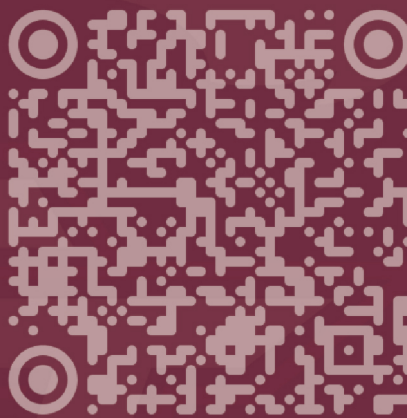




# COURSE CATALOG 2025 - 2026



F O R G E  
Y O U R  
O W N  
T R A I L





# Cherokee Trail Course Catalog Introduction

WELCOME to **Cherokee Trail High School!**

The Cherokee Trail High School Course Catalog contains important information about the courses to be offered during the upcoming school year. This information will be helpful as you select courses. Careful planning is essential for a successful and rewarding experience at Cherokee Trail High School. Parents, teachers, counselors, and administrators should all be involved in assisting you to develop a comprehensive plan allowing for variety, specific interests, and special preparation for the future. It is important to emphasize that your counselor is available to assist you in your course selections, but the final responsibility for course selections rests with the student and the parents. We urge you to play an active role in this important task. We are here to help you.

Each year, Cherokee Trail High School creates a new master schedule based on data derived from the student course request process. These course requests represent decisions made collaboratively with the student, the teachers, the counselor, and parents. Based on these requests, courses are scheduled, faculty members are employed, textbooks are purchased, and classrooms are allocated. Due to this, only schedule errors, not schedule changes, will be considered. See the Schedule Change Policy page for more details.

For the most up-to-date Course Catalog, please go to our website at:  
<https://www.cherrycreekschools.org/cherokeetrail>

## **Notice of Nondiscrimination**

Cherry Creek School District No. 5 ("District") does not discriminate on the basis of race, color, national origin, sex, age, sexual orientation, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Cherokee Trail High School does not discriminate in enrollment or access to any of its available programs. The lack of English language skills shall not be a barrier to admission or participation in District activities and programs. The district also does not discriminate in its hiring or employment practices.

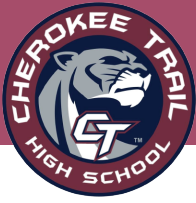
This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator, Ms. Stephanie Davies, District Compliance Officer, Educational Services Center, 4700 S. Yosemite St., Greenwood Village, CO 80111, telephone (720)554-4471, or directly to the U.S. Department of Education, Office for Civil Rights, Region VII.

Cherokee Trail High School  
25901 East Arapahoe Road  
Aurora, CO 80016  
720.886.1900



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# Cherokee Trail High School • School Profile

25901 East Arapahoe Road, Aurora, CO 80016 • Post-Grad Center: 720.886.1981 • CEEB Code: 060-086

## CTHS OVERVIEW

<b>~3,200</b>	<b>CTHS Student Enrollment</b> 2024 - 2025
<b>~780</b>	<b>CTHS Class of 2025</b>
<b>96.1%</b>	<b>CTHS Graduation Rate</b> Class of 2024

## STUDENT DATA: 2023 - 2024 School Year

<b>DATA</b> 	<b>90%</b> of IB students earn IB diploma
	<b>176</b> students took <b>466</b> IB exams
	<b>73%</b> of students scored <b>3+</b> on AP exams
	<b>1,100</b> students took <b>1,942</b> AP exams
	<b>801</b> students took at least <b>1</b> CE course

## POST-GRADUATE DATA: Class of 2024

<b>GRAD</b> 	4-Year College	<b>67.6%</b>
	2-Year/Community College	<b>12.6%</b>
	Gap Year	<b>5.7%</b>
	Workforce	<b>3.2%</b>
	Career & Technical Education	<b>5.6%</b>
	Military (Enlistment)	<b>2.4%</b>

## DEMOGRAPHICS: 2024 - 2025

<b>DEMO</b> 	White	<b>52%</b>
	Latino/a	<b>20%</b>
	Asian	<b>10%</b>
	Black/African American	<b>10%</b>
	Multiple Races	<b>8%</b>
	Central/Native American	<b>&lt;1%</b>
	Hawaiian/Pacific Islander	<b>&lt;1%</b>

## AP, CTE, CE, DE, HONORS, IB CLASSES

<b>27</b>	<b>AP Classes</b> Available to grades 9 - 12 Students are not limited in classes
<b>54*</b>	<b>CTE Classes</b> Available to grades 9 - 12 Business, Communication Arts, Engineering, Health Sciences, Visual Arts *Additional CTE courses are available at CCIC
<b>15</b>	<b>Concurrent (CE) and Dual (DE) Enrollment Classes</b> Available to grades 9 - 12 Students must qualify for credit
<b>13</b>	<b>Honors, Pre-AP, and Pre-IB Classes</b> Honors (9 - 12) Pre-AP & Pre-IB (9 & 10) Students are not limited in classes
<b>30</b>	<b>IB Classes</b> Pre-IB (9 & 10) / IB (11 & 12) Application required for program

## GRADING SCALE

<b>GS</b> 	<b>90% to 100%</b>	<b>A</b>
	<b>80% to 89%</b>	<b>B</b>
	<b>70% to 79%</b>	<b>C</b>
	<b>60% to 69%</b>	<b>D</b>
	<b>&lt; 60%</b>	<b>F</b>

Marking System: **Unweighted:** A = 4.0; B = 3.0; C = 2.0; D = 1.0; F = 0.0 | **Weighted:** A = 5.0; B = 4.0; C = 3.0; D = 1.0; F = 0.0; AP, Pre-AP, IB, Pre-IB, and Honors classes receive the same weighted grades.

## GPA ACADEMIC DATA: Class of 2025

<b>GPA</b> 	6 semesters	<b>WEIGHTED</b>	<b>UNWEIGHTED</b>
	Highest	<b>4.77</b>	<b>4.0</b>
	Median	<b>3.4</b>	<b>3.35</b>
	Mean	<b>3.23</b>	<b>3.03</b>

## SAT TEST DATA: Class of 2025

<b>SAT</b> 		<b>CTHS</b>	<b>CCSD</b>
	Mean ERW	<b>532</b>	<b>529</b>
	Mean Math	<b>515</b>	<b>512</b>
	Mean Comp	<b>1047</b>	<b>1041</b>



# Course Catalog Terminology

**AP ADVANCED PLACEMENT PROGRAM:** The Advanced Placement program is a national academic program sponsored by the College Board. Students are required to take the national exam if they wish to have the Advanced Placement designation on their transcript and be considered for Advanced Placement credit at the college level. All AP courses have weighted grades (see definition below).

**ALTERNATING BLOCK SCHEDULE:** Approximately 93-minute classes meet on alternating days for the entire year. Each day is designated as “A” or “B”, and each day has periods 1 – 4.

**BACCALAUREATE:** In the European sense, a “baccalaureate” is a diploma supporting the transition from school to university by means of examinations and/or evidence of successful performance. At Cherokee Trail High School, there are distinct baccalaureate programs (academic pathways) offered that prepare students for college, university, and career opportunities. Junior and senior students are expected to participate in one of the three programs.

**COREQUISITE:** A corequisite is a course students must be concurrently enrolled in to qualify for a specific course.

**CREDIT (HIGH SCHOOL UNIT OF CREDIT):** One unit of credit equals two successfully completed semesters of high school work. One semester of successfully completed high school work earns 0.5 credits. All students must earn a minimum of 22 credits (per Board policy) to participate in graduation and receive their diplomas.

**CUMULATIVE GPA:** A student’s earned Grade Point Average for the total time they are in high school, concluding at the eighth semester or end of their senior year.

**GPA:** The student’s earned Grade Point Average for one semester or one year.

**GRADES - UNWEIGHTED:** Courses award the student 4 points for an A, 3 points for a B, 2 points for a C, 1 point for a D, and 0 points for an F. GPA range is 4.0 – 0.

**GRADES - WEIGHTED:** Some courses award 5 points for an A, 4 points for a B, 3 points for a C, 1 point for a D and 0 points for an F. For this year, the following courses

have weighted grades: all AP, Honors, IB classes (excluding World Language levels 1-3), Pre-AP, Pre-IB, World Languages levels 4 and 5, and postsecondary courses which are either a continuation of a weighted high school course or a course which exceeds the high school weighted course. GPA range is 5.0 – 0.

**IB INTERNATIONAL BACCALAUREATE PROGRAM:** The International Baccalaureate (IB) Program is a comprehensive and rigorous two-year curriculum for junior and senior students, which leads to international exams in six subjects and the International Baccalaureate Diploma. The aim of the IB Program is to develop inquiring, knowledgeable, and caring young people who will help to create a better and more peaceful world through intercultural understanding and respect

**NCAA APPROVED:** All student athletes considering playing at the collegiate level need to be aware of the NCAA rules governing approved courses. Cherokee Trail High School’s current list of approved courses (48H List) can be found at <https://web3.ncaa.org/hportal/exec/hsAction?hsAction-Submit=searchHighSchool>. Please check with your school if you have questions or concerns.

**PRE-IB/PIB (PRE-INTERNATIONAL BACCALAUREATE):** Prep classes to prepare students accepted into the IB program for their junior and senior year coursework.

**PREREQUISITE:** A prerequisite is what must be successfully completed prior to enrolling in a course. This may include a prior course, teacher approval, or placement test.

**SATISFACTORY/UNSATISFACTORY GRADING:** Students will receive a satisfactory or unsatisfactory grade based on the requirements of the course. Students will receive credit towards graduation, but the credit will not be calculated into the GPA.

## COURSE CODES

- AP** Advanced Placement level courses
- IB/PIB** International Baccalaureate level courses. IB Prep courses are listed as PIB
- CE** Course is eligible for concurrent credit through Aurora Community College
- CTE** Career and Technical Education
- DE** Course is eligible for dual enrollment through Metro State University
- LB** Course fulfills requirements for Liberal Arts Baccalaureate distinction.
- NCAA** Course is approved through NCAA rules
- STEM** Course fulfills requirements for STEM Baccalaureate distinction.
- W** Course earns weighted grades



# Graduation Requirements

## Cherry Creek School District Course Requirements for Graduation

Board Policy IKF

*A minimum of 22 units of credit shall be necessary for high school graduation.*

English	4.0 units
Mathematics	3.0 units
Science	3.0 units
Social Studies	3.0* units
PE	1.5 units
Health	0.5 units
Fine Art/CTE	1.5 units
Electives	5.5 units

\*Includes 1 credit in U.S. History and 0.5 credit in Civics/Government.

## Essential Skills Critical for Success in College and Career

- Innovation / Creativity
- Critical Thinking
- Real-World Experience
- Problem Solving
- Curiosity / Inquiry
- Relevancy
- Working in Teams
- Communication Skills
- Project-Based Learning
- Flexibility / Adaptability

## Competency Menu of Options (Regulation IKT-E)

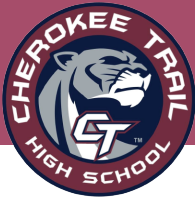
*In addition to required coursework, all students must demonstrate career or college readiness in Reading/Writing/Communicating and Mathematics through at least one option below:*

Basis	Reading/Writing/Communicating	Mathematics
Next Generation Accuplacer	241 Reading or 236 Writing	255 Arithmetic (AR) or 230 Quantitative Reasoning, Algebra and Statistics (QAS)
Classic Accuplacer	62 Reading Comprehension or 70 Sentence Skills	61 Elementary Algebra
ACT	18	19
ACT Work Keys	Bronze or higher	Bronze or higher
Advanced Placement (AP)	2	2
ASVAB (AFGT score)	31st percentile	31st percentile
Concurrent Enrollment	Passing Grade	Passing Grade
International Baccalaureate (IB)	4	4
SAT	470	500
District Capstone	Secondary Literacy Assessment	Portfolio of Skills Exam
Industry Certificate	District Determined	District Determined
Performance-based Learning (PBA)	State Determined	State Determined

• **4 Core Waiver:** Academic core subjects include English, Math, Science, Social Studies, and World Languages. All students will be expected to enroll in a minimum of four academic core units per semester. Seniors are expected to enroll in four core units or a minimum of three AP/IB/CE/CTE courses. Any consideration of a waiver of this expectation will be approved on an individual basis by the principal or administration designee. Academic Waiver Requests must be submitted on form IKFIE.

• **Athletic Waiver:** Student athletes who have completed a season of athletics may be granted a one-time waiver of 0.5 of the required 1.5 units of physical education. This waiver does not reduce the total number of units required for graduation. Academic/physical education waiver requests must be submitted on form IKF2E.

• **Fine Arts/Practical Arts Waiver:** Seniors who have completed three years of AVID OR three years of Student Leadership, AND are currently enrolled in AVID or Student Leadership, may be granted a one-time waiver of 0.5 of the required 1.5 units of Practical/Fine Arts. This waiver does not reduce the total number of units required for graduation.



# CTHS Career Pathway Plans of Study

Cherokee Trail students begin building Individual Career and Academic Plans (ICAP) by selecting specific career pathways in 9th and 10th grade to use as guides in academic and post-graduate planning.



## 9th Grade

English 9 (Pre-AP, Pre-IB)  
 World Geography (Pre-AP, AP)  
 Algebra 1 or higher  
 Biology (H)  
 World Language

## 10th Grade

English 10 (Pre-AP, Pre-IB)  
 Government/Economics (AP)  
 Geometry or higher  
 Chemistry (H, AP)  
 World Language

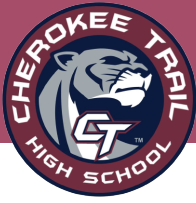
## 11th Grade

English 11 (AP, IB, H)  
 US History (AP, IB, CE)  
 Algebra 2 or higher (AP, IB, CE)  
 Physics (AP, IB)  
 World Language (AP, IB, H)

## 12th Grade

English 12 (AP, IB, CE)  
 Senior Social Studies (AP, IB)  
 College Algebra or higher (AP, IB, CE)  
 Senior Science (AP, IB, CE)  
 World Language (AP, IB, H)

IB = International Baccalaureate | AP = Advanced Placement | CE = Concurrent Enrollment | H = Honors



# CTHS Beyond the Trail (BTT)

## Individual Career and Academic Plan (ICAP)

ICAP is a multi-year process that intentionally guides students in academic, career, and post-secondary exploration. Through our BTT ICAP lessons, students will develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful Pathways of Purpose to be career and college ready.

### 9th Grade

#### **BTT 101: Introduction to CT & Resources**

Students learn what resources are available to them at CT.

#### **BTT 102: Academic Study Methods & Resources**

1. Students learn about different methods for studying.
2. Students identify their individual preferences for studying.
3. Students access resources to prepare for finals.

#### **BTT 103: Academics and Course Planning**

1. Students learn about CT graduation requirements.
2. Students learn about different Post-Secondary pathways and indicate which one they are considering.
3. Students learn to calculate their GPA.
4. Students conference with their counselor regarding course registration for the next school year.

### 10th Grade

#### **BTT 201: Career Pathway Discovery**

1. Students complete personality and skills research using a Myers-Briggs-based survey in Naviance.
2. Students connect personality traits to a list of matching career choices.
3. Using the list of matching career choices, student make connections to post-graduate options.

#### **BTT 202: Planning for Final Two Years of High School**

1. Students review graduation requirements and benchmarks.
2. Students review post-secondary options and CTHS Plans of Study.
3. Students conference with their counselor regarding course registration for the next school year.

### 11th Grade

#### **BTT 301: Researching Post-Secondary Pathways**

1. Students learn about specific resources that will help them investigate and explore their post-secondary plans.
2. Students meet with their counselor in a junior conference to review selected career and post-secondary pathway.
3. Students select the appropriate post-secondary pathway based on individual career interest.
4. Students begin research on specific colleges and/or programs.
5. Students conference with their counselor regarding course registration for the next school year.

### 12th Grade

#### **BTT 401: Implementing the ICAP**

1. Students complete a survey indicating their post-secondary plans, and then attend a lesson by counselors specific to their plan.
2. Using Naviance, students finalize a list of possible colleges and/or programs that best fit selected career interests.
3. Students meet with their counselor in a senior conference to review post-secondary plan and begin implementation.
4. Students graduate with a completed Individual Career and Academic Plan (ICAP).

### Beyond the Trail

Students continue on to 4-year college/university, 2-year community college, military, Career and Technical Education program, gap year, or straight to work.



# Planning for College

## College Admission

The Colorado Commission of Higher Education (CCHE) has developed the Higher Education Admission Requirements (HEAR). To be considered for admission to any four-year public institution in Colorado, students must demonstrate successful completion of the following coursework:

<b>English</b>	<b>4 credits</b>
<b>Math</b>	<b>4 credits</b>
- Algebra 1 level and higher	
<b>Natural Sciences</b>	<b>3 credits</b>
- 2 credits must be lab-based	
<b>Social Sciences</b>	<b>3 credits</b>
- At least 1 credit of U.S. or World History	
<b>Foreign Language</b>	<b>1 credit</b>
- Must be the same language	
<b>Academic Electives</b>	<b>2 credits</b>
- See note below	

NOTE 1: An academic credit, often referred to as a Carnegie credit, is equivalent to one full year of credit in a specific subject.

