 11, 12**

**Prerequisite: None**

Health is designed to educate our young adult students in maintaining good health habits throughout their life. In the course we introduce the dynamic nature of health and its challenges. The topics will include: Types of Health, Goal Setting, Human Body Systems, Nutrition, Healthy Activities, Personal Hygiene, Disease Prevention, Injury Prevention, Misuse of Drugs, Environmental Health, Mental Health, Social/Emotional Health, Healthy Relationships, and Sexuality.

## Wellness Electives

## **TEEN MATTERS**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

Teen Matters is designed to educate our young adult students in maintaining good health habits throughout their life. In the course we introduce the dynamic nature of health and its challenges. The topics will include: Types of Health, Goal Setting, Human Body Systems, Nutrition, Healthy Activities, Personal Hygiene, Disease Prevention, Injury Prevention, Misuse of Drugs, Environmental Health, Mental Health, Social/Emotional Health, Healthy Relationships, and Sexuality.

# SCIENCE

9<sup>th</sup> grade and above

Physical  
Science  
I

Earth Science  
I

10<sup>th</sup> grade and above (Pass Earth OR Physical Science)

Biology I

Chemistry I

Science Electives

Physical  
Science  
II

Earth Science  
II

Biology  
II

Chemistry II

Environmental  
Science I

Environmental  
Science II

Astronomy

# SCIENCE

## **ASTRONOMY**

**Credit: 1**

**Grade Level(s): 9, 10, 11, 12**

**Prerequisite: Highly Recommend Concurrent or Pass Algebra I, but not required.**

**Fees/supplies: None**

This is an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena and the interactions of those phenomena in the patterns we see in planets, stars, solar systems, galaxies, and the universe as a whole. Topics covered include: The Nature of Science and the Scientific Method, Solar System Tour, Structure of Universe, Newtonian Physics, Extraterrestrial Interactions, Telescopes, and History of Space Exploration.

## **BIOLOGY I**

**Credit: 1**

**Grade Level(s): 9, 10, 11 12**

**Prerequisite: Earth Science or Physical Science or Teacher/Principal Recommendation**

**Fees/supplies: None**

This is an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena within and amongst living things. Topics covered include: The Nature of Science and the Scientific Method, Characteristics of Life, Types of Cells, Cell Structure and Function, Cellular Metabolism (includes biomolecules, photosynthesis and cellular respiration), Reproduction, and Genetics.

## **BIOLOGY II**

**Credit: 1**

**Grade level(s): 10, 11, 12**

**Prerequisite: Biology I**

**Fees/supplies: None**

This is the second portion of Biology as it continues to be an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena within and amongst living things. Topics covered include: Evolution, Ecology, Taxonomy, and Human Body Systems.

## **CHEMISTRY I**

**Credit: 1**

**Grade Level(s): 10, 11, 12**

**Prerequisite: Physical Science or Biology I or Earth Science I, and Algebra IA and Teacher/Principal Recommendation**

**Fees/supplies: None**

Chemistry I will be an introductory course in which students will use the scientific method to conduct research in order to perform experiments. Students will use the periodic table to predict the properties of elements based on their anatomical structure and energy levels and balance equations of those chemical changes. Topics included in the course: Exploring Matter, Chemistry and the Engineering Design Process, Modeling Atomic Structure, Investigating Patterns in the Periodic Table, Investigating Chemical Compounds, and Analyzing the Properties of Compounds and Solutions.

NOTE: Due to the nature of the course and the various chemicals used during the course, parent/student agreement contracts will be signed.

## **CHEMISTRY II**

**Credit: 1**

**Grade Level(s): 10, 11, 12**

**Prerequisite: Passed Chemistry I**

**Fees/supplies: None**

Chemistry II is an in-depth course to Chemistry I. Students will continue using the scientific method to conduct and perform various research based projects where students will show they understand the connections between the real world and the classroom. Students will use models to illustrate the absorption and release of energy in a chemical reaction, use a computer simulation to propose solutions to a complex problem with criteria and constraints, and follow equations to understand the chemical changes and its properties. Topics included: Chemistry and the Engineering Design Process, Observing and Modeling Chemical Reactions, Analyzing Chemical Reactions, Investigating Energy in Chemical Reactions, Investigating Reaction Rates, Exploring Chemical Equilibrium, Analyzing Chemical Systems.

### **EARTH SCIENCE I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

**Fees/supplies: None**

This is an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena and the interactions of those phenomena in the world around us, below us, and above us. Topics covered include: The Nature of Science and the Scientific Method, All about Water: Cycle and Sphere Evolution, Weather/Climate/Climate Change, and Resources/Resource Management.