NOTE 2: For examples of acceptable HEAR courses, academic electives, and answers to frequently asked questions, go to:

**<https://higher.ed.colorado.gov>.**

Hover over "Students" and click on "Preparing for College" and then "Admissions Eligibility."

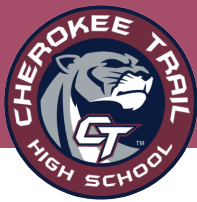
**It is important to note that admission officers at these institutions will give preference to students who have demonstrated competence in a rigorous course of study over students who attain a good grade point average by taking fewer demanding courses.**

*\*Please be aware that these requirements differ slightly from Cherry Creek School District graduation requirements.*

## Factors Influencing College Admission

According to the 2023 "State of College Admission Report," the following factors, in order of importance, were:

1. **High school grades in college prep courses**
2. **Total high school grades (all courses)**
3. **Strength of high school curriculum**
4. **Positive character attributes**
5. **Essay or writing sample**
6. **Student's interest in attending**
7. **Counselor recommendation**
8. **Teacher recommendation**
9. **Extracurricular activities**
10. **High school class rank**
11. **Admission test scores (ACT, SAT)**
12. **Portfolio**
13. **Interview**
14. **Work**
15. **State graduation exam scores**
16. **Subject test scores (AP, IB)**



# More Planning for College

## College Recommendations

### Academics:

- Choose a rigorous course load. Seek out challenging courses. Colleges would rather see a lower grade in a more challenging course than the “easy A.” Remember the best scenario is good grades in challenging classes.
- Make sure your courses are appropriate and in a logical progression. Use your Individual Career and Academic Plan (ICAP) to ensure you are on the right track.
- Enroll in at least 4 core classes (English, Social Studies, Math, Science, World Language) each semester.
- Get to know your counselor and teachers. These are the people who will be writing your recommendations.
- Keep your best work. Colleges may offer you a chance to submit supplementary material that demonstrates your achievements.
- Establish good study habits. Grades in the academic core areas (English, Math, Science, Social Studies, and World Languages) are the best predictors of success in college.
- Read! Studies have shown that one of the best preparations for college admission tests (SAT/ACT) is to read regularly.

### Extracurricular:

- Find activities, both in and out of school, that you enjoy and that provide an outlet for your non-academic side.
- Go for quality rather than quantity. Colleges admire students who put significant effort into one or two activities rather than students who put little time into many activities.

## Sample College Admission

*Admission criteria to colleges and universities vary. On a continuum of expectations and requirements, the following examples provide general indicators.*

### Most Selective Colleges/Universities

Examples: Harvard University, Stanford University, Duke University, Vanderbilt University, Colorado School of Mines

Minimum of 18 core units: English 4, Math 4, Social Studies 3-4, Science 3-4, World Language 3-4, 4+ Advanced Placement Courses or IB Courses  
Grades and test scores: GPA 4.0+, SAT 1300+, 32+

### Selective Colleges/Universities

Examples: University of Denver, University of Colorado at Boulder, Brigham Young University, Baylor University, University of Nebraska, Creighton University

Minimum of 16 core units: English 4, Math 3-4, Social Studies 3, Science 2-3, World Language 2-3, Advanced Placement Courses or IB Courses Highly Recommended  
Grades and test scores: GPA 3.5+, SAT 1100+, ACT 23+

### Competitive I Colleges

Examples: Colorado State University, University of Colorado at Denver, Arizona State University, University of Wyoming, Regis University

Minimum of 15+ core units: English 4, Math 3-4, Social Studies 3, Science 2-3, World Language 2-3, Advanced Placement or IB Courses Recommended  
Grades and test scores: GPA 3.3+, SAT 1100+, ACT 23+

### Competitive II Colleges

Example: University of Northern Colorado, Colorado Mesa University, Metropolitan State University Denver, Fort Lewis College, Adams State University, Western Colorado University

Minimum of 14 core units: English 4, Math 3-4, Social Studies 3, Science 2-3, World Language 2  
Grades and test scores: GPA 3.0+, SAT 1100+, ACT 20+

\*\*The ACT and SAT college entrance exams have optional writing components. Please check with individual institutions.

# Initial-Eligibility Standards

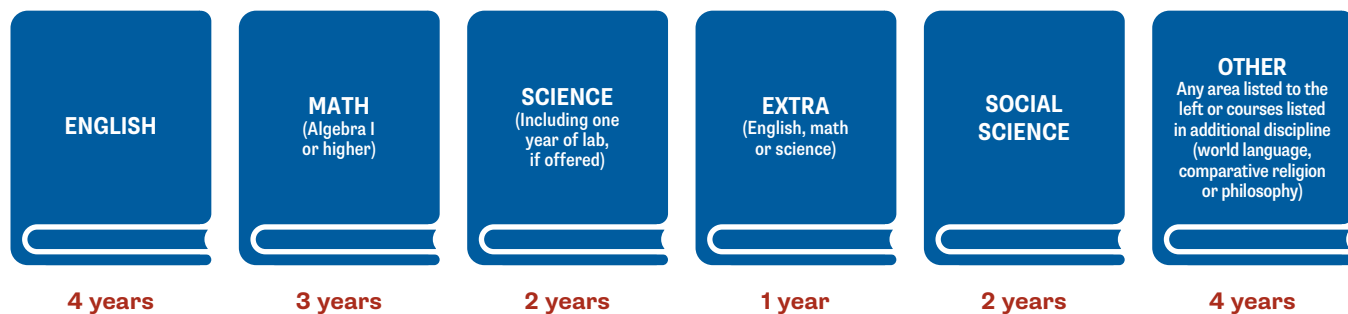
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org). Plan to register before your freshman year of high school. For more information on registration, visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist).

## Academic Requirements

**Division I and II** schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

### Division I

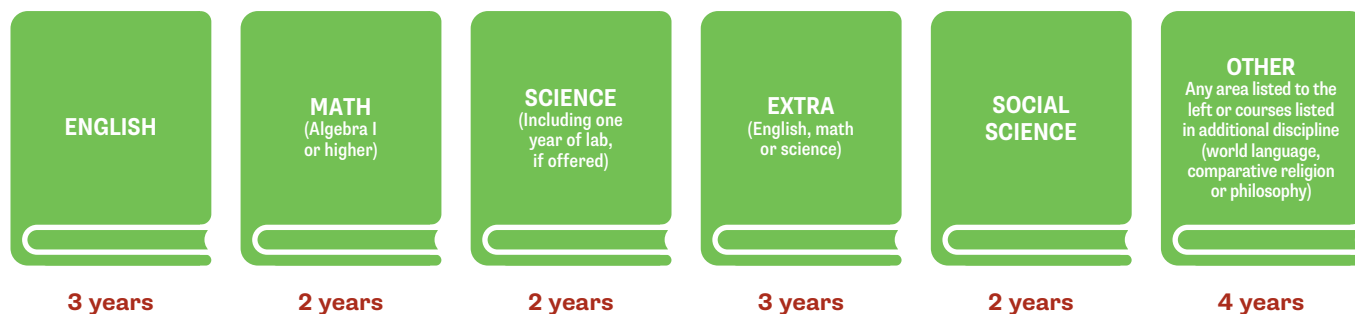
1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

### Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

### Division III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.



GRADE  
**9**  
REGISTER

- » If you haven't yet, [register](https://eligibilitycenter.org) for a free Profile Page account at [eligibilitycenter.org](https://eligibilitycenter.org) for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist) to ensure you're taking the right courses, and earn the best grades possible!

GRADE  
**10**  
PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, [transition](#) it to the required [certification account](#).
- » Monitor the [task list](#) in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

GRADE  
**11**  
STUDY

- » Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved [core courses](#) and graduate on time with your class.
- » Share your [NCAA ID](#) with NCAA schools recruiting you so each school can place you on its [institutional request list](#).
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE  
**12**  
GRADUATE

- » [Request your final amateurism certification](#) beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](https://eligibilitycenter.org).
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final [official transcript](#) with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

**4 x 4 = 16**

**9<sup>th</sup>** GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

**4 CORE COURSES**

**10<sup>th</sup>** GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

**4 CORE COURSES**

**11<sup>th</sup>** GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

**4 CORE COURSES**

**12<sup>th</sup>** GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

**4 CORE COURSES**



**CONTACT THE NCAA ELIGIBILITY CENTER**

U.S. and Canada (except Quebec):  
877-262-1492 (toll free), Monday-Friday  
9 a.m. to 5 p.m. Eastern time



[@ncaaec](#) [@ncaaec](#) [@ncaaec](#) [@playcollegesports](#)



# Advanced Placement (AP) Courses

## Advantages of taking AP Classes

- AP courses and exams begin the journey through college-level academic challenges.
- Collegiate institutions recognize applicants with AP experience are better prepared for the demands of college.
- Tuition savings are realized for students whose AP assessment performance awards them college credit. More than 1,400 collegiate institutions award a full year's credit (sophomore standing) to students presenting satisfactory grades on a specific number of AP exams.
- AP students are eligible for honors and other special programs in college.
- Research supports that high school students enrolled in AP courses have greater success in their first year of college.

## AP Courses offered at CT

- English - AP Language, AP Literature
- Math - AP Calculus AB, AP Calculus BC, AP Statistics
- Science - AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1, AP Physics 2
- Social Studies - AP Government, AP Human Geography, AP US History, AP Macroeconomics, AP Psychology, AP Research, AP Seminar, AP World History
- Electives - AP 2D Art & Design, AP 3D Art & Design, AP Computer Science Principles, AP Computer Science, AP Drawing, AP Music Theory, AP Spanish Language

## AP Capstone Program

The College Board's AP Capstone is an innovative and engaging college-level program that complements and enhances discipline-specific AP courses. It's built on two courses offered at Cherokee Trail – AP Seminar and AP Research – that immerse students in the practice of critical skills needed to distinguish themselves in college and in life. AP Capstone encourages a passion for learning, transforming students into curious, collaborative, and independent critical thinkers with skills that are valued and sought after by colleges and universities.



## AP Considerations

- All CTHS students are encouraged to take at least one AP-level course
- AP course grades are weighted, however, students may earn lower grades due to the intense study and homework loads
  - AP students should expect a minimum of one and a half hours of homework each night per AP class.
- Before committing to multiple AP courses, students should consider the following:
  - Increased amount of homework
  - Increased rigor of coursework
  - Time management skills required to balance multiple high-level courses
- Extracurricular activities could impair the ability to fulfill course requirements
- CTHS students enrolled in AP classes are expected to sit for May exams.
- AP exams cost approximately \$100 per exam, due in October. Needs-based financial aid is available.
- Many AP courses require summer work. See the teacher or school website for specifics

Students who earn scores of 3 or higher in AP Seminar and AP Research, and on four additional AP Exams of their choosing, will receive the AP Capstone Diploma issued by The College Board. This signifies their outstanding academic achievement and attainment of college-level academic research skills. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and AP Research Certificate issued by The College Board. These stipulations are directed by The College Board.



# Advancement Via Individual Determination (AVID) Program

## The AVID Classroom

The Advancement via Individual Determination Program (AVID) is designed to push students to a higher rigor at an appropriate pace, while providing in-class support through an AVID class. It is directed towards college bound students who would thrive by building strong relationships with their teachers and peers, while also adding successful college skills to their toolbox.

The AVID class supports students through a variety of strategies. In the class, students work on skills such as time-management, Cornell notetaking, test-taking strategies, critical reading, research, collaboration, communication, inquiry, and organization. Teachers stress the importance of “writing as a tool for learning” and help support students through daily tutorial sessions led by trained tutors. The goal of the AVID tutorial session is to help students with the process of learning through inquiry and collaboration, rather than simply giving students the answers to their questions.

The foundation of the AVID program is to prepare and motivate students for college. Students have the opportunity to practice “mock” SAT and ACT exams so that they are fully prepared on test day. CT also offers an SAT prep course, and experts within the building



work directly with AVID students to help prepare them for those exams.

AVID classes also participate in motivational activities, including college and career research, community service-learning experiences, college-fairs, leadership conferences, and college field trips.

## AVID and Elective Classes

AVID is a structured support program, not a separate curriculum. AVID students are open to a variety of electives based on their interests and current state requirements.

## AVID and Advanced Courses

AVID students are expected to increase their rigor of classes each year. One-on-one conferences with the student’s AVID teacher and the AVID counselor will help determine when a student is ready to increase their rigor. Advanced courses offered at CT include Advanced Placement (AP), Honors, International Baccalaureate (IB), and Concurrent Enrollment (CE). AVID students are expected to complete a minimum of one AP/IB or CE class while in high school. AP courses are offered in grades 9-12.

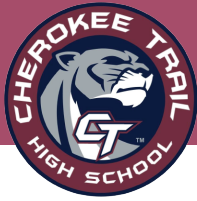
## AVID Awards and Scholarships

Students who are involved in AVID are eligible to receive a series of additional awards and scholarships specifically designed for AVID students. Here are a few of these awards:

- **AVID with Distinction:** A graduation cord of distinction is granted to AVID students who complete 20+ hours of community service, maintain a 3.0 GPA or better, complete 3+ years of AVID, and are enrolled in the second semester of senior year, are a model AVID student, are accepted to a 4-year college or university, and complete a minimum of one AP/IB or Concurrent Enrollment class and sit for a standardized test.
- **CCSD AVID Scholarship:** Students who complete 3 years of AVID in CCSD are

eligible to receive money from the CCSD AVID Scholarship Fund.

- **Cherokee Trail AVID Scholarship:** Students who complete 3 years of AVID in CCSD, including second-semester senior year, are eligible to receive money from the Cherokee Trail AVID Scholarship Fund.
- **The Dell Scholars Program** is offered to those high school students participating in an approved AVID program. The funding for each Dell Scholar is \$20,000.
- **Scholarship Application Assistance:** The senior teacher and counselor work together to find other scholarships specifically for each student and assist students in their college applications.



# CTE Pathways at Cherokee Trail

In addition to courses offered at the home high school, students may also apply to take courses at the Cherry Creek Innovation Campus (CCIC). Some CCIC Pathways are an extension to CTE Pathways already offered at the home high school. Students can enroll in CCIC Pathways beginning in their 10th grade year. Courses listed with a CE (Concurrent Enrollment) or a DE (Dual Enrollment) allow students an opportunity to earn college credit. Industry certifications are also available in numerous pathways.

## ACE

- ACE Career Development Foundations
- ACE Community WBL
- ACE Financial Literacy
- ACE In-school WBL
- ACE Career Development Applications
- ACE Success Systems

## BUSINESS ADMINISTRATION

- Accounting I: Fundamentals of Accounting
- Accounting II: Principles of Accounting
- Entrepreneurship
- IB Business Management SL
- IB Business Management HL I
- IB Business Management HL II
- Introduction to Business
- Legal Environment of Business
- Marketing I: Principles of Marketing
- CE Marketing II: Social Media and Advertising
- Marketing Cooperative
- Personal Finance
- Sports Entertainment Marketing

## CODING

- CTE Internship
- AP Computer Science Principles
- AP Computer Science A
- Computer Programming I
- Computer Programming II

## DESIGN & MULTIMEDIA ARTS

- CTE Internship
- Digital Art I
- Digital Art II
- Graphic Design I
- Graphic Design II
- Photography I
- Photography II

## WORK-BASED LEARNING (WBL) OPPORTUNITIES

Cherry Creek School District offers three (3) ways to experience real-world, hands-on learning in each pathway including:

- **Learning About Work** - provides exposure to different career clusters and pathways including career counseling, industry speakers and project-based learning.
- **Learning Through Work** - opportunities to interact with professionals from industry and community including internships and industry-sponsored projects.
- **Learning At Work** - pathway specific training that occurs at the work site and prepares students for employment in the industry including apprenticeships.

## DIGITAL MEDIA & COMMUNICATIONS

- CTE Internship
- Digital Media Studies
- Journalism
- Video Production I
- Yearbook

## DRAFTING & DESIGN

- Architecture I
- Architecture II
- Engineering Design
- IB Tech SL
- IB Tech HL I
- IB Tech HL II
- Computer Aided Design
- Senior Design Capstone
- Engineering Coop

## ENGINEERING & TECHNOLOGY

- Engineering Technology I
- Engineering Technology II
- Robotics and Automated Systems
- STEM projects

## HEALTH SCIENCE

- Advanced Sports Medicine
- Comprehensive Medical Terminology (CE)
- Introduction to Health Care (CE)
- Sports Medicine
- Sports Medicine Internship
- IB Sports Exercise

## CTE DISTRICT-WIDE COURSES

These courses are available to all CCSD students and take place at various locations. For more information, please visit the CTE website.

- All courses offered at CCIC
- Cosmetology/Esthetics (CE)
- Future Educator



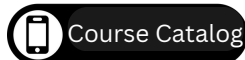
For more information about CTE Pathways, Work-based Learning, Industry Certifications, or Concurrent Enrollment, please visit [www.cherrycreekschools.org/cte](http://www.cherrycreekschools.org/cte)

# CHERRY CREEK INNOVATION CAMPUS



# 2025 - 2026 COURSE CATALOG

CLICK HERE



## EXPLORE CCIC:

The Cherry Creek Innovation Campus provides an opportunity for students to enroll in career and technical education courses across the following pathways:

- Artificial Intelligence
- Automotive Maintenance
- Aviation Maintenance
- Aviation Flight
- Behavioral Health Tech
- Certified Nurse Aide
- Criminal Justice
- Culinary
- Cybersecurity
- Entrepreneurship
- Infrastructure Engineering
- OT/PT
- Pharmacy Technician
- Product Design
- Project Management
- Resort & Event Management



## WHY CHOOSE CCIC?

- ✓ Authentic Industry Projects
- ✓ Concurrent and Dual Enrollment College Credits
- ✓ Industry Recognized Credentials
- ✓ Extracurricular Opportunities

# APPLICATION OPENS:

January 13, 2025 - February 28, 2025

## FOR MORE INFORMATION

720-554-2600



[www.cherrycreekschools.org/CCIC](http://www.cherrycreekschools.org/CCIC)



8000 S. Chambers Rd.,  
Centennial, CO 80112



CHERRY CREEK  
INNOVATION CAMPUS

# CHERRY CREEK INNOVATION CAMPUS CTE PATHWAYS 2025-2026

In addition to courses offered at the home high school, students may also apply to take courses at the Cherry Creek Innovation Campus (CCIC). Some CCIC Pathways are an extension to CTE Pathways already offered at the home high school. Students can enroll in CCIC Pathways beginning in their 10th grade year. Courses listed with a CE (Concurrent Enrollment) or DE (Dual Enrollment) provide students an opportunity to earn college credit. Industry certifications are also available in numerous pathways. CCIC courses are listed below in alphabetical order, with the recommended entry-level course listed first. See CCIC Course Guide for more information.

## AEROSPACE MANUFACTURING

- CNC Machining I (CE) \*Recommended Entry-Level\*
- CNC Machining II (CE) (DE)
- Manufacturing Fundamentals I (CE) \*Recommended Entry-Level\*
- Manufacturing Fundamentals II (CE)
- Work-based Learning: Internships & Apprenticeships

## BUSINESS SERVICES

- CTE Capstone: Business (CE)
- Project Management for Entrepreneurs I (CE)
- Project Management for Entrepreneurs II (CE)
- Project Management for Entrepreneurs III (CE)
- Work-based Learning: Internships & Apprenticeships

## CRIMINAL JUSTICE

- Criminal Justice & Law I (CE) \*Recommended Entry-Level\*
- Criminal Justice & Law II (CE)

## HEALTH SCIENCE (HEALTH & WELLNESS)

- Advanced Studies in Health Care (CE) \*Recommended Entry-Level\*
- Behavioral Health Technician (CE)
- Certified Nurse Aide
- Introduction to Occupational/Physical Therapy (CE)
- Pharmacy Technician
- Work-based Learning: Internships & Apprenticeships

## HOSPITALITY & TOURISM

- Culinary - ProStart I & II (DE) \*Recommended Culinary Entry-Level\*
- Culinary - ProStart III: Advanced Culinary Practicum (WBL)
- Hospitality - Resort and Event Management (DE)
- Hospitality - Hospitality Leadership Experience (CE) (DE) (WBL)
- Work-based Learning: Internships & Apprenticeships
- Hospitality Leadership Experience

## INFRASTRUCTURE ENGINEERING

- Construction I \*Recommended Entry-Level\*
- Construction II
- Work-based Learning: Internships & Apprenticeships

## IT: NETWORKING & SECURITY

- Artificial Intelligence I
- Artificial Intelligence II
- AWS Academy: Introduction to Cloud Computing (CE)
- Cybersecurity I: Computer Systems (CE)
- Cybersecurity II: Networks & Security (CE)
- Work-based Learning: Internships & Apprenticeships

## MANUFACTURING DESIGN

- Product Design I (DE) \*Recommended Entry-Level\*
- Product Design II (DE)
- Product Design III
- Product Design IV (CE)
- Work-based Learning: Internships & Apprenticeship

## TRANSPORTATION: AUTOMOTIVE SERVICE

- Automotive Technology I (CE) \*Recommended Entry-Level\*
- Automotive Technology II (CE)
- Automotive Technology III (CE)
- Work-based Learning: Internships & Apprenticeships

## TRANSPORTATION: AVIATION FLIGHT

- Drone Pilot (DE)
- Private Pilot Ground School (DE) \*Required Entry-Level\*
- Work-based Learning: Internships & Apprenticeships

## TRANSPORTATION: AVIATION MAINTENANCE

- Airframe I (*Summer*)
- Airframe II/III
- Airframe IV (*Summer*)
- General Aircraft Maintenance I \*Recommended Entry-Level\* (*Accelerated Aircraft Maintenance path available*)
- General Aircraft Maintenance II
- Work-based Learning: Internships & Apprenticeships



For more information about CTE Pathways, Work-based Learning, Industry Certifications, or Concurrent Enrollment, visit: [www.cherrycreekschools.org/cte](http://www.cherrycreekschools.org/cte).



# Concurrent & Dual Enrollment

C H E R R Y C R E E K  
S C H O O L D I S T R I C T



*Successfully complete college classes at your high school and earn high school credit & college credit at the same time!*

## SAVE ON COLLEGE TUITION

### Concurrent Enrollment Classes = FREE\*

Compare to tuition costs at local universities/colleges:

- 15 hours \$6812 @ CU Boulder
- \$6889 @ CSU
- \$6174 @ Metro State
- \$5985 @ Colorado Mesa University
- \$4203 @ Community College of Aurora
- \$4203 @ Arapahoe Community College

## EARN COLLEGE CREDIT

- Accumulate college credits while in high school
- Credits may transfer to most colleges/universities
- Many are guaranteed transfer credits to public, in-state schools. Also transfer as credits out of state (check with the college.)

\*Concurrent Enrollment courses are offered through Colorado Community College System: ACC, CCA, RRCC, CCD and PCC. They are free if the student completes the appropriate forms at the beginning of class.



### A WIDE VARIETY OF CLASSES

Core academics, electives, Career & Technical Education classes  
Listed in your school's course guide and website



### TAUGHT AT YOUR CCSD HIGH SCHOOL

Taught by accredited CCSD teachers at CCSD high schools. Classes are in conjunction with local community colleges.



### LEARN MORE

Talk to your counselor to find out if you qualify and how to sign up



[www.cherrycreekschools.org/Page/14839](http://www.cherrycreekschools.org/Page/14839)

# ASCENT

## Let us pay for your first year of college

### WHAT IS ASCENT?

Accelerating Students through Concurrent Enrollment (ASCENT) is a fifth-year high school program that allows students to take concurrent enrollment courses at college/university the year after 12th grade. It is a free program paid for by the State of Colorado and Cherry Creek School District. ASCENT provides a unique opportunity for students to earn a postsecondary credential, helping students develop the knowledge, skills, and abilities necessary to be postsecondary and workforce ready.

### ASCENT QUALIFICATIONS: A student is eligible if the student:

- Has completed, or is on schedule to complete at least **9 credit hours** (semester hours or equivalent) of transcribed, credit-bearing, college-level postsecondary coursework\* prior to completing their 12th grade year. *Developmental education college courses do not qualify as part of the 9 required credits.*
- Is **college ready**, and not in need of developmental coursework in accordance with the pathway in which they enroll.
- Has not been designated an ASCENT program participant in any prior year (a student can only **participate in ASCENT for 1 academic year**).
- Applies to and is accepted into a postsecondary degree program at a **qualified Colorado institution of higher education**.

*\*Does not include International Baccalaureate (IB), College Level Education Program (CLEP), prior learning, or experiential courses, unless these exams/experiences have been converted to transcribed credits on a college transcript. The home high school counselor will help students with credits that need to be transcribed.*

### HOW DOES IT WORK?

Students accepted into ASCENT will have tuition, fees and books paid for Fall 2024 and Spring 2025 at a Colorado post-secondary school approved by CCSD.

Current schools include Metro State University/Denver, Community College of Aurora, Community College of Denver, Arapahoe Community College, Red Rocks Community College as well as Emily Griffith and Pickens Technical Colleges.

A student accepted remains in the CCSD system as a senior for one additional academic year following 12th grade. They will then enroll in a postsecondary degree program. ASCENT credits and grades will be added to the high school transcript and the college transcript.

Students will receive their high school diploma after completion of the ASCENT year with the graduation date of May 2025 AND they can walk in graduation with the class of 2024.

Updated 10/30/2023

# *Become a Future Educator: Join the FEP Program Today*

*Are you passionate about working with young people?*

*Join our Future Educator Pathway Program to start your journey!*

**Designed for high school students, this program will give you the skills and experiences to become an inspiring teacher.**

*How the Program works:*

- \* Students attend high school 1/2 time
- \* Students work in area Elementary schools 1/2 time
- \* Students earn 10 credits per year in education-related classroom instruction

*Eligibility:*

- \* must be 16 to be employed in CCSD
- \* must be on track to graduate
- \* must have the ability to succeed in college-level work

SCAN HERE TO APPLY



(MUST BE LOGGED IN TO YOUR STUDENT MYCHERYCREEK)



**Hands-On Experience:** Gain real-world teaching experience.

**College Credit:** Earn college credit while still in high school.

**Mentorship:** Connect with experienced educators.

**Leadership Skills:** Develop important skills for the classroom.

**Earn:** Earn \$\$\$ while you learn!



# TREP

## Let us pay for the first 2 years of your teaching degree

### WHAT IS THE TREP PROGRAM?

The **T**eacher **R**ecruitment **E**ducation and **P**reparation (**TREP**) program exists to create opportunities for qualified students, in an **educator career pathway**, to enroll in postsecondary courses for up to two years after the 12th grade year. Students might be interested in teaching, counseling, special education or other education related fields.

Students accepted into the TREP program will have tuition, fees and books paid for Fall 2024, Spring 2025, Fall 2025, and Spring 2026 at participating community colleges/universities as identified by CCSD for courses in the educator career pathway. Students take all of their coursework at the college.

Students accepted into the TREP program remain a CCSD student, as a senior, for two additional academic years. Students will receive their high school diploma upon completion of the TREP program with the graduation date of 2026. They can graduate "socially" (walk in graduation ceremony with their original graduating class) in 2024. The State of Colorado caps the number of TREP students each year; those decisions are made in April or May each year.

Part time (3-11 credit hours) and full time (12-16 credit hour) options are available.

### A STUDENT IS ELIGIBLE FOR TREP IF THE STUDENT:

- Has taken one applicable concurrent enrollment course during senior year and earned college credit. Plans to pursue postsecondary studies in the field of education. (See QR code below for a list of courses.)**
- Is college ready, and not in need of developmental education coursework in accordance with the education career pathway in which they enroll.
- Completes an Individual Career and Academic Plan (ICAP) prior to declaring intent to participate in TREP.
- Applies to, and is accepted into, a postsecondary program to continue on an approved educator pathway at a Colorado institution of higher education approved by CCSD. (Metro, ACC, CCA, CCD, RRCC)
- Is entering the TREP program in the year immediately following the student's 4th year of high school.
- Upon entry to the TREP program, has not been designated a TREP program participant in any prior year (can only participate in TREP for 2 academic years).
- Is in good academic standing (minimum Grade Point Average of 2.0 in postsecondary coursework) and remains enrolled in an applicable educator pathway in order to participate in year 2 of the TREP program.



Scan to apply,  
opens in Nov 1. and  
closes March 1

[www.cherrycreekschools.org/Page/14839](http://www.cherrycreekschools.org/Page/14839)



Updated 11/20/2023

Scan to see required  
coursework for the TREP  
program.  
Seniors in the FEP program  
meet the coursework  
requirement.



# CCSD Work-Based Learning



## How does it work?

Internships and Apprenticeships provide students 1.0 Elective/Practical Fine Arts credits per semester to experience work-based learning during the school day. Students must apply for opportunities in the spring and be selected by a company to be placed in a CCSD Internship or Apprenticeship.

### CTE Internships

Internships are for exploration. If you are interested in an industry, this is a great way to shadow and experience a career in real life. Internships are a short-term commitment that can help you decide if a path after high school is really for YOU.

- **Juniors** that have completed at least 1 related CTE course can apply

Scan here to view CTE courses offered at your school



- Can be paid or unpaid
- **Short-term commitment** (about 100 hours at the internship site)
- Get real-world **exposure** to an industry
- **Shadowing** industry professionals
- Internship would begin the **summer before senior year or during 1 semester** of senior year

### Apprenticeships

Apprenticeships are for students who are currently committed to a specific career path. This is an opportunity to gain relevant experience and grow in your field while still in high school. This is a real, long-term, job commitment. Get ahead of your peers by starting work early.

- **Must be 16** by the start of upcoming summer to apply
- **Always a paid employee** of company fulfilling a real job position
- **Long-term commitment** (between 2-to-3 years)
- Always begin working in high school and stay with company **1-to-2 years after graduation**
- **Mentorship** from industry professionals
- Begin in entry-level position and gain skills necessary to advance in career
- Company will support obtainment of certifications and/or some relevant college credit
- Some apprenticeships begin **summer before junior year**, some begin **summer before senior year**

Internship and Apprenticeship opportunities vary each year (just like a real-life job board). Industries each year will be related to CTE Pathways.

#### How to apply:

Internship and Apprenticeship opportunities will be released in the spring of each school year. Check back to the CTE Work-Based Learning page in spring for more information.





# Concurrent Enrollment (CE) Courses

## Concurrent Enrollment

Cherokee Trail High School works with Community College of Aurora (CCA) to concurrently offer college and high school credit to qualifying candidates across many disciplines. To qualify for these opportunities, a student must first complete prerequisites which may include course completion of a qualifying score on Accuplacer, ACT, or SAT.



Concurrent Enrollment college credit is subject

to course and teacher approval and completion of all required registration steps within the designated semester deadline. Courses are subject to cancellation for Concurrent Enrollment college credit due to unforeseen circumstances. Prerequisites for courses may change at any time.

## Concurrent Enrollment Facts

- Students will also receive high school graduation credit for their CE course.
- Students must be enrolled in this class for the entire semester or year and finish with a grade of C or higher to earn college credit.
- Students are required to complete all necessary steps to qualify for Community College of Aurora credit. These steps include:
  1. Application to Community College of Aurora (online)
  2. Registration for College Opportunity Fund (COF); credit earned will be deducted from the COF lifetime account (145.0 credit hours).
  3. Satisfy prerequisites, qualifying test scores, or complete program self-assessment for placement.
  4. Complete online Course Agreement form for EACH course prior to established deadlines
- The college credit will be awarded through Community College of Aurora.
- Students should check with their transferring institution regarding transferability of the course.
- Students may enroll in courses without earning college credit.

High School Course	Term	CCA Course - Qualifying Scores ACT, SAT, Next Gen Accuplacer	Credit Hours
CE Biology: Science of Bio w/Lab	Fall	BIO 1005*	4.0
CE Biology: Intro to Human Disease	Spring	BIO 1016	3.0
CE Calculus	Yearlong	MAT 2410 - ACTM 25 or SATM 600	5.0
CE College Algebra with Algebra Lab	Yearlong	MAT 0030/1340	5.0
CE College Algebra	Fall	MAT 1340	4.0
CE College Trigonometry	Fall or Spring	MAT 1420	3.0
CE Comprehensive Medical Terminology	Fall or Spring	HPR 1040 - No qualifying scores required	3.0
CE English Composition I	Yearlong	ENG 1021	3.0
CE English Composition I	Fall	ENG 1021	3.0
CE English Composition II	Fall	ENG 1022 - 3 on AP Lang Exam	3.0
CE Intro to Health Care	Fall or Spring	HPR 1001/1004 - No qualifying scores required	4.0
CE Intro to Literature I	Spring	LIT 1015	3.0
CE Intro to Statistics w/Quantitative Lab	Spring	MAT 0020/1260 - ACTM 17 or SATM 200 or AAF 200	4.0
CE Phys Geo: Clim & Eco w/Lab	Yearlong	GEO 1012 - ACTE 18 or SATV 470 or WR 246	4.0
CE US History to Reconstruction	Fall	HIS 1210 - 18 or SATV 470 or WR 236*	3.0
CE US History Since Civil War	Spring	HIS 1220 - 18 or SATV 470 or WR 236*	3.0

Courses with \* will accept exam score of 3+ in any AP English or AP Social Studies course to qualify.



# Dual Enrollment (DE) Courses

## Dual Enrollment

Cherokee Trail High School works with Metropolitan State University of Denver for Dual Enrollment (DE) to concurrently offer college and high school credit to qualifying candidates in the engineering and technology discipline. To qualify for these opportunities, a student must first complete prerequisites which may include course completion of a qualifying score on Accuplacer, ACT, or SAT.

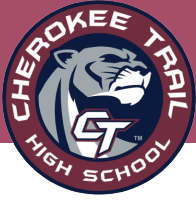
*Dual Enrollment college credit is subject to course and teacher approval and completion of all required registration steps within the designated deadline. Courses are subject to cancellation for Dual Enrollment college credit due to unforeseen circumstances. Prerequisites for courses may change at any time.*



## Dual Enrollment Facts

- Students will also receive high school graduation credit for their DE course.
- Students must be enrolled in this class for the entire year and finish with a grade of C or higher to earn college credit.
- Students can opt to sign up for Dual Enrollment and the process for enrolling will be shared with the class and supported through the teacher.
- Students will be charged \$150 for the optional Dual Enrollment piece.
- The college credit will be awarded through Metropolitan State University of Denver.
- Students should check with their transferring institution regarding the transferability of the course(s) outside of MSU Denver.
- Students may enroll in courses without earning college credit.