### **EARTH SCIENCE II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

**Fees/supplies: None**

This is the second portion of Earth Science as it continues to be an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena and the interactions of those phenomena in the world around us, below us, and above us. Topics covered include: Earth Systems/Plate Tectonics, Geologic Time and Astronomy.

### **ENVIRONMENTAL SCIENCE I**

**Credit: 1**

**Grade level(s): 10, 11, 12**

**Prerequisite: Earth Science or Physical Science and Biology I or Teacher/Principal Recommendation**

**Fees/supplies: None**

An in-depth course for high school science. It looks at how the scientific method can be used to explore natural phenomena and the cause/effect relationships of those phenomena in ecosystems and human impacts on those systems. Topics covered include: Environmental Challenges, Dynamic Earth, Energy Flow Within Ecosystems, Biodiversity and Protection of it, World Biomes, Human Impact on the Environment, Types of Energy: Solar, Fossil, and Nuclear; Water: Structure/Properties, Resources, Pollution and Treatment; Air: Pollution, Acid Rain, Climate Change; Waste Disposal: Solid and Hazardous; Agricultural Demands, Fisheries, Sustaining a Global Economy and Global Citizenship.

### **ENVIRONMENTAL SCIENCE II**

**Credit: 1**

**Grade level(s): 10, 11, 12**

**Prerequisite: Environmental Science I**

**Fees/supplies: None**

An in-depth course for high school science. This course is project-based designed to encourage students to think critically about the topics and issues from Environmental Science A and design their own investigation on a topic related to those issues. Projects must conform to the Scientific Method of investigation and follow guidelines set by the instructor and are similar to Science Fair projects. **MUST HAVE TEACHER APPROVAL AT ALL STEPS DURING INVESTIGATION/RESEARCH PROJECT.**

### **PHYSICAL SCIENCE I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Algebra I**

**Fees/supplies: None**

This is an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena and the cause/effect relationships of those phenomena in the physical world. Topics covered include: The Nature of Science and the Scientific Method, Simple Machines, Introduction to Basic Newtonian Physics, Interactions of Forces on an Object, Forms of Energy, Force Fields (gravity, magnetism, and electricity), Electromagnetism, Waves, and Introduction to Thermodynamics.

### **PHYSICAL SCIENCE II**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Physical Science I**

**Fees/supplies: None**

This is an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena and the cause/effect relationships of those phenomena in the physical world. Topics covered include: Structure of Matter, Properties of Matter, Interactions of Matter, Energy Transformations, and Introduction to Thermodynamics.

# SOCIAL STUDIES

9<sup>th</sup> grade

World  
Geography I

10<sup>th</sup> grade

United  
States  
History I

World  
History I

11<sup>th</sup> grade

Macro  
Economics

Civics

Social Studies Electives

United  
States  
History II

Psychology

World  
History II

Music  
History I

Legal  
Studies

Current  
Events

# **SOCIAL STUDIES**

## **CIVICS**

**Credit: 1**

**Grade level(s): 11 or 12**

**Prerequisite: None**

Civics is the study of the rights and duties of an American citizen. In a democratic society Americans must take part in the process of self-government. This class studies the function of government and its leadership. It also teaches the importance of being an informed active citizen in a global world. The course illustrates the various ways citizens can practice government and citizenship at the local, state, and national levels. Students will understand the history and government of Colorado and the United States as well as the contributions made by minorities including, but not limited to: African, Hispanic, Japanese, and Native Americans. By the end of the class all will understand the most important element in a democratic society is the people.

## **CURRENT EVENTS**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

In this class, we will discuss issues that are important to our everyday lives. These discussions include, but are not limited to, politics, economics, and world news and conflicts. Much of this course will be driven by student interest. We will use a variety of mediums to explore these issues, such as online news sources, documentaries, social media, and memes. Students will participate in discussions, projects and written assignments that will allow them to better understand the world around them.

## **LEGAL STUDIES**

**Credit: 1**

**Grade level(s): 10, 11, 12**

**Prerequisite: Civics recommended**

This course is designed to explore the constitutional foundation and structure of the federal, state, and local legal systems. The key concepts of this course include ethics in law, The Bill of Rights, individual rights, the judicial system, criminal law & law enforcement, civil law, and balancing rights with responsibility.