High School Course	Term	MSU Course - Qualifying Scores / Prerequisites	Credit Hours
Computer Aided Design	Yearlong	None	3.0
Engineering Design	Yearlong	Passed Computer Aided Design	3.0
Manufacturing	Yearlong	Passed Engineering Technology 1 or Computer Aided Design	3.0



# International Baccalaureate Diploma Program

## What is IB?

The International Baccalaureate (IB) Program is a comprehensive and rigorous two-year curriculum for junior and senior students, which leads to international exams in six subjects and the International Baccalaureate Diploma. The aim of the IB Program is to develop inquiring, knowledgeable, and caring young people who will help to create a better and more peaceful world through intercultural understanding and respect. The student who satisfies the demands

of the IB curriculum demonstrates a strong commitment to lifelong learning, both in terms of the mastery of subject content, and the development of the skills and discipline necessary for success at the university level and in the competitive world.



## IB Course of Study: 11th and 12th Grades

- Language A: English, Language & Literature. Includes selections from literary and non-literary texts.
- Language B (learned language): French or Spanish
- Individuals and Societies: History of the Americas
- Experimental Sciences: Biology, Physics, or Sports Exercise Health Science
- Mathematics: Mathematical Analysis, Mathematical Applications
- Electives: Business and Management, Design Technology, Film, Psychology, Sports Exercise Health Science, Visual Arts, or a second subject from one other IB subject area.

## Additional Requirements

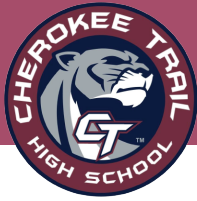
- Extended Essay — no more than 4,000 words that provides the experience of independent research.
- Theory of Knowledge (TOK) — explores the relationships among various disciplines.
- CAS experiences (Creativity, Activity, Service) during both junior and senior years of high school.

## IB at CT

Cherokee Trail allows for students to apply for an IB pathway that can begin in 9th grade; however, students currently in 9th and 10th grades can apply to begin the following school year. Students interested in applying for IB should be committed to their academic learning in all core subjects and in either French or Spanish. An appreciation for global perspectives and learning beyond the school is also essential.

## Advantages of the IB Diploma

- The IB Diploma is a symbol of academic integrity and intellectual promise that colleges and universities around the world recognize.
- Colleges and universities recognize that IB Diploma recipients are better prepared for demands of college and offer special scholarships, waive certain courses, and in some cases waive out-of-state tuition to Diploma holders.
- Students awarded the IB Diploma in Colorado receive at least 24 credits at state schools according to Colorado legislation passed in 2003 and upheld in 2023.
- Students develop themselves beyond the academic expectations set within school.



# Baccalaureate Programs

## **STEM (Science, Technology, Engineering, and Mathematics)**

The world needs highly educated individuals in the areas of science, technology, engineering, and math. With this as our goal, Cherokee Trail High School offers a Science, Technology, Engineering, and Math (STEM) Baccalaureate. This baccalaureate is designed to prepare students for postsecondary coursework in these challenging fields. A student who participates in the STEM Baccalaureate Program will complete coursework in upper-level math and science courses as well as specialize in one of two areas of technology: engineering technology or computer programming.

This Baccalaureate distinction is open to all students including those in the International Baccalaureate Program. To receive the STEM Baccalaureate, students must earn a weighted B or higher in all STEM courses applied to the Baccalaureate. Students will be honored at graduation with a green and silver cord.

Students must complete requirements in science, mathematics, and ALL requirements from one of the three areas of specialization with a weighted B or higher to qualify for the STEM Baccalaureate cord. In addition, students must maintain an overall cumulative GPA of 2.5 or higher and apply with a copy of their transcript to the Activities Office by the deadline (usually mid-April of their senior year).

## **Business Distinction**

This Liberal Arts Baccalaureate recognizes students who are proficient in business and marketing concepts and skills, which contributes to their future success in their chosen careers.

To receive the Liberal Arts Baccalaureate in Business, students must complete the following:

- Students must earn a total of 4 points in Business and Marketing courses and earning a B or better.
- A 3-point minimum must be earned during the student's junior and/or senior year.
- Student must maintain an overall cumulative GPA of 2.5 or higher
- Students must submit the cord application with a copy of their transcript to the Activities Office by the deadline (usually mid-April of their senior year).

## **Communication Arts, Performing Arts, and Visual Arts**

This Liberal Arts Baccalaureate recognizes students who demonstrate excellence in upper level communication, visual and/or performing arts while demonstrating a dedication to overall academic success.

To receive the Liberal Arts Baccalaureate, students must complete the following:


- Two full credits in communication arts, visual arts, or performing arts with a B or higher in all courses applied toward this requirement.
- Of these, at least 1.5 credits must be taken during junior and/or senior year.
- At least 1.0 credit must be an eligible upper-level course. Courses that fulfill this requirement are indicated by "**LB**" in the course description portion of this guide. Students must be in the second year of the communication arts capstone course in order to count towards the LB requirement.
- Students must maintain an overall cumulative GPA of 2.5 or higher.
- Students must submit the cord application with a copy of their transcript to the Activities Office by the deadline (usually mid-April).

# Seal of Biliteracy for High School Diplomas

## Minimum Requirements




Colorado Senate Bill 17-123 authorizes the Local Educational Agency (LEA) to grant a Seal of Biliteracy for high school diplomas for graduating high school students who attain proficiency or higher in one or more world languages in addition to attaining proficiency or higher in English. To meet Colorado Seal of Biliteracy for High School Diplomas minimum requirements, a graduating student must:



Demonstrate proficiency or higher in English by completing all of the English Language Arts (ELA) course work required for graduation with an overall grade point average of at least 3.0 in the required ELA courses **AND one of the listed requirements below:**

- Scoring 470 or higher on the SAT section of "Evidenced-Based Reading and Writing"
- Scoring 25 or higher on ACT both in English and Reading
- Scoring 3 or higher on the Advanced Placement (AP) English Language and Composition or the AP English Literature and Composition exam
- Scoring 4 or higher on the English A, English Literature A or English A1 of the International Baccalaureate exam

**AND**



Demonstrate proficiency or higher in a World Language (WL) by completing **one of the listed requirements below:**

- Scoring 3 or higher on World Language Advanced Placement exam
- Scoring 4 or higher on World Language International Baccalaureate exam
- Successfully completing a 4-year high school course of study of a single World Language with an overall grade-point average of at least 3.0
- Achieving a passing score on nationally recognized test\*

*\*If World Language AP test is not available: Achieving a passing score on a CDE identified summative test in WL that is comparable in rigor to the AP test can be accepted. If CDE identified test is not available: LEA-created test or body of evidence that demonstrates knowledge of the WL can be accepted.*

SY 2022-2023

The Seal of Biliteracy is an award issued by a state department of education or local school district to recognize a graduating student who has attained proficiency in English Language Arts and one or more World Languages. The recognition of attaining biliteracy becomes part of the high school permanent record via their transcripts. The seal certifies attainment of biliteracy for students and is a statement of accomplishment that further supports a student's preparedness for college/career and for engagement as a global citizen. Visit the [Seal of Biliteracy Requirements](#) on the Cherokee Trail High School website for more information.





# CHERRY CREEK ELEVATION

## **What is Cherry Creek Elevation High School?**

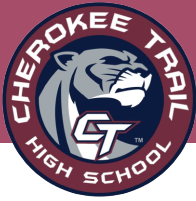
Cherry Creek Elevation is Cherry Creek School District's online and blended learning school, serving students in grades 6-12. Cherry Creek Elevation offers many courses in various subject areas that students can take at no cost while remaining enrolled at Cherokee Trail High School. For a full list of courses and information on how to apply, please visit the Course Registration Guide and Apply for Enrollment at <https://www.cherrycreekschools.org/elevation>.

## **Elevation Q&A: Is Online Learning Right for Me?**

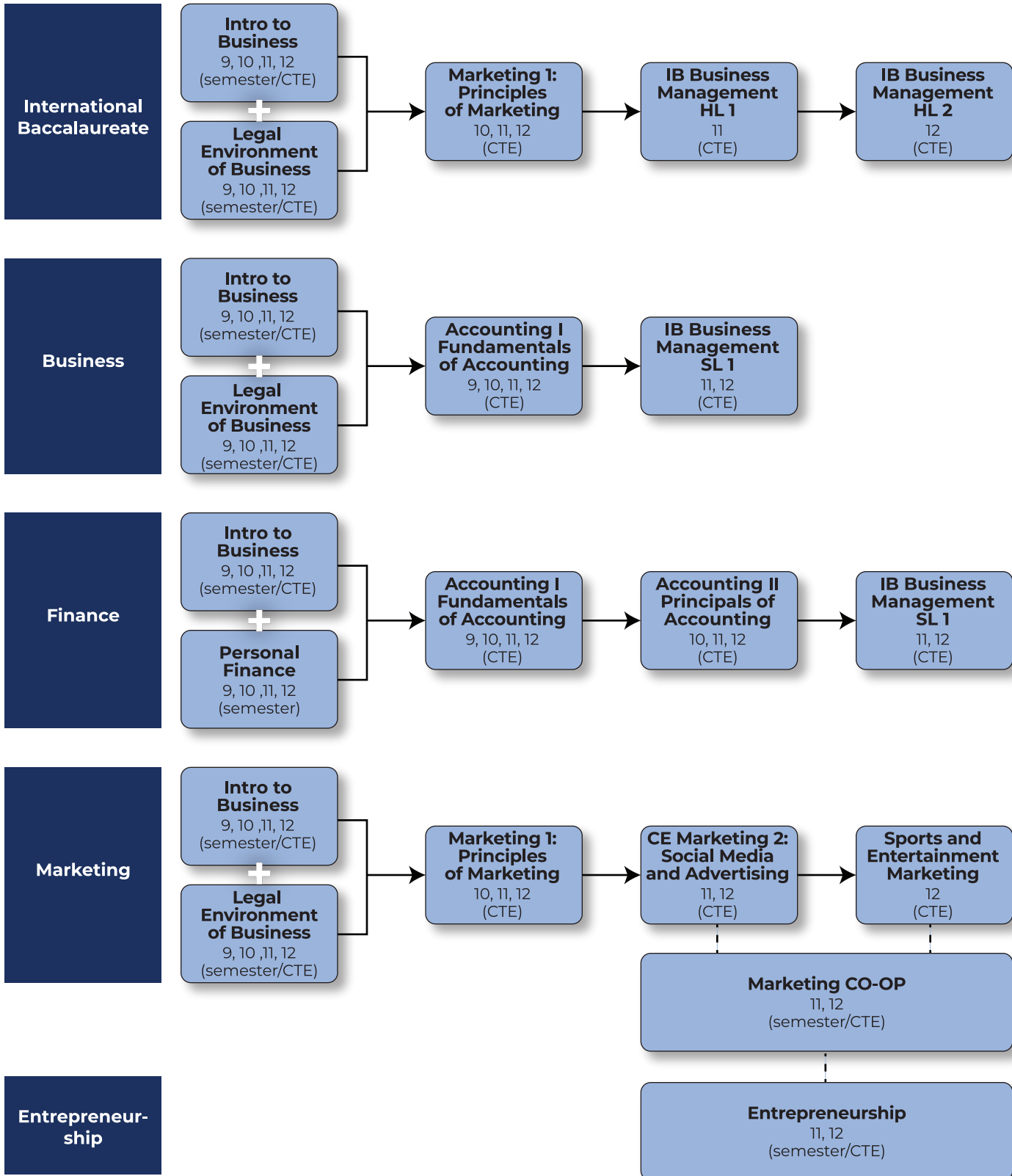
The online student must take responsibility for his or her own learning. In any online education program, the student must be a self-directed learner, have the internal motivation to manage his or her own learning, and have a basic grasp of computer and internet navigation skills.

## **Part Time Enrollment**

Cherry Creek Elevation high school awards credit through a quarter system. Students interested in taking part-time classes at Cherry Creek Elevation must meet with their Cherokee Trail counselor to discuss their desired courses prior to applying for a part-time class at Cherry Creek Elevation. Any courses taken through part-time status at Cherry Creek Elevation must be in addition to full time status at Cherokee Trail. **\*\*Subject to approval based on availability at Elevation.**



# Business Pathways





# Business Department Courses

*The purpose of the Business Department at Cherokee Trail High School is to provide students with meaningful instruction for and about business, computer technology, marketing, and technology systems. A broad, comprehensive curriculum imparts the skills necessary to succeed in an increasingly complex information-based society. The ability to process and manipulate data has become the most important determiner of economic success, on both the individual and business level. Successfully analyzing and communicating information to others has always been a vital skill in the business world. In this new electronic age, these skills are now intertwined with technology. Cherokee Trail High School's vision is to graduate students who are knowledgeable in many areas of business and marketing, poised and professional, comfortable, and proficient in using technology in all its forms, and possess the essential skills needed for life-long learning.*

## **ACCOUNTING 1: FUNDAMENTALS OF ACCOUNTING CTE LB**

**Grades: 9, 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

Introduces accounting fundamentals with an emphasis on the procedures and practices used in business organizations. Major topics include the accounting cycle for service and merchandising companies including end-of-period reporting. Students are encouraged to join Future Business Leaders of America (FBLA) as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service, social and competitive events.

## **ACCOUNTING 2: PRINCIPLES OF ACCOUNTING CTE LB**

**Grades: 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

**Prerequisite: Accounting 1**

**Co-requisite: FBLA Membership**

This course introduces accounting principles for understanding the theory and logic that underlie procedures and practices for business organizations. Major topics include the accounting cycle for service and merchandising companies, internal control

principles and practices, notes and interest, inventory systems and costing, and plant and intangible asset accounting. Students are required to join Future Business Leaders of America (FBLA) as leadership activities provide opportunities to make connections between the school, community and the business world. Emphasis is placed on service to others, social and competitive events.

## **ENTREPRENEURSHIP CTE LB**

**Grades: 11, 12**

**Year: 0.5 Fine Arts/Practical Arts credits**

In this course, students will demonstrate the culmination of their learning within the business program, mastering the essential skills and knowledge required to start and operate a successful business. Through hands-on learning and working alongside real entrepreneurs, students will explore key aspects of small business management, including branding, marketing, financing, human resources, bookkeeping, and more. By applying theories, concepts, and problem-solving techniques in a variety of simulated scenarios, students will deepen their understanding of fundamental business areas such as Accounting, Business Law, Ethics, Entrepreneurship, Computer Information Systems, Finance, Management, Marketing, Operations, Project Management, Risk Management, and Strategic Planning. The course culminates in a capstone project that showcases students' ability to integrate these concepts and prepares them to confidently launch and grow their own businesses.

## **IB BUSINESS MANAGEMENT HL 1 CTE LB W**

**Grades: 11**

**Year: 1.0 Fine Arts/Practical Arts credits**

**Prerequisite: Acceptance to IB program**

IB Business and Management courses prepare students to take the International Baccalaureate Business Management exam at either the Standard or Higher Level. In keeping with Individual and Society courses, IB Business and Management promotes problem-solving by identifying the problem, selecting, and interpreting data, applying appropriate analytical tools, and recommending solutions by evaluating their quantitative and qualitative implications. These courses also equip students with knowledge and



# Business Department Courses

understanding of business terminology, concepts, and principles. IB Business Management HL1 is the first year of a two-year course and can be used as the 6th subject for IB Diploma candidates. The IB exam is at the end of the second year.

**Membership in DECA (An Association of Marketing Students) is strongly encouraged.**

## **IB BUSINESS MANAGEMENT HL 2 CTE LB W**

**Grade: 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

**Prerequisite: IB Business Management HL1 or SL**

IB Business and Management courses prepare students to take the International Baccalaureate Business Management exam at either the Standard or Higher Level. In keeping with Individual and Society courses, IB Business and Management promotes problem-solving by identifying the problem, selecting, and interpreting data, applying appropriate analytical tools, and recommending solutions by evaluating their quantitative and qualitative implications. These courses also equip students with knowledge and understanding of business terminology, concepts, and principles. This is the second year of this two-year course and can be used as the 6th subject for IB Diploma candidates. One of the major objectives of IB BM HL2 is to prepare IB seniors for the HL exam in May. Senior IB students who choose to test HL will also be required to complete an Internal Assessment research project.

**Membership in DECA is strongly encouraged.**

## **IB BUSINESS MANAGEMENT SL CTE LB W**

**Grades: 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

IB Business and Management courses prepare students to take the International Baccalaureate Business Management exam at either the Standard or Higher Level. In keeping with Individual and Society courses, IB Business and Management promotes problem-solving by identifying the problem, selecting, and interpreting data, applying appropriate analytical tools, and recommending solutions by evaluating their quantitative and qualitative implications. These courses also equip students with knowledge and understanding of business

terminology, concepts, and principles. This is a one-year course that can be used as the 6th subject for IB Diploma candidates or as the capstone course in the business pathway for non-IB students. One of the major objectives of IB BM SL is to prepare students for the SL exam in May. Students who test SL will also be required to complete an Internal Assessment research project.

**Membership in DECA is strongly encouraged.**

## **INTRODUCTION TO BUSINESS CTE LB**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credits**

If you ever want to own a business, work for a business, or buy from a business, this course is for you. Explore the concepts of entrepreneurship and business management by gaining skills and knowledge that lead to success in developing and managing domestic and global business opportunities. This course introduces the application of fundamental business principles to local, national, and international forums. This course examines the relationships among economic systems, governance, regulations, and law upon business operations. It surveys the concepts of career development, business ownership, finance and accounting, economics, marketing, management, operations, human resources, regulations, and business ethics. Students are encouraged to join Future Business Leaders of America (FBLA) as leadership activities provide opportunities to make connections among school, community, and the business world. Emphasis is placed on service, social and competitive events.

## **LEGAL ENVIRONMENT OF BUSINESS**

**CTE LB**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credits**

Legal Environment of Business emphasizes public law, regulation of business, ethical considerations, and various relationships existing within society, government, and business. Specific attention is given to economic regulation, social regulation, labor-management issues, environmental issues, and contract fundamentals. This course analyzes the role of law in social, political, and economic change in business



# Business Department Courses

environments. Students are encouraged to join Future Business Leaders of America (FBLA) as leadership activities provide opportunities to make connections among school, community, and the business world. Emphasis is placed on service, social and competitive events.

## **MARKETING 1: PRINCIPLES OF MARKETING**

**CTE LB**

**Grades: 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

**Co-requisite: DECA membership**

This course will build skills in sales, marketing, communications, and professionalism. Some units of study are advertising, promotion, marketing, display, selling, merchandising, marketing math, and job-seeking skills. This course presents the analysis of theoretical marketing processes and the strategies of product development, pricing, promotion and distribution, and their applications to businesses and the individual consumer.

## **MARKETING 2: SOCIAL MEDIA AND ADVERTISING** **CTE LB**

**Grades: 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

**Prerequisite: Marketing 1 or teacher recommendation**

**Co-requisite: DECA membership**

This course teaches students how to use social media as a business strategy and covers how to match that strategy with the goals of the business. This course addresses current trends, ethics, regulations, legal challenges, strategy, content development, and change management. This course helps students develop a better understanding of how marketing with social media is similar to and different from traditional marketing and how to best use online methods to further business goals. Advertising examines the principles and practices of advertising and its relationship to business to promote a business or organization. Areas of major emphasis include advertising principles, strategies, media, copy and layout, and ethical considerations.

## **MARKETING CO-OP** **CTE LB**

**Grades: 11, 12**

**Semester: 1.0 Fine Arts / Practical Arts credits / 125 hours**

**Prerequisite: Marketing 1**

**Co-requisite: DECA membership**

**Course Type: Alternative Instruction/Work-Based Learning**

Marketing CO-OP is a work-based learning (WBL) course that includes a continuum of activities that occur in the workplace, providing the learner with hands-on, real-world experience. The course further develops marketing content knowledge and skill development with simultaneous work experience. Students must complete an initial employer agreement and a reflection of the WBL experience.

## **PERSONAL FINANCE** **LB**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credits**

The course is intended to establish successful financial life skills. Students will learn how to budget funds, work through the car buying processes, and learn how to invest in the stock market. According to Forbes, students who take a personal finance course have on average higher credit scores and a greater chance of establishing a reliable emergency fund. This course surveys the basic personal finance needs of most individuals and introduces the personal finance tools useful in planning and instituting a successful personal financial philosophy. The course emphasizes the basics of budgeting, buying, saving, borrowing, career planning, investing, retirement planning, estate planning, insurance, and income taxes. Students are encouraged to join Future Business Leaders of America (FBLA) as leadership activities provide opportunities to make connections among school, community, and the business world. Emphasis is placed on service, social, and competitive events.



# Business Department Courses

## **SPORTS & ENTERTAINMENT MARKETING**

**CTE LB**

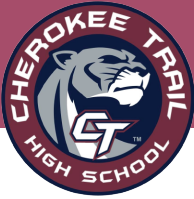
**Grades: 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

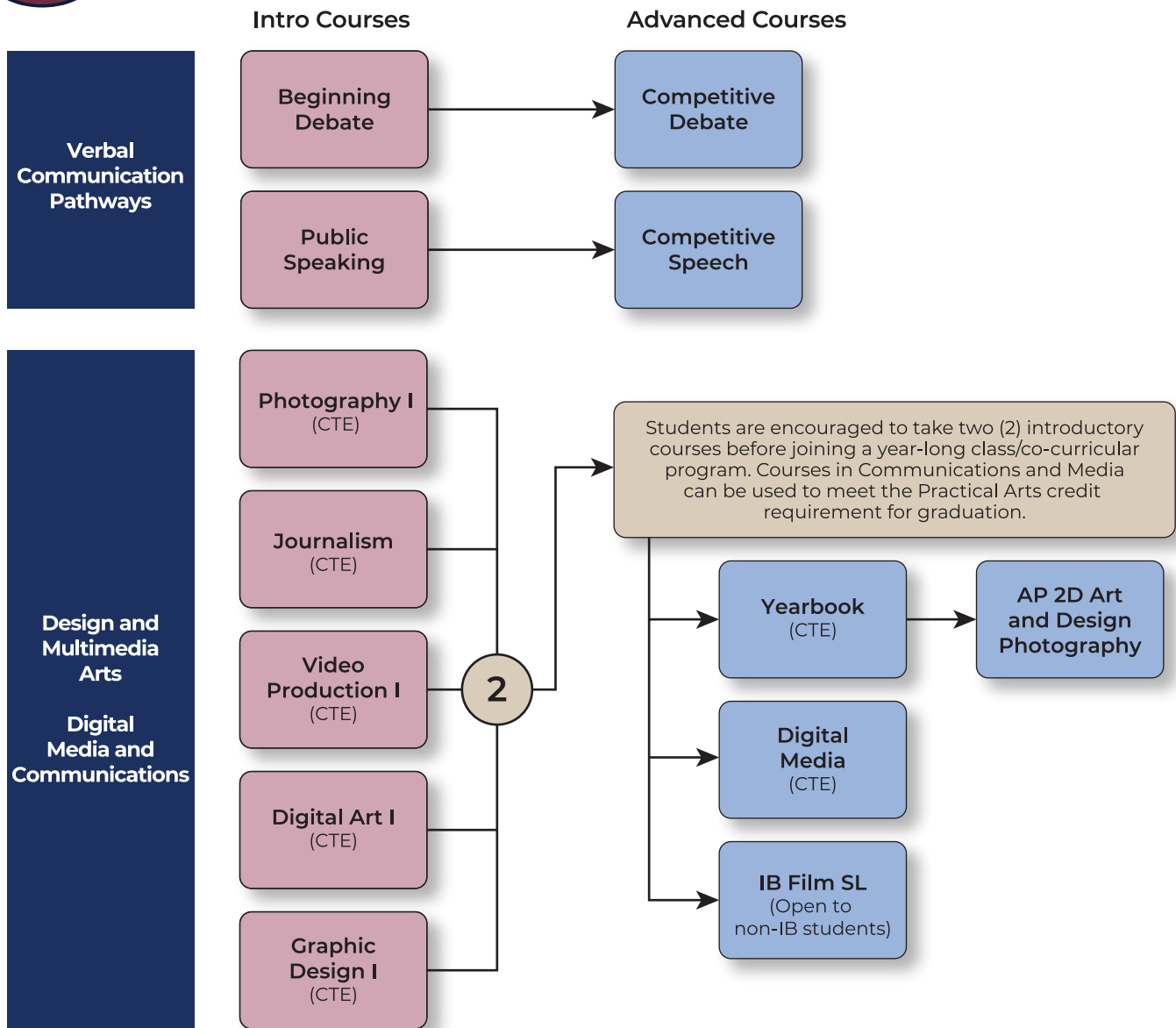
**Prerequisite: Marketing 1**

**Co-requisite: DECA membership**

With Sports and Entertainment Marketing students will explore the management principles practiced by successful businesses in the sports and entertainment fields. Topics covered will include sports & entertainment management, college and amateur sports, professional sports, product management, human resources, legal and ethical issues, managing change, customer relations, and much more. This class will define the importance and role of marketing, media, and public relations in the event planning industry. Students will also identify marketing and communication tools such as social media, promotional events, and networking. Further, students will design a marketing plan that includes target market research, communication tools, objectives, strategies, and implementation.



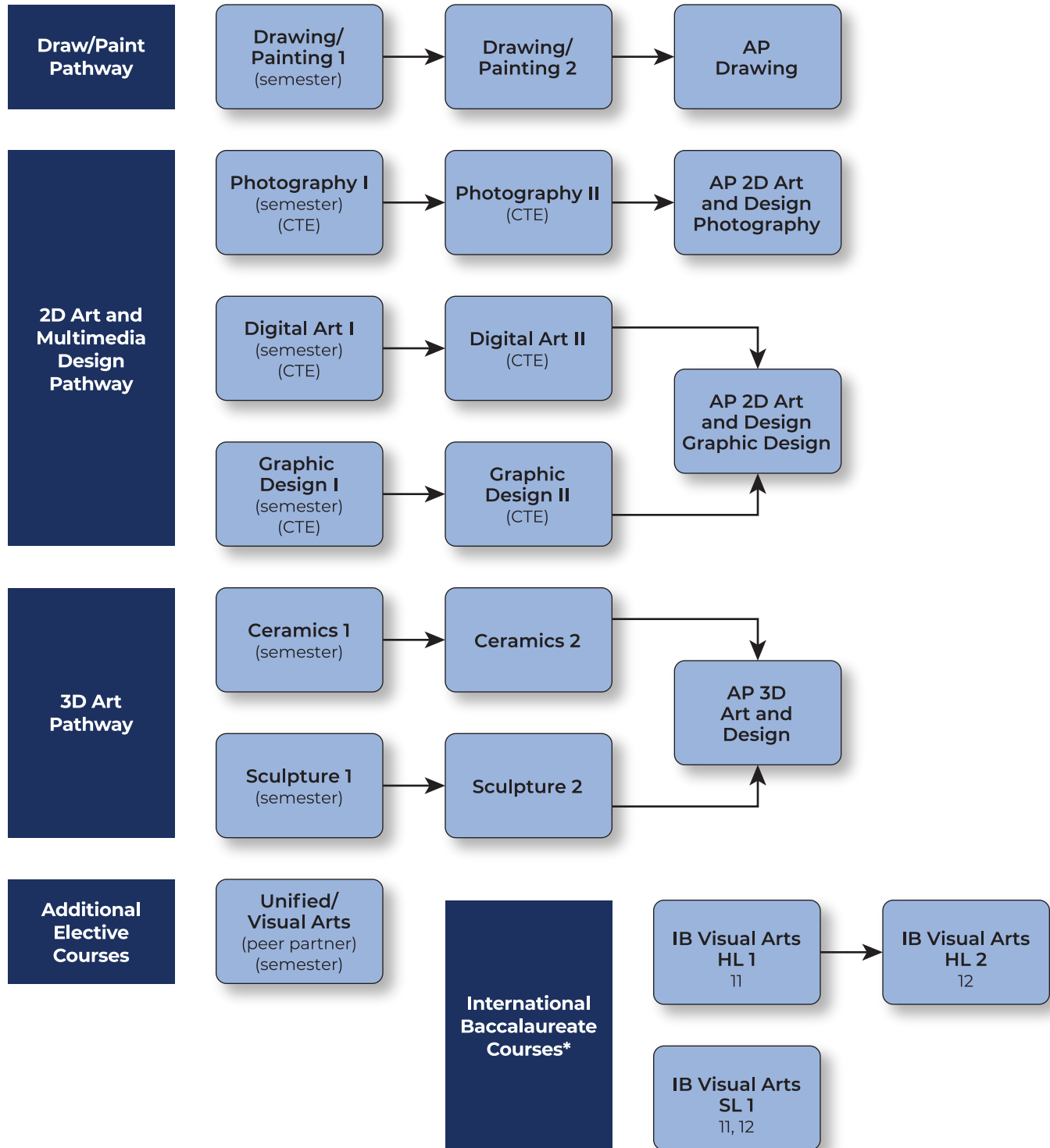
# Communication, Media, Art and Design Pathways



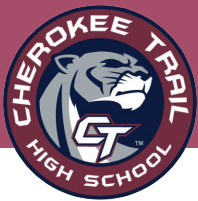
CT COURSE	Crosswalk to CTE STATE NAME
Photography I	Commercial Photography I (A)
Photography II	Commercial Photography II (A)
Graphic Design I	Graphic Design and Illustration I (A)
Graphic Design II	Graphic Design and Illustration II (A/B)
Digital Art I	Graphic Design and Illustration I (B)
Digital Art II	Adobe Photoshop A
Video Production I	Audio/Video Production I (A)
Journalism	Reporting A
Yearbook	Level 1 - Print Media I (A)   Level 2 - Print Media II (A/B) Level 3 - Editing A   Level 4 - Capstone Digital Media + Communications
Digital Media	Level 1 - AV Production I (B)   Level 2 - AV Production II (A/B) Level 3 - Editing A/B   Level 4 - Capstone Digital Media + Communications



# Communication, Media, Art and Design Pathways



\*There are no prerequisites required for IB, but it is strongly recommended that students take at least 2 Visual Arts courses in preparation for IB Visual Arts.



# Communication, Media, Art, and Design Department Courses

*The department of Communication, Media, Art & Design is for students who value project-based learning, creativity and storytelling. Be it writing, broadcasting, multimedia, or the studio arts, our programs emphasize knowledge and real-world experience. Students will tap into passion and unlock potential by enhancing their ability to communicate with others in a variety of ways.*

## COMMUNICATION COURSES

### **BEGINNING DEBATE LB**

**Grades:** 9, 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credits

**Fee:** \$150/year

This course is designed for students who have never taken debate before. It will focus on Congress debate with an introduction to Lincoln-Douglas (LD) debate. By selecting this course, you are indicating a desire to join the CT Speech and Debate team. The course is research-intensive and emphasizes formalized debate. It is co-curricular, requiring students to participate in speech and debate competitions on selected weekdays and Saturdays. The course prepares students to successfully compete in individual or partner debates, with considerable class time dedicated to organizing, researching, outlining, presenting, and critiquing debates. Students will review debate theory and apply it as they prepare, polish, and rehearse for competition. Through participation in required competitions, students will gain membership in the National Speech and Debate Association.

### **COMPETITIVE DEBATE LB**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credits

**Prerequisite:** Beginning Debate

**Fee:** \$150/year

This course may be repeated for credit. By selecting this course, you are indicating a desire to join the CT Speech and Debate team. This elective course focuses on research-intensive, formalized debate. This course is co-curricular, and students are required to participate in speech and debate competitions which are held on selected weekdays and Saturdays. The course

will prepare students to successfully compete in individual or partner debates. Considerable class time will be used to organize, research, outline, present, and critique debates. Students will review debate theory and apply this theory as they prepare polish and rehearse for competition. Students will gain membership in the National Speech and Debate Association through their participation at required competitions.

### **COMPETITIVE SPEECH LB**

**Grades:** 9, 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credits

**Fee:** \$150/year

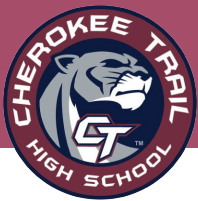
This course may be repeated for credit. By selecting this course, you are indicating a desire to join the CT Speech and Debate team. Speech/Debate is competitive speaking, acting, and debate. This elective course focuses on the first two of those three categories of competitive events. The course is co-curricular, and students are required to participate in speech and debate competitions on selected weekdays and Saturdays. Areas of intensive study include Original Oratory, Informative Speaking, Extemporaneous Speaking, and Interpretation of Literature. Specific event descriptions can be found at <https://www.speechanddebate.org/competition-events/>. Students will gain membership in the National Speech and Debate Association through their participation at required competitions.

### **IB FILM W**

**Grades:** 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credits

IB Film is open to all 11th and 12th-grade students, including non-IB students depending on staffing. IB Film aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical, and global perspectives in film. Students examine film concepts, theories, practices, and ideas from multiple perspectives, challenging their own viewpoints and biases to understand and value those of others.



# Communication, Media, Art, and Design Department Courses

## **PUBLIC SPEAKING**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts/Practical Arts credits

Public Speaking is highly recommended for all students. The aim of the course is to develop students' poise, self-confidence, and speaking habits. Students learn the characteristics and elements of great speeches, how to craft and write them, practice, and deliver them. Rhetorical strategies and appeals are emphasized. Exercises in breathing and movement as well as improvisation are used to strengthen delivery. Throughout the course, students prepare and present both formal and informal speeches on a variety of topics.

## **MULTIMEDIA COURSES**

### **AP 2D DESIGN CTE LB W**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts credit

**Prerequisite:** Yearbook

**Fee:** \$60

This course is for students who have expressed an interest in completing the AP 2-D Design Portfolio in Design. Emphasis will be placed on the completion of a volume of student-directed pieces within a specific investigation. Effective visual communication and written skills will be emphasized. There is an expectation that a student will work outside of class time, if needed, to complete the volume of work necessary for the AP 2-D Portfolio. Students will be expected to participate in the portfolio submission in April.