## **MACRO ECONOMICS**

**Credit: 1**

**Grade level(s): 10, 11, 12**

**Prerequisite: None**

Macroeconomics focuses on understating basic economic concepts and the role of government in the economy. Some of the topics included are: economics of choice; the economic way of thinking; economic systems and the American free enterprise system; money and banking, financial markets, measuring and monitoring economic performance; economic indicators and measurements; economic challenges; government revenue and spending; fiscal policy; and the Federal Reserve and monetary policy. This course integrates a variety of resources and skills into the content activities.

## **MUSIC HISTORY I**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: None**

Music History I is a survey course focusing on the development of music in the Western world from the Middle Ages through the late modern era. (circa 600-early 2000's). This music course, aligned with



Colorado academic standards for music education, is designed to increase awareness, appreciation and skill in listening to, responding to, and analyzing a variety of music. Students will trace the development of Western musical genres through an exploration of the lives of composers and the historical and social contexts of the times. Whether we are listening, performing, or creating, music is a constant force in our world crossing borders, cultures, and beliefs. An ever-present part of our lives, music functions as a universal language to express human experiences and values. As such, a foundational grounding in the history of music expands our understanding of human culture globally. Students will learn that all music has value and meaning, even if it differs from an individual's personal preferences. Additionally, every musical era is influenced by and indebted to the period and innovations that preceded it. This is true even as aesthetics may change with culture, time, and milieu. Through each period covered, we will focus on the following questions: Who...was composing/performing/listening?; What...music were they composing/performing/listening to?; Where...were they composing/performing/listening?; When...was this music taking place?; Why...was music being composed/performed/listened to?; and finally, How..was music being composed/performed/listened to?

## **PSYCHOLOGY**

**Credit: 1**

**Grade level(s): 11, 12**

**Prerequisite: Teacher or Principal Recommendation**

Psychology is designed to challenge those students who have mastered the typical social studies curriculum involving civics, history, and world geography. Students will learn the history of the science as well as the influential people that shaped its study. The class covers infancy, adolescence, adulthood, and old age. We will look at research, cognitive processes, personality, abnormalities, social, and educational subject headings. Nature verses nurture is a common theme running throughout the class. The text is comprehensive with lots of hands on experiments, labs, profiles, case studies, reading, graphs, and additional technological suggestions and research areas.

## **US HISTORY I**

**Credit: 1**

**Grade levels(s): 10**

**Prerequisite: None**

United States History I examines the major political, economic, military, and cultural events occurring in the United State from the pre-Columbian era to the present. An emphasis is placed on the understanding of the development of our nation, its characteristics, and the people and places that brought us to our current position in the world. The class utilizes a variety of resources including biographies, source reading, media in history, maps, interest, literature, and the AGS resource library.

## **US HISTORY II**

**Credit: 1**

**Grade levels(s): 10**

**Prerequisite: US History I**

United States History II examines the major political, economic, military, and cultural events occurring in the United State from the Civil War/Reconstruction era to the present. An emphasis is placed on the understanding of the development of our nation, its characteristics, and the people and places that brought us to our current position in the world. The class utilizes a variety of resources including biographies, source reading, media in history, maps, interest, literature, and the AGS resource library.

## **WORLD GEOGRAPHY**

**Credit: 1**

**Grade level(s): 9**

**Prerequisite: None**

World Geography introduces the basic physical and cultural elements of our world to students. The relationship between people, places, and environments are explored within a spatial context. Students study how culture and experience influence our perceptions and history in certain regions. Humans are central to geographical understanding with settlements and structures a valuable part of the earth's surface. People compete with one another for control of resources and land. Change is constant. Knowledge of geography enables learners to understand the relationships between these people and factors. Students will make hypothesis, decisions, evaluate sources of information, identify assumptions, and analyze comparisons of the physical locations and social relationships around the world.

## **WORLD HISTORY I**

**Credit: 1**

**Grade level(s): 11**

**Prerequisite: None**

World History I will takes a chronological approach (beginning to 1450) to studying the major people, places, and events that have shaped the world as we know it today. Students spend time examining the major political, economic, military, religious, philosophical, and cultural events and how they shaped our world. Students will use a variety of resources and learn how political institutions and societies have developed over time.

## **WORLD HISTORY II**

**Credit: 1**

**Grade level(s): 11**

**Prerequisite: World History I**

World History II will takes a chronological approach (1450 to present) to studying the major people, places, and events that have shaped the world as we know it today. Students spend time examining the major political, economic, military, religious, philosophical, and cultural events and how they shaped our world. Students will use a variety of resources and learn how political institutions and societies have developed over time.