### **AP 2D ART & DESIGN GRAPHIC DESIGN**

**CTE LB W**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts credit

**Certifications:** Adobe Photoshop

**Prerequisite:** Graphic Design II

**Materials Fee:** \$60

This course is designed for the HS student who wants to pursue the opportunity to develop their own personal exploration in Visual Arts. This course is designed to accommodate students who have expressed an interest in completing the AP 2-D Design Portfolio with an emphasis on graphic design.

Units are presented in accordance with College Board Exam requirements. Emphasis will be placed on the completion of a volume of quality student-directed pieces. Students will be required to develop their own personal concentrations. Effective visual communication skills and written and oral analysis skills will be emphasized as well. Students enrolled in this class will be expected to participate in the portfolio submission in April. There is an expectation that a student will work outside of class time to assist in completing the volume of work necessary for the portfolio. The course fee exists to cover the cost of consumable materials. Some additional materials may have to be purchased.

### **AP 2D ART & DESIGN PHOTOGRAPHY**

**CTE LB W**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts credit

**Certifications:** Adobe Photoshop, Adobe Lightroom

**Prerequisite:** Yearbook

**Fee:** \$60

This course is for students who have expressed an interest in completing the AP 2-D Design Portfolio in Photography. Emphasis will be placed on the completion of a volume of student-directed pieces within a sustained investigation. Effective visual communication skills and written skills will be emphasized. There is an expectation that a student will work outside of class time, if needed, to complete the volume of work necessary to complete the AP 2-D Portfolio. Students will be expected to participate in the portfolio submission in April.

### **DIGITAL ART I CTE**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts credit

**Certifications:** Adobe Photoshop

**Materials Fee:** \$25

A course for those who want to learn how to paint using the computer. Students will learn a variety of digital painting techniques. Tablets and Photoshop will be the primary means of painting. This course will focus on a foundation of drawing techniques, as well as color theory, identifying and replicating texture materials and drawing/painting a variety of subject matter. We will look at art that is found in CGI, video games, movies, animation and much more. For the beginner or the advanced artist, this course is for everyone.



# Communication, Media, Art, and Design Department Courses

## **DIGITAL ART II CTE**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts credit

**Certifications:** Adobe Photoshop

**Materials Fee:** \$50

**This course may be repeated for credit.**

A course for students who wish to advance their skills in techniques of drawing, painting, and rendering using Digital media. This course concentrates on the high-end capabilities of Adobe Photoshop as an illustration, design and photo retouching tool. Students explore a wide range of selection and manipulation techniques that can be applied to photos, graphics, and videos. The course competencies and outline follow those set out by the Adobe Certified Associate exam in Visual Communication Using Adobe Photoshop.

## **DIGITAL MEDIA STUDIES CTE LB**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credits

**Certifications:** Adobe Premiere, Adobe After Effects

**Prerequisite:** Journalism, Video Production I,

**Photography, Graphic Design I, Digital Art I**

**Fee:** \$30/year

**This course may be repeated for credit.**

As they plan and produce the school news media (CT-TV and CTHSToday.org), students will study journalistic-style storytelling and the basic requirements of investigative reporting. In addition, students will examine the production of all digital media platforms, the history of journalism, and journalistic ethics. Students will be responsible for every aspect of creating a news media platform: reporting, news and editorial writing, interviewing, editing, photography and videography, layout and design, filming, lighting, editing, post-production techniques, advertising design, advertising sales, and positive public relations. Students enrolled in this class will develop mastery in the Adobe Creative Suite, specifically Adobe Premiere, Adobe Photoshop and Adobe After Effects. Students should plan to work periodically after school, evenings, and/or weekends.

## **GRAPHIC DESIGN I CTE**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts credit

**Fee:** \$25

This course is designed for students who are interested in learning and exploring design and print production. Students will learn and use Adobe Illustrator and Photoshop to produce professional-quality graphics. Students will gain an understanding of advertising, poster and T-shirt production, photo and text manipulation and digital drawing. Students will also learn the principles of design and how they apply to the art they create.

## **GRAPHIC DESIGN II CTE**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts credit

**Certifications:** Adobe Illustrator

**Prerequisite:** Graphic Design I

**Fee:** \$50

**This course may be repeated for credit.**

This course provides a hands-on, project-based, extended study of graphic design principles and their application to more complex, real-world design problems. Students learn advanced techniques within the Adobe CC Design Suite to gain mastery in creating visual communications with this digital tool. Students will build on prior knowledge of the Adobe programs within this course.

## **INTERNSHIP (Media or Computer Science) CTE**

**Grades:** 10, 11, 12

**Semester:** 0.5 Fine Arts/Practical Arts Credit

**Prerequisite:** Computer Programming or Communications Course, Application

**Course Type:** Alternative Instruction/Work-Based Learning

**Grading System:** S/US

**This course may be repeated for credit.**

The internship program will provide an opportunity for selected students to have experience in a career field that they would like to pursue after graduation. An internship is a form of firsthand learning that



# Communication, Media, Art, and Design Department Courses

integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting. Students will be trained and supervised by the CCSD educator. Within the internship, students can expect to do various work assignments, attend meetings, and complete projects on campus. Professional success also depends on the level of student's maturity, responsibility, and reliability.

## **JOURNALISM CTE**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credits**

**Fee: \$15**

This course is designed to introduce students to the process and structure of a publication class. Students will learn the ins and outs of digital photography, digital page layout using Adobe InDesign, and interviewing, copywriting, and copyediting skills. Part of the semester-long course will include an in-depth study of scholastic press law and analysis of the professional media's coverage of current events. As part of this course, students may contribute to one of CT Journalism's student publications: CT-TV, cthstoday.org, and/or The Legend in a limited capacity.

## **PHOTOGRAPHY I CTE**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credits**

**Fee: \$15**

This course focuses on studio-based photography. Students will learn basic DSLR camera operations, framing and the art of styling and lighting for professional photo shoots. Projects will include various print advertisements and studio work. Students will learn about careers in related to commercial photography and the postsecondary programs and requirements within Colorado. Some examples of jobs in this area are photographer, graphic designer and stylist.

## **PHOTOGRAPHY II CTE**

**Grades: 10, 11, 12**

**Semester: 1.0 Fine Arts/Practical Arts credits**

**Certifications:**

**Prerequisite: Photography I**

**Fee: \$50**

**This course may be repeated for credit.**

Course emphasizes the needs of commercial photographers with regard to technical expertise, creativity, and professional equipment. Technical aspects include film to digital transfer, lighting, digital image manipulation, alternative processes, large format camera work and stock photography. Creative exploration of subject matter, lighting, color theory and other psychological characteristics in the development of images are studied. A variety of photographic equipment is utilized for the studio and on location. Students are expected to create a portfolio of work for both print and electronic formats

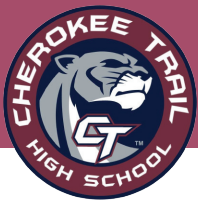
## **VIDEO PRODUCTION I CTE**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credits**

**Fee: \$15**

Video Production is a course that explores the fascinating world of digital video and television production. Students work in collaborative teams to produce video projects using small cameras while learning the basics of studio and field production, lighting, and sound. Special emphasis is placed on creativity and the writing process. Part of the semester-long course will include an in-depth study of scholastic press law and an analysis of the professional media's coverage of current events. As part of this course, students may contribute to one of CT Journalism's student publications: CT-TV, cthstoday.org, and/or The Legend in a limited capacity.



# Communication, Media, Art, and Design Department Courses

## **YEARBOOK CTE LB**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credits

**Certifications:** Adobe InDesign, Adobe Photoshop

**Prerequisite:** Journalism, Video Production I, Photography, Graphic Design I, or Digital Art I

**Fee:** \$30

**This course may be repeated for credit.**

Students will plan and produce the CTHS yearbook, The Legend. Students will be responsible for every aspect of yearbook production including the following: taking photographs and writing captions, planning, and designing layouts, researching, writing copy and headlines, editing, promoting, and distributing the book, and selling advertisements. Meeting deadlines to create the yearbook will often require time not only during class, but also after school, evenings, and/or on weekends. Students enrolled in this class will develop mastery in the Adobe Creative Suites, specifically Adobe Photoshop and Adobe In-Design. This course may be repeated for credit.

## **STUDIO ART COURSES**

### **AP 3D ART & DESIGN LB W**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts credit

**Prerequisite:** Ceramics 2 or Sculpture 2

**Materials Fee:** \$60

This course is for students who have expressed an interest in completing the AP 3-D Design Portfolio. Emphasis will be placed on the completion of a volume of student-directed pieces within a sustained investigation. Effective visual communication skills and written skills will be emphasized. There is an expectation that a student will work outside of class time, if needed, to complete the volume of work necessary for the AP 3-D portfolio. Students enrolled in this class will be expected to participate in the portfolio submission in April. The course fee exists to cover the cost of materials and equipment.

### **AP DRAWING LB W**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts credit

**Prerequisite:** Drawing/Painting 2

**Materials Fee:** \$60

This course is for students who have expressed an interest in completing the AP Drawing Portfolio or the AP 2-D Design Portfolio. Units are presented in accordance with College Board Exam requirements. Emphasis will be placed on the completion of a volume of student-directed quality pieces. Students will be required to develop their own personal concentrations. Effective visual communication skills, written, and oral analysis skills will be emphasized as well. There is also an expectation that a student will work outside of class time to assist in completing the volume of work necessary for the portfolio. Students enrolled in this class will be expected to participate in the portfolio submission in April. The course fee exists to cover the cost of materials and equipment.

### **CERAMICS 1**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts credit

**Materials Fee:** \$25

This course is a hands-on studio class designed for those art students who like to create in clay. Students will create pieces using hand-building techniques such as pinch, slab, and coil. Students will learn to throw and trim ceramic pieces using the potter's wheel. They will be introduced to a variety of ceramic surface treatments including cone 6 reduction glazes, underglazes, and cold finishing techniques. The final for this course is a project designed to combine the conceptual process with the culmination of skills taught throughout the semester.



# Communication, Media, Art, and Design Department Courses

## **CERAMICS 2**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts credit

**Prerequisite:** Ceramics 1

**Materials Fee:** \$50

**This course may be repeated for credit.**

This course is a continuation of Ceramics 1 with an emphasis on hand-building, wheel throwing, surface treatments, and the development of a digital portfolio. Using hand-building techniques, students will be introduced to mold making and coil building larger than 14 inches. Using the pottery wheel, students will learn to stack ceramic pieces, as well as throw lids for cylinders, and spouts for teapots. Students will engage in slip casting and burnout firing techniques, as well as self-directed ceramic pieces. Students will also continue to develop ceramic surfaces through experimentation with stain washes, saggar firing, decals, mixing their own cone 6 reduction glaze, and glaze testing. The course will focus on historical and contemporary ceramics as a means of cultural and artistic expression. The final will be the presentation and critique of the student's digital portfolio of 3-dimensional artwork.

## **DRAWING/PAINTING 1**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts credit

**Materials Fee:** \$25

This course opens the possibilities of drawing and painting for students to work from observation and imagination. Media covered include, but are not limited to, pencil, colored pencil, pen and ink, acrylic paints, collage, and printmaking. Students are exposed to a variety of artwork, art styles, critical thinking skills, and techniques.

## **DRAWING/PAINTING 2**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts credit

**Prerequisite:** Drawing and Painting 1

**Materials Fee:** \$50

**This course may be repeated for credit.**

Students will be introduced to and focus on exploring many new mediums and techniques used in modern contemporary drawing, painting, and printmaking. Media covered include, but are not limited to, acrylic paints, watercolors, pastels, pen and ink, fabric painting, wood-burning, and a variety of mixed media techniques. Historical and contemporary artist movements and theories are studied, and techniques are explored. This course develops critical thinking and sharpens visual observations in solving visual problems as well as developing advanced drawing and painting skills.

## **IB VISUAL ARTS HL 1 LB W**

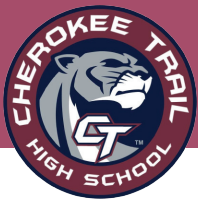
**Grade:** 11

**Year:** 1.0 Fine Arts credit

**Prerequisite:** Acceptance to the IB Diploma Program

**Materials Fee:** \$60

This first year of a two-year course, which prepares students for the Higher-Level (HL) Visual Arts exam, is open to International Baccalaureate (IB) Diploma candidates as a sixth subject and highly motivated non-IB students who wish to pursue an IB Certificate in Visual Arts. Students study art history, art styles, and artwork from international and multi-cultural points of view. Students demonstrate creative thinking skills, explore techniques, and solve visual arts problems through the production of studio work and development of Investigation Workbooks, culminating in a personal art show and oral exam, in which all students are expected to participate, during the last quarter of their senior year. Contact the department coordinator for required summer assignments.



# Communication, Media, Art, and Design Department Courses

## **IB VISUAL ARTS HL 2 LB W**

**Grade:** 12

**Year:** 1.0 Fine Arts credit

**Prerequisite:** IB Visual Arts HL 1

**Materials Fee:** \$60

**Required:** Summer Work

This second year of a two-year course, which prepares students for the Higher-Level (HL) Visual Arts exam, is open to International Baccalaureate (IB) Diploma candidates as a sixth subject and highly motivated non-IB students who wish to pursue an IB Certificate in Visual Arts. Students study art history, art styles, and artwork from international and multi-cultural points of view. Students demonstrate creative thinking skills, explore techniques, and solve visual arts problems through the production of studio work and the development of Investigation Workbooks, culminating in a personal art show and oral exam, in which all students are expected to participate, during the last quarter of their senior year.

## **IB VISUAL ARTS SL 1 LB W**

**Grades:** 11,12

**Year:** 1.0 Fine Arts credit

**Prerequisite:** Acceptance to the IB Diploma Program

**Materials Fee:** \$60

This one-year course, which prepares students for the Standard-Level (SL) Visual Arts exam, is open to highly motivated International Baccalaureate (IB) Diploma candidates as a sixth subject and highly motivated non-IB students who wish to pursue an IB Certificate in Visual Arts. Students study art history, art styles, and artwork from international and multi-cultural points of view. Students demonstrate creative thinking skills, explore techniques, and solve visual arts problems through the production of studio work and development of Investigation Workbooks, culminating in a personal art show and oral exam, in which all students are expected to participate, during the last quarter of the year. Contact the department coordinator for required summer assignments.

## **SCULPTURE 1**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts credit

**Recommended:** Previous 3-D art experience

**Materials Fee:** \$25

This course explores the 3-dimensional design principles of sculpture and relief work. Students will learn additive and subtractive techniques. Students will build armatures and experience a variety of materials, such as air-dry clay, glass, papier mâché, plaster, metals, and wire. The final for this course is a project designed to combine the conceptual process with the culmination of skills taught throughout the semester.

## **SCULPTURE 2**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts credit

**Prerequisite:** Sculpture 1

**Materials Fee:** \$50

*This course may be repeated for credit.*

This course builds upon the skills and techniques learned in Sculpture 1. In addition, students explore non-traditional materials and examine artwork from a historical and cultural perspective. The final for this course will be the presentation and critique of the student's digital portfolio of 3-dimensional artwork.

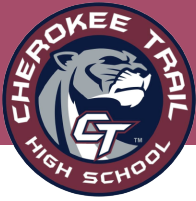
## **UNIFIED VISUAL ARTS**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 credit

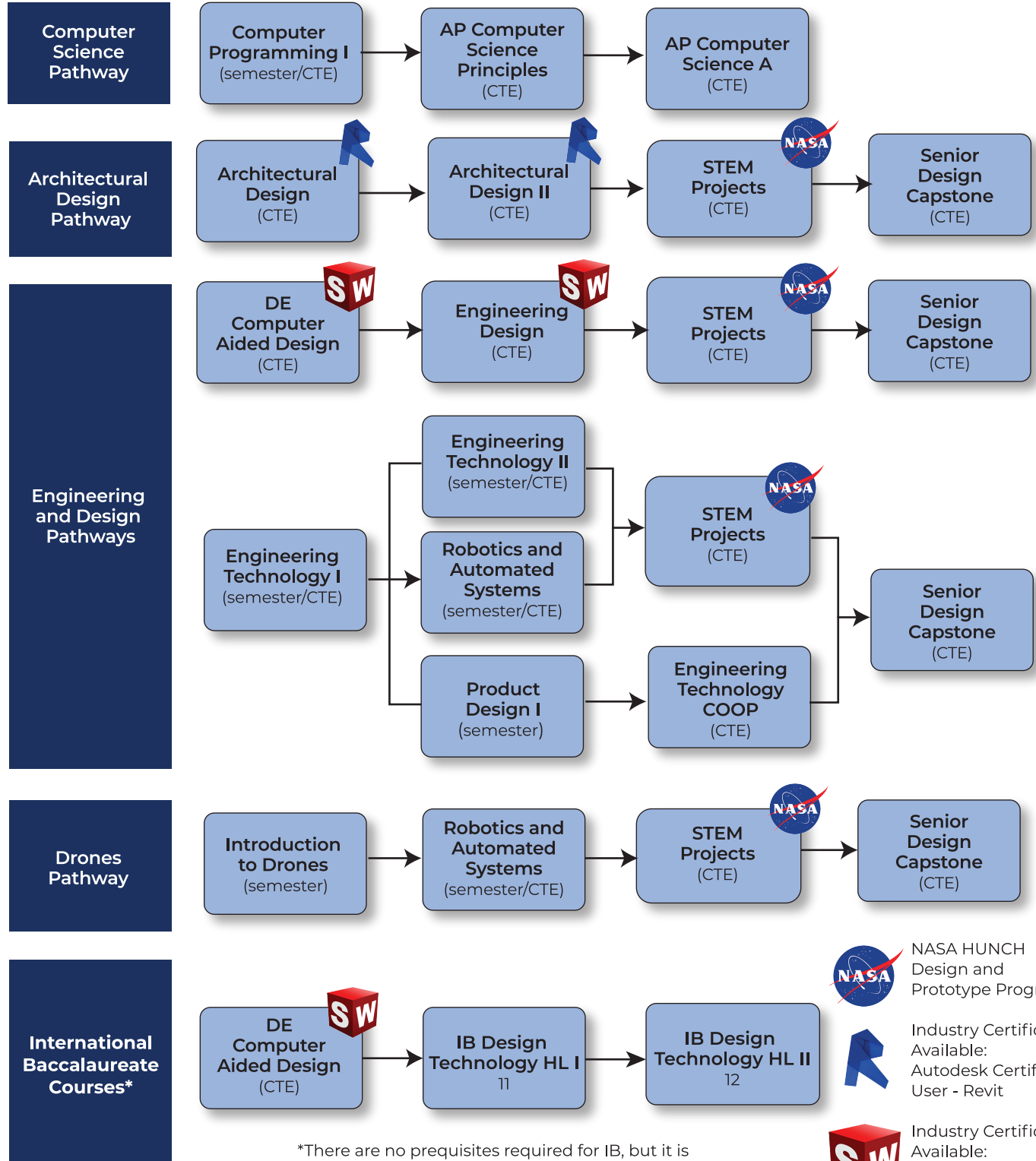
*This course may be repeated for credit.*

This class provides an opportunity to earn a visual arts credit while assisting CT students with severe disabilities. All students will learn about visual arts, inclusion, and valuing differences.



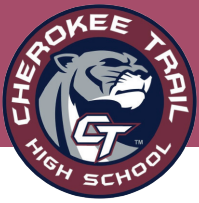
# Engineering, Design and Computer Science Pathways

The course offerings in the Engineering, Design, and Computer Science Department allow students to explore many areas of interest and encourage ALL students to try as many courses as possible.



- NASA HUNCH Design and Prototype Program
- Industry Certification Available: Autodesk Certified User - Revit
- Industry Certification Available: Multiple SOLIDWORKS certifications

\*There are no prerequisites required for IB, but it is strongly recommended that students take Computer Aided Design in preparation for IB Design..



# Engineering Technologies and Computer Science Courses

*These courses offer students a variety of experiences that will help them choose and prepare for 21st -century technology careers. Students who take these classes gain skills in innovation and design that are critical for careers such as Engineering, Programming, Architecture, Robotics, and Alternative Energy, as well as high-tech careers that have not yet been invented. Classroom instruction connects to the REAL world of work and future career opportunities.*

**Upper-level Engineering courses require a co-requisite of TSA membership and yearly \$30 dues.**

## **AP COMPUTER SCIENCE A CTE STEM W**

**Grades: 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

**Prerequisite: Computer Programming 1 or AP Computer Science Principles**

AP Computer Science A is an introductory, college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Students are encouraged to join the Technology Student Association (TSA) as leadership activities provide opportunities to make connections among the school, community, and the business world. Emphasis is placed on service, social, and competitive events.

## **AP COMPUTER SCIENCE PRINCIPLES**

**CTE STEM W**

**Grades: 9, 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. Students are encouraged to join the Technology Student Association (TSA) as leadership activities provide opportunities to make connections among the school, community, and the business world. Emphasis is placed on service, social and competitive events.

## **ARCHITECTURAL DESIGN CTE STEM**

**Grades: 9, 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

**Fee: \$25**

This course is designed for advanced drafters to develop skills in the field of architectural engineering. This class will offer students experience in the development and design of structures using architectural design software. Students will develop drafting skills by reading architectural blueprints and generating floor plans for real-world applications. This course is designed to allow students to use their knowledge of CAD to create a set of house plans that meet city code requirements. Students will use CAD software and draw a floor plan, plot plan, electrical plan, foundation plan, and elevation for their house as well as construct a model frame house. Students are encouraged to join the Technology Student Association (TSA) as leadership activities provide opportunities to make connections among the school, community, and the business world. Emphasis is placed on service, social, and competitive events. Students enrolled in this class will have the opportunity to obtain an Autodesk Certified User Revit industry certification.

## **ARCHITECTURAL DESIGN II CTE STEM**

**Grades: 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

**Fee: \$25**

This is an advanced course for students who have completed Architectural Design and are ready to expand their expertise in architectural and interior design. This course emphasizes the creation of intricate designs of structures using advanced design software resources, with a focus on real-world applications, compliance with local building codes, gain an understanding of LEED certification principles, and the integration of interior design concepts. Students will work on comprehensive projects that include designing residential and commercial spaces, creating construction documents, constructing physical models, and exploring designs through Virtual Reality (VR) technology. The course also covers advanced topics such as 3D rendering, BIM (Building Information Modeling), sustainable design, and interior layout and aesthetics. Students will create a diverse portfolio showcasing both architectural and



# Engineering Technologies and Computer Science Courses

interior design projects and will have the opportunity to earn industry-recognized certification as an Autodesk Certified User in Revit. The integration of VR will give students a cutting-edge experience, preparing them for further education and careers in architecture. Students are encouraged to join the Technology Student Association (TSA) as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others, social and competitive events.

## **COMPUTER AIDED DESIGN CTE DE STEM**

**Grades: 9, 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

**Dual Enrollment Fees (Optional): \$150**

Computer Aided Design is an entry-level design class developed to teach students how to use various drawing instruments to read and create technical drawings and 3D parts. This course is designed for students interested in exploring careers related to engineering, product design, and drafting. Student projects will demonstrate skills and software valued in related industries. The course will culminate with students taking the Certified SolidWorks Associate exam, an industry-level certification exam used to demonstrate a student's level of expertise using SolidWorks which focuses on basic computer-aided drafting skills using the SolidWorks software. Students enrolled in this class will have the opportunity to obtain multiple SOLIDWORKS industry certifications. Students in this class can earn 3.0 hours of Dual Enrollment through Metropolitan State University. This class aligns with IND 1450 - Technical Drawing and CAD.

## **COMPUTER PROGRAMMING I CTE STEM**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credits**

This course is intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multi step procedures; writing,

analyzing, reviewing, and revising programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution. This course is also a part of the school's E-Sports program. Students will have a chance to explore the growth and impact of E-Sports on our community and society. Students are encouraged to join the Technology Student Association (TSA) as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others, social and competitive events.

## **ENGINEERING DESIGN CTE DE STEM**

**Grades: 10, 11, 12**

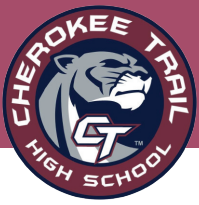
**Year: 1.0 Fine Arts/Practical Arts credits**

**Prerequisite: Computer Aided Design**

**Co-requisite: TSA Membership**

**Fee: \$25**

Dual Enrollment Fees (Optional): \$150  
Engineering Design is the second in a series of classes offered in mechanical design/engineering. This course allows students to further their skills in design and problem solving. The emphasis of Engineering Design will be on applying and utilizing the design process to develop products, systems, or processes. Students will be responsible for researching, designing, and constructing a prototype using both CADD and/or fabrication. Students are required to join the TSA as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others, social and competitive events. Students enrolled in this class will have the opportunity to obtain multiple SOLIDWORKS industry certifications. Students in this class can earn 3.0 hours of Dual Enrollment through Metropolitan State University. This class aligns with Engineering Design-IND 3660 Computer Aided Modeling. Please note there is a \$150 fee if students choose to apply for the optional Dual Enrollment credit.



# Engineering Technologies and Computer Science Courses

## **ENGINEERING TECHNOLOGY I CTE STEM**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts/Practical Arts credits

**Fee:** \$25

Designed to introduce students to the STEM cluster for students interested in learning more about careers in engineering and technology. This course covers basic skills required for engineering and technology fields of study. Upon completion of this course, students will be able to identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others. Students are encouraged to join the Technology Student Association (TSA) as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others, social and competitive events.

## **ENGINEERING TECHNOLOGY II CTE STEM**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts/Practical Arts credits

**Prerequisite:** Engineering Technology I

**Co-requisite:** TSA Membership

**Fee:** \$25

The course covers essential knowledge, skills, and concepts required for postsecondary engineering and technology fields of study. Upon completion of this course, proficient students can describe various engineering disciplines, as well as admissions requirements for postsecondary engineering and engineering technology programs in Colorado. Students will participate in various engineering design challenges, including large-scale catapults, designing their own drones to fly through a course and designing their own scale RC car to race in the parking lot. Technology Student Association resources and events are integrated in this upper-level class. Students are required to join the TSA as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others, social and competitive events.

## **ENGINEERING TECHNOLOGY COOP CTE**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credits

**Prerequisite:** Manufacturing Production Design or IB Design Technologies

**Co-requisite:** TSA Membership

This course can be repeated for credit. Students will have the opportunity to work in the Engineering Technologies Fab Lab to produce items for the Student Enterprise. Students will learn the business side of a custom product shop. Skills taught will include order processing, supply chain management, fabrication, and fulfillment. In addition, students will gain experience in customer service, quality assurance and human relations skills. Students build on prior knowledge and skills in the program of study to further develop and apply employability and technical skills that prepare them for success in future career and postsecondary education. Students are encouraged to join the Technology Student Association (TSA) as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others, social and competitive events.

## **IB DESIGN TECHNOLOGY HL I CTE STEM W**

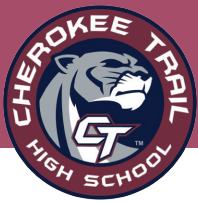
**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credits

**Prerequisite:** Acceptance to the IB Diploma Program

**Fee:** \$30

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



# Engineering Technologies and Computer Science Courses

cal investigative work as well as in theory. Each element in the design cycle represents an aspect of design technology, which, when viewed together, constitutes a holistic approach. Any given element is therefore only to be seen in the context of the whole process. To design with technology is to use human ingenuity in selected activities to meet needs and find solutions. This can be achieved through existing or new technologies. Design consists of gathering information about the problem or opportunity, processing that information, and planning for intervention either by modifying what is already there or by introducing something new. The designer is interested not just in the material environment but also in the social, technological, economic, environmental, political, legislative, and ethical considerations that affect peoples' priorities. Students are encouraged to join the Technology Student Association (TSA) as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others, social and competitive events.

## **IB DESIGN TECHNOLOGY HL II CTE STEM W**

**Grade: 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credits**

**Prerequisite: IB Design Technology HL I**

**Fee: \$30**

IB design technology HL II is a continuation of skill and knowledge learned through IB Design Technology HL I. Students will continue to design by gathering information about the problem or opportunity, processing that information, and planning for intervention either by modifying what is already there or by introducing something new. The designer is interested not just in the material environment but also in the social, technological, economic, environmental, political, legislative, and ethical considerations that affect peoples' priorities. Students are encouraged to join the Technology Student Association (TSA) as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others, social and competitive events.

## **PRODUCT DESIGN I STEM**

**Grades: 10, 11, 12**

**Semester: 1.0 Fine Arts/Practical Arts credits**

**Prerequisite: Engineering Technology 1 or Computer Aided Design**

**Co-requisite: TSA Membership**

**Fee: \$25**

**This course may be repeated for credit.**

Students will become proficient in using tools such as 3D printers, laser engravers, CNC mills, CNC routers and select power tools to make products. Students will be designing and crafting various personal projects utilizing the capabilities of the Fabrication Lab. There will also be a focus on tool and workplace safety. Students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers. Technology Student Association resources and events are integrated in this upper-level class. Students are required to join the TSA as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others, social and competitive events.

## **ROBOTICS & AUTOMATED SYSTEMS CTE STEM**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credits**

**Prerequisite: Engineering Technology 1 or Computer Programming 1**

**Co-requisite: TSA Membership**

This is an introductory course in robotics and automation technologies. Topics include building, programming, troubleshooting and maintenance of robotic systems. This class incorporates a survey of automation topics including history, computer and hardwired controls, sensors, motors, and actuators. This course goes through understanding the engineering design process and creating robots. The class uses the newest VEX Robotics to create designs to solve problems. Problems include but are not limited to automation races, soccer, tug-o-war, obstacle courses,



# Engineering Technologies and Computer Science Courses

and others. Students will work through a series of simulations and experience challenges based on state and nationally recognized competitions. Robotics & Automated Systems is an applied course for students who wish to explore how robots and automated systems are used in industry. Upon completion of this course, students will understand the historical and current uses of robots and automated systems; programmable circuits, interfacing both inputs and outputs; ethical standards for engineering and technology professions; and testing and maintenance of robots and automated systems. Technology Student Association resources and events are integrated into this upper-level class. Students are required to join the TSA as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others, social and competitive events.

## **SENIOR DESIGN CAPSTONE: (SEMESTER AND YEARLONG) CTE STEM**

**Grades:** 11, 12

**Semester:** 0.5 Fine Arts/Practical Arts credits

**Yearlong:** 1.0 Fine Arts/Practical Arts credits

**Prerequisite:** Teacher approval

**Co-requisite:** TSA Membership

**Fee:** \$30

In Senior Design Capstone, students will pick one or more independent projects to do over the course of the semester. Students are required to document all work through social media or an engineering notebook, publicly promote the project at an approved school event, and make formal presentations/videos. Time management and independent learning are skills required in this course. This course allows for advanced work in any Drafting and Design Program of Study. This advanced work can be individualized to the specific program of study to allow for specialized study by the student. It may include project-based learning or preparation for the end-of-program industry certification. Specific content and course design will be determined by the instructor in collaboration with the individual student. Technology Student Association resources and events are integrated into this upper-level class. Students are

required to join the TSA as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others, and social and competitive events.

## **STEM PROJECTS CTE STEM**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credits

**Prerequisite:** Engineering Technology 1 or Computer Aided Design or Medical & Sustainable Technology

**Co-requisite:** TSA Membership

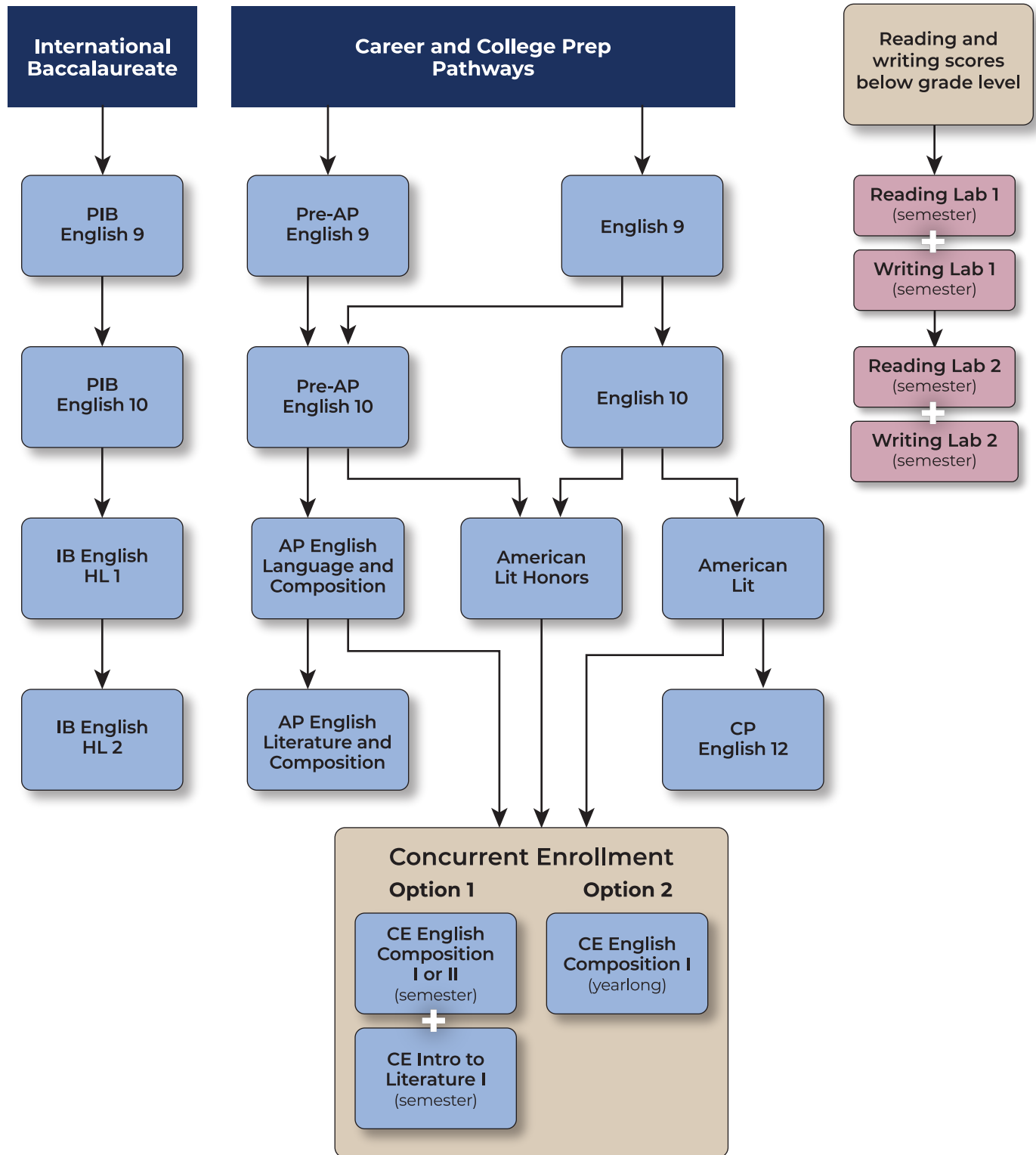
**Fee:** \$25

This course can be repeated for credit.