# ADVISORY, CAPSTONE & FOUNDATIONS

## **Advisory 1 - 4**

**Semester: On period/day**

**Credit: 1 credit/semester**

**Grade level: 9, 10, 11, 12**

**Grading: Pass/Fail**

This class includes both individual, small and large group activities that incorporate but are not limited to: grade-level ICAP completion, college and career readiness activities, executive functioning skills, problem solving activities, interest surveys, social skills, and goal setting. This course helps fulfill the graduation requirement pertaining to ICAP and postsecondary workforce readiness. All students are expected to participate in Advisory.

## **Capstone**

**Credit: 1 credit**

**Grade level: 9, 10, 11, 12**

**Grading: Pass/Fail**

**Fees/supplies: Project dependent**

The Capstone Project is a multifaceted body of work that allows students to demonstrate their academic and intellectual experience. This process will allow you to showcase your ability to read, write, speak, think, plan, implement, be self-disciplined, problem solve, and organize your work. The Capstone Project is designed to be completed independently by students with the guidance of a staff mentor or expert in the field.

The Capstone Project can focus on English, math, or both depending upon which area of college and career ready demonstration is needed. This process cannot rely solely upon what information students already know, but must demonstrate new learning and growth. Students will learn many skills through the completion of a Capstone Project. Some skills include complex problem solving, evaluation and synthesis of research, writing, communication, organization, time management, knowledge of technology and how to use it in a presentation, and oral presentation skills.

The Capstone Project consists of four major components: a research paper, a product/performance/physical project, a portfolio, and an oral presentation. Students will maintain a portfolio containing their mentor information, learning log, reflective paper and works cited page. To be successful, each student must complete and pass each component.

# FOREIGN LANGUAGE

## **Foreign Languages**

**Credit: 1**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Principal approval**

Estimated Completion Time: Approximately 80 hours

Foreign Languages are offered through Edgenuity, a computer based system that will incorporate pronunciation, grammar, speaking, listening and writing.

Languages available include: Spanish, French, Chinese, and Latin.

# **SPECIAL PROGRAMS**

**Teen Parenting Program**

**Classroom Assistant**

**Work Experience**

**Resource Learning**

**Edgenuity Classes**

**CTE & Concurrent Enrollment Classes (MCC)**

***\*\*Additional elective courses are available through Fort Morgan High School with the approval of both the administration of Lincoln High School and Fort Morgan High School.***

# **SPECIAL PROGRAMS**

## **TEEN PARENTING PROGRAM**

**Credit: 4 (Must be enrolled in two class periods per semester)**

**Grade level(s): 9, 10, 11, 12**

**Prerequisite: Must have a child or be pregnant**

**Fees/supplies: Must sign up for Child Care Assistance Program and pay the monthly fee**

High School students who are parents or are expecting parents may enroll in the Teen Parenting Program. The center will act as a day care facility for the child while the student attends class at the high school. The student must enroll in the program for two class periods per semester. One period the student will work on a childhood development credit. The second period the student will work as staff in the daycare. Mothers and fathers are encouraged to participate in the Teen Parenting Program.

## **CLASSROOM ASSISTANT**

**Credit: 1 per semester**

**Grade level(s): 9, 10, 11, 12**

**Grading: Pass/Fail**

**Prerequisite: Instructor approval**

Good attendance and academics are required. Classroom Assistants perform a number of duties assigned to them by the teacher, such as making copies, filing, grading papers, and performing various other tasks assigned by the teacher.

## **WORK EXPERIENCE I - VI**

**Credit: Limit is 6 credits**

**Grade level: 10, 11, 12**

**Grading: Pass/Fail**

**Prerequisite: Teacher Approval**

The Work Study program provides students with the opportunity to earn credit while gaining valuable work experience. Students are required to work 270 hours per credit earned, must complete an essay per credit on one of the topics provided by the teacher, and have three employee evaluations done from their employer.

## **RESOURCE LEARNING**

**Credit: Limit is 2 credits**

**Grade level: 9, 10, 11, 12**

**Prerequisite: Teacher Recommendation and Principal Approval**

Resource Learning is a learning intervention designed to help struggling students to develop the skills necessary to be successful in the regular classroom curriculum. Instructional interventions could include Vocabulary Building, Reading Comprehension; or Basic Math Skill Review. A variety of strategies may be used to support struggling students including the Edgenuity computer aided instructional package and/or various supplemental text activities as needed to meet individual student needs.

## **INDEPENDENT STUDY**

**Credit: Limit is 2 credits**

**Grade level: 11, 12**

**Prerequisite: Teacher and Principal Approval**

Independent Study is designed to provide students with an enhanced learning experience in a specialty area. Students who are interested in participating in an Independent Study MUST meet with the instructor, principal, and parent to decide upon the nature of the course and expectations. A contract will be developed and signed that outlines specific assignments before the class is assigned.

## **SPECIAL PROGRAMS – CAREER AND TECHNICAL EDUCATION**

# **CAREER AND TECHNICAL EDUCATION PROGRAMS AT**

## **MORGAN COMMUNITY COLLEGE**

**Prerequisite for All Students: Satisfactory Prior  
Attendance, Academic Record, and  
Administrative Approval**

### **HEALTH SCIENCE TECH I**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 11, 12**

**Prerequisite: Interested in Health Occupations, Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance.**

**Fees/supplies: HOSA Dues: \$25.00/CRIMINAL BACKGROUND CHECKS**

In the first semester students learn common health care skills, introductory anatomy, beginning medical terminology, and first aid/cardiopulmonary resuscitation. Health care skills are practiced in a lab setting under direct supervision of the instructor. The second semester includes lab, clinical and classroom time. There are a variety of clinical settings available including obstetrics, surgery, radiology, physical therapy, Dental & Optometry offices and veterinary clinics. Students may earn fifteen (15) college credits qualifying for a Health Care Assistant/Certified Nurse Aide certificate.

### **HEALTH SCIENCE TECH II**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 12**

**Perquisite: Level I Med Prep**

**Fees/Supplies: HOSA dues: \$25.00**

As students continue into the second year of Health Science Tech, they are given the opportunity to expand health care experiences in an additional health care occupation while continuing college level coursework. Many of the courses will articulate into a health occupations program for post-secondary study.

**Participation in HOSA (Health Occupations Students of America) is provided at both levels with leadership and skills contests.**

### **MULTIMEDIA DESIGN I**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 11, 12**

**Prerequisite: Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance**

**Fees/supplies: None**

The Multimedia I curriculum presents conceptual and hands-on training in Digital Media. Major topics include: photo manipulation, graphic design and web design, beginning animation and video. The majority of the classes are project-based and by the end of the two-year program students will have a digital portfolio to use as evidence of competence in design for a job or entrance into a university design program. We use the industry standard Adobe Creative Suite products including Photoshop, Illustrator, Dreamweaver and Flash. All assignments in this program resemble actual working scenarios and the

goal is to prepare students for employment in the industry. Up to 15 college credits may be earned toward a certificate or multimedia degree.

## **MULTIMEDIA DESIGN II**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 12**

**Prerequisite: Multimedia I**

**Fees/supplies: None**

In this program students begin working on Video and Audio production for personal and client projects. They will also create a professional, stunning digital portfolio to display their work to future employers or four-year university design programs. There is an internship and management component that details industry conventions and practice. In the second year, emphasis is placed on design team function and incorporation of previously learned skills for production of a marketable multimedia title. Students may earn 12-15 college credits that apply toward a certificate or degree in multimedia

## **AUTOMOTIVE TECHNOLOGY I**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 11, 12**

**Prerequisite: Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance**

**Fees/supplies: Shop coveralls**

This course prepares students for job entry skills into the automobile maintenance and service job cluster. Students will receive instruction and shop training. Safety, hazardous material handling and technician tools (both hand and power) will be covered. Areas of instruction include: engine, cooling, exhaust, fuel and ignition systems. Also tire and wheel, brakes and driveline, line components will be included. Service, maintenance and minor repair will include: use of service manuals, computer and minor engine repair, service cooling and exhaust systems, inspection lubrication of suspension and steering systems, align front ends, repair and service brakes, tire and wheel assembly and driveline components. Skills USA activities and contests are provided in order to develop leadership experiences. Successful completion of Automotive Technology I earns the student nine (9) college credits.

## **AUTOMOTIVE TECHNOLOGY II**

**Semester/Year: Year**

**Credit: 8**

**Grade level(s): 12**

**Prerequisite: Satisfactory completion of Auto Tech I - Instructor Approval**

**Fees/supplies: Shop coveralls, textbooks**

This course continues the preparation of students for job-entry skills as an auto technician. Students receive instruction in safety, electrical fundamentals, basic electronics, vehicle electrical systems, fuel systems, and major engine repair. During the course of the year the student will perform the following tasks: use reference manuals and computer information systems; service batteries, alternators and starting systems; and service vehicle electrical systems. The student will also repair automotive fuel systems and perform a major engine overhaul. Students will work on a variety of vehicles, even the latest model automobiles. Students may work on their own family or community vehicles with instructor approval. In addition, the student will be a Skills USA member participating in its activities and contests. Students completing both levels of Automotive Technology will earn a certificate, and have 34 credits toward the Associate of Applied Science Degree in Automotive Technology.

## **AUTOMOTIVE COLLISION REPAIR TECHNOLOGY I**

**Semester/Year: Year**

**Credit: 4**

**Grade level(s): 11, 12**

**Prerequisite: Accuplacer Test prior to entrance, Department Approval and Satisfactory**



### **Attendance**

**Fees/supplies: Shop coveralls, protective boots, approximate cost \$60.00.**

This program is designed to teach job-entry skills onto the collision repair, body painter and repair job cluster. Students receive instruction in shop safety, first aid, use of hand and power tools, repair of body panels, and complete paint jobs with polyurethanes, and additives. This is the first year of a two-year program. Skills USA Club activities and contests are provided in order to develop leadership experiences. Students can earn up to 14 college credits if competencies are met.

## **AUTOMOTIVE COLLISION REPAIR TECHNOLOGY II**

**Semester/Year: Year**

**Credit: 8**

**Grade Level(s): 12**

**Prerequisite: Satisfactory completion of Collision Repair Technology I – Instructor approval**

**Fees/supplies: Shop coveralls, protective boots, workbooks, and safety equipment - approximate cost \$200.00**

This program is designed as a continuation of Collision Repair Technology I to teach additional job skills as an auto body painter and repair person. Areas of instruction include additional techniques in complete paint jobs, custom painting, repair of glass, trim, interiors and accessories, job cost estimation, and job-seeking skills. To enroll, a student must have completed the first year program. In addition, the student will be a Skills USA member participating in its activities and contests. Students can earn up to 15 college credits if competencies are met. Students will work on a variety of vehicles, even the latest model automobiles. Students may work on their own family or community vehicles with instructor approval. Students completing both levels of Collision Repair Technology will earn a certificate and have 29 credits toward the Associate of Applied Science Degree in Collision Repair Technology.

## **WELDING I**

**Semester/Year: Year**

**Credit: 4**

**Grade Level(s): 11, 12**

**Prerequisite: Completion of welding course at FMHS and Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance**

This course introduces beginning industrial welding techniques. Students will be prepared for entry level welding skills in basic arc and manual inert gas welding (MIG) also skills in oxyacetylene welding. Includes safety oriented training to learn equipment set-up, operation and technique. Students will be involved in VICA club activities and contests to develop leadership experiences. Successful completion of Welding I earns the student seventeen (17) college credits toward a certificate in welding. Students may participate in Skills USA for leadership and skills contests.

## **WELDING II**

**Semester/Year: Year**

**Credit: 8**

**Grade level(s): 12**

**Prerequisite: Satisfactory completion of Welding I**

**Fees/supplies: Shop coveralls**

This course continues to prepare students for careers in welding and to meet the competencies of the American Welding Society (AWS). Students learn advance skill in shielded metal arc welding, and oxyacetylene welding while meeting industry standards. In the welding shop students work on a variety of projects and are placed in a welding shop to understand the workforce environment and go more in depth in the various welding processes dealing with different types of metals and positions. Students may participate in Skills USA.

## **PRECISION AGRICULTURE**

**Semester/Year: Year**

**Credit: 8**

**Grade level(s): 11, 12**

**Prerequisite: None**  
**Fees/supplies: TBD**

This two-year program is designed to develop the skills necessary for students to successfully enter the industry of Precision Agriculture in a variety of settings. Precision agriculture uses technology to make management decisions to increase efficiency and provide economic and environmental benefits. Students may earn a certificate in Unmanned Aircraft Systems as well as an AAS in Precision Agriculture Technology.

## **INDUSTRIAL ELECTRICAL/MECHANICAL MAINTENANCE**

**Semester/Year: Year**  
**Credit: 8**  
**Grade level(s): 11, 12**  
**Prerequisite: None**  
**Fees/supplies: TBD**

Upon earning the Industrial Electrical/Mechanical Maintenance AAS Degree, the learner will have an understanding of instrumentation, general maintenance and manufacturing processes, electricity and its many applications, theory, and calculations. The learner will have 2000 hours toward an electrical Journeyman apprentice program and be in an internship with one of the local industry partners.