In STEM projects, students participate in group projects that combine aspects of Science, Technology, Engineering, and Math. Students will choose an area of concentration from a list of performance-based projects that involve state and national competitions/challenges. Examples include advanced Technology Student Association events, NASA HUNCH design challenges (<https://www.nasahunch.com>), and more. Students will develop skills in model/prototype fabrication, problem-solving, project management, and presenting. Students will be required to attend the appropriate events outside of school, based on their area of concentration. Students will be able to participate in cross-curricular projects between the Science, Technology, Engineering, and Math departments at Cherokee Trail. This course allows for advanced work in the Engineering & Design Program of Study. This advanced work can be individualized to the specific program of study to allow for specialized study by the student. It may include project-based learning or preparation for the end-of-program industry certification. Specific content and course design will be determined by the instructor in collaboration with the individual student. Technology Student Association resources and events are integrated into this upper-level class. Students are required to join the TSA as leadership activities provide opportunities to make connections between the school, community, and the business world. Emphasis is placed on service to others and social and competitive events.



# English Language Arts Pathways





# English Language Arts Courses

*The English language arts are central to all learning. Through integrated reading, writing, and speaking instruction, students actively construct meaning. As they study literature, both modern and from long ago, written by people from many racial, ethnic, and cultural groups, students grow in their understanding of their own world and the worlds of others. The study of the writing process focuses on content, organization, fluency, word choice, and conventions, so that students may find their own voices.*

## **AP ENGLISH LANGUAGE AND COMPOSITION** **NCAA W**

**Grades: 11, 12**

**Year: 1.0 English credit**

**Prerequisite: Pre-AP English 10, Pre-IB English 10, or American Lit Honors**

The course is designed for academically motivated students who read and write well above grade level. The course is fundamentally a first-year college composition class. Students will study examples of various kinds of writing: biographies, essays, fiction, and poetry. The writing is analytical and expository, with practice in writing time-limited compositions in class. Students will prepare for the Advanced Placement English Language and Composition exam at the end of the year. Grades are weighted. It is expected that all students enrolled in this class will sit for the May exam. Exam fees apply.

## **AP ENGLISH LITERATURE AND COMPOSITION** **NCAA W**

**Grade: 12**

**Year: 1.0 English credit**

**Prerequisite: American Literature Honors or AP English Language and Composition**

This course is designed for accelerated students who wish to prepare for the AP Literature and Composition exam. Students will examine selected works ranging from classics to contemporary works. Students will analyze a work's structure, style, and themes as well as such smaller-scale elements as the use of imagery, symbolism, and tone. Students will strengthen their ability to write literary analysis, reflective essays, and timed compositions. Grades are weighted. It is expected that all students enrolled in this class will sit for the May exam. Exam fees apply.

## **CE ENGLISH COMPOSITION I NCAA**

**Grade: 12**

**Semester: 0.5 English credit**

**Prerequisite: 11th Grade English**

\* To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)  
This course aligns with the Community College of Aurora course. Eligible students who earn a C or better in the class will receive 3 community college credits. These are guaranteed transfer credits to public colleges and universities in Colorado. This concurrent enrollment-credit course emphasizes the planning, writing, and revising of compositions, including the development of critical and logical thinking skills. This course includes a minimum of five compositions that stress analytical, evaluative, and persuasive/argumentative writing. Students taking semester long CE English Composition I MUST enroll in CE Intro to Literature 115 second semester.

## **CE ENGLISH COMPOSITION I NCAA**

**Grade: 12**

**Year: 1.0 English credit**

**Prerequisite: 11th Grade English**

\* **To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)**  
This course aligns with the Community College of Aurora. Eligible students who earn a C or better in the class will receive 3 community college credits. These are guaranteed transfer credits to public colleges and universities in Colorado. This concurrent enrollment-credit course emphasizes the planning, writing, and revising of compositions, including the development of critical and logical thinking skills. This course includes a minimum of five compositions that stress analytical, evaluative, and persuasive/argumentative writing.



# English Language Arts Courses

## **CE ENGLISH COMPOSITION II NCAA**

**Grade: 12**

**Semester: 0.5 English credit**

**Prerequisite: 3 or higher on AP Lang Exam or CE English Composition I at another school**

**\* To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)**

This course aligns with the Community College of Aurora. Eligible students who earn a C or better in the class will receive 3 community college credits. These are guaranteed transfer credits to public colleges and universities in Colorado. This course expands and refines the objectives of CE English Composition I. This course emphasizes critical and logical thinking and reading, problem definition, research strategies, and writing analytical, evaluative, and/or persuasive papers that incorporate research. Students taking semester long CE English Composition II MUST enroll in CE Intro to Literature I.

## **CE INTRO TO LITERATURE I NCAA**

**Grade: 12**

**Semester: 0.5 English credit**

**Prerequisite: Junior-level English, English Composition 121, or English Composition 122.**

**\* To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)**

This course aligns with the Community College of Aurora. Students who earn a C or better in the class will receive 3 community college credits. These are guaranteed transfer credits to public colleges and universities in Colorado. This concurrent-enrollment credit course introduces students to the fiction, poetry, and drama read at the college-level. The course emphasizes active and responsive reading, literary analysis and critique, and analytical writing.

## **ENGLISH 9 NCAA**

**Grade: 9**

**Year: 1.0 English credit**

This course includes reading, oral communication, composition, and study skills. The four major genres – short story, novel, poetry, and drama – are taught with attention to understanding main idea, supporting details, author's purpose, and literary techniques. The composition program includes narrative and expository writing, reinforces usage and grammar skills, and introduces the student to literary analysis. Study skills are reviewed throughout the course and include note taking, text annotation, and media skills. To complement the 9th grade year in social studies, the focus is on World Literature – myths, legends, and modern works.

## **ENGLISH 10 NCAA**

**Grade: 10**

**Year: 1.0 English credit**

This course reinforces reading, oral communication, composition, vocabulary, grammar and usage, and research skills. Both fiction and nonfiction are taught within the context of themes. In keeping with the social studies and science department curricula, one focus is to help students understand how science, technology, and economic activity have developed, changed, and affected societies. Students will study persuasion and argumentation through the writing of a 5–7-page research paper.

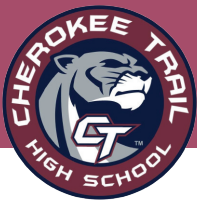
## **ENGLISH 11 NCAA**

**Grade: 11**

**Year: 1.0 English credit**

**Prerequisite: English 10**

This is a survey course in American Literature. Students will study non-fiction along with drama, short stories, poetry, and novels. By reading a broad variety of American authors, students will gain an increased understanding and appreciation of the American experience. The writing in the course is structured to develop skills for college and includes most of the expository types – narration, description, definition, classification, cause-effect, and argumentation. Vocabulary study and mechanics and usage work are included as well.



# English Language Arts Courses

## **ENGLISH 11 HONORS NCAA W**

**Grade: 11**

**Year: 1.0 English credit**

**Prerequisite: English 10**

This is an English course designed to prepare students for college-level work in their senior year. In addition to studying a variety of genres and authors, students will begin to develop rhetorical analysis skills through their reading and writing. This class is designed for students with a strong work ethic who wish to pursue more rigorous coursework. The writing in the course is structured to develop skills for college and success on timed writing exercises and includes a focus on most of the expository forms. Vocabulary study and mechanics and usage work are included as well. Grades are weighted.

## **ENGLISH 12 NCAA**

**Grade: 12**

**Year: 1.0 English credit**

**Prerequisite: Junior-level English**

The purpose of the course is to ensure that students meet the college readiness standards as defined by CCSD and CDE graduation requirements in writing and reading. Students enrolled in this class will research, organize, develop, and express their ideas in essays typical of those required in college classes. As part of their development of reading strategies, students will read a variety of fiction and non-fiction pieces. Student choice will be a driving force behind the texts used in this class. Students will also complete portions of the college application process, such as writing their entrance essays, during the fall semester of the course.

## **IB ENGLISH HL 1 NCAA W**

**Grade: 11**

**Year: 1.0 English credit**

**Prerequisite:** Acceptance to the IB Diploma Program

This is the first level of a two-year, in-depth study of both literary and non-literary texts designed to prepare IB candidates for the English A: Language and Literature HL assessments required of the International Baccalaureate program. Students analyze texts for their literary and linguistic excellence, social significance, and personal meaning. Students prepare and present both written and oral commentaries and analyses. They complete the Individual Oral and keep a Learning Portfolio that will later guide the writing of the Higher-Level Essay.

## **IB ENGLISH HL 2 NCAA W**

**Grade: 12**

**Year: 1.0 English credit**

**Prerequisite: IB English HL 1**

This is the second level of a two-year, in-depth study of both literary and non-literary texts designed to prepare IB candidates for the English A: Language and Literature HL assessments required of the International Baccalaureate program. Students analyze texts for their literary and linguistic excellence, social significance, and personal meaning. They complete and refine the Higher-Level Essay and prepare for IB exams, which are completed in May. Students who read a minimum of two years above grade level and possess strong writing skills will continue to develop the skills necessary for success in AP courses by studying a variety of fiction and nonfiction. In addition to literary analysis, students will study types of expository writing: cause-effect, comparison-contrast, definition, argumentation, and more. A research paper is required. Vocabulary and usage study will continue. The goal is to prepare students for AP work during junior/senior years. Grades are weighted.



# English Language Arts Courses

## **PRE-AP ENGLISH 9 NCAA W**

**Grade: 9**

**Year: 1.0 English credit**

**Prerequisite: Teacher recommendation**

Ninth grade students, who read a minimum of two years above grade level, have demonstrated a strong writing ability, and possess a willingness to engage in challenging work, will study World Literature. The focus is similar to English 9, with more rigorous reading and deeper literary analysis. A structured vocabulary program is taught, along with grammar and usage skills. The goal is to prepare students for AP work during junior/senior years.

## **PRE-AP ENGLISH 10 NCAA W**

**Grade: 10**

**Year: 1.0 English credit**

**Prerequisite: English 9**

Students who read a minimum of two years above grade level and possess strong writing skills will continue to develop the skills necessary for success in AP courses by studying a variety of fiction and nonfiction. In addition to literary analysis, students will study types of expository writing: cause-effect, comparison-contrast, definition, argumentation, and more. A research paper is required. Vocabulary and usage study will continue. The goal is to prepare students for AP work during junior/senior years.

## **PRE-IB ENGLISH 9 NCAA W**

**Grade: 9**

**Year: 1.0 English credit**

**Prerequisite: Acceptance to IB Diploma program**

Ninth grade students, who read a minimum of two years above grade level, have demonstrated a strong writing ability, and possess a willingness to engage in challenging work, will study World Literature. The focus is similar to that of English 9, with more rigorous reading and deeper literary analysis. A structured vocabulary program is taught, along with grammar and usage skills. The goal is to prepare students for IB work during junior/senior years. Grades are weighted.

## **PRE-IB ENGLISH 10 NCAA W**

**Grade: 10**

**Year: 1.0 English credit**

**Prerequisite: Acceptance to the IB Diploma Program**

Students who read a minimum of two years above grade level and possess strong writing skills will continue to develop the skills necessary for success in IB courses by studying a variety of fiction and nonfiction. In addition to literary analysis, students will study types of expository writing: cause-effect, comparison-contrast, definition, argumentation, etc. A research paper is required. Vocabulary and usage study will continue. The goal is to prepare students for IB work during junior/senior years. Grades are weighted.



# English Language Arts Support Courses

*Students who need additional support in English will be enrolled in a support course in addition to the grade level English course. Students will earn general elective credit for all English support courses. English support courses do not count towards English graduation credit*

## **NEWCOMER ENGLISH LANGUAGE SUPPORT\***

**Grades: 9, 10, 11, 12**

**Year: 1.0 general elective credit**

**Prerequisite: ELA teacher approval**

This course is intended only for students who's native or first language is not English. The curriculum includes reading skills, vocabulary development, literature, composition, and the development of academic language. Class size and organization permit a highly individualized program. This course runs based on enrollment need. This course will not count as a core year for NCAA clearinghouse.

## **READING LAB 1\***

**Grade: 9**

**Semester: 0.5 general elective credit**

**Prerequisite: Assessment data**

**Co-requisite: Grade level English**

The goal of Reading Lab 1 is to develop the skills of its students so that they can become proficient readers, to approach all texts with confidence, and to find texts that the students enjoy reading. As part of their study, students will learn reading strategies such as questioning the text, making connections, inferencing, and chunking. Students taking this class will also enjoy the benefits of small class sizes.

## **READING LAB 2\***

**Grade: 10, 11**

**Semester: 0.5 general elective credit**

**Prerequisite: Assessment data**

**Co-requisite: Grade level English**

The goal of Reading Lab 2 is to continue the work that students began in Reading Lab 1. The course continues to develop the skills of its students so that they can become proficient readers, to approach all texts with confidence, and to find texts that the students

enjoy reading. As part of their study, students will learn reading strategies such as questioning the text, making connections, inferencing, and chunking. Students taking this class will also enjoy the benefits of small class sizes.

## **WRITING LAB 1\***

**Grade: 9**

**Semester: 0.5 general elective credit**

**Prerequisite: Assessment data**

**Co-requisite: Grade level English**

This class is designed to improve the writing skills of its students and ultimately create students who think positively about themselves as writers. As part of their study, students will receive specific instruction on mechanics, usage, and grammar. Students will also practice all steps of the writing process in the context of a writing workshop. Students taking this class will also enjoy the benefits of small class sizes.

## **WRITING LAB 2\***

**Grade: 10**

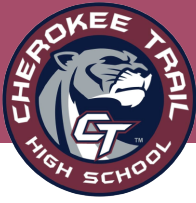
**Semester: 0.5 general elective credit**

**Prerequisite: Assessment data**

**Co-requisite: Grade level English**

In Writing Lab 2, students will continue to grow as writers by continuing the work they began in Writing Lab 1. Students will work to improve their writing skills and their impression of themselves as writers. As part of their study, students will receive specific instruction on mechanics, usage, and grammar. Students will practice all steps of the writing process in the context of a writing workshop. Students taking this class will also enjoy the benefits of small class size.

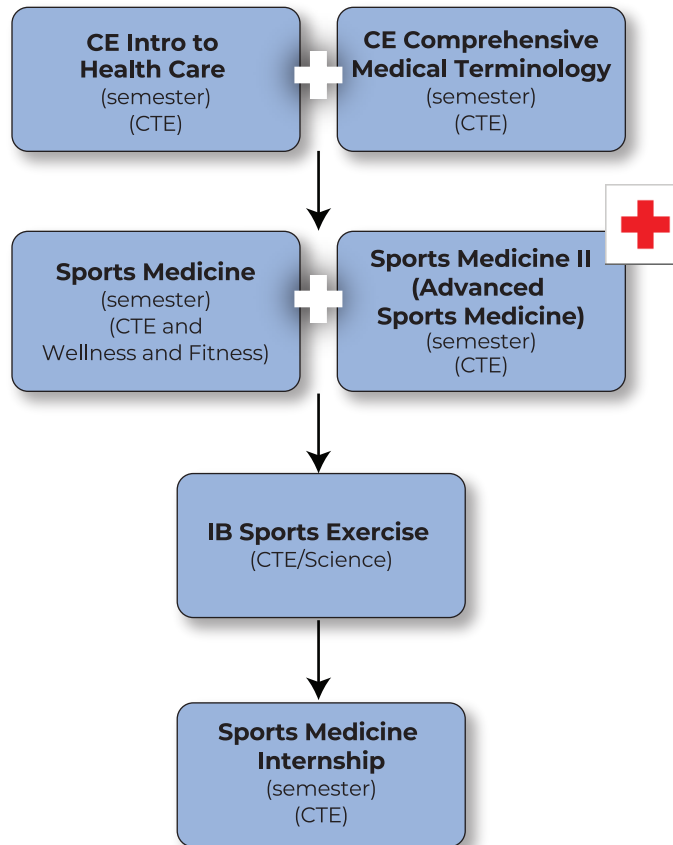
*\*Course counts as general elective graduation credit.*



# Health Science: Sports Medicine Pathway

This Pathway is suggested for any student who is considering the medical field beyond high school.

The Health Science: Sports Medicine Pathway crosses multiple subjects and disciplines relative to the human body and health science. We encourage students to take courses beyond this pathway to best prepare themselves for future careers.



Industry Certification Available:  
American Red Cross CRP  
and First Aid



# Health Sciences Department Courses

*The Health Science pathway is suggested for any students who are looking to go into the medical field beyond high school. This pathway explores many different occupations in the medical field, while giving students job ready skills, an opportunity to talk with current medical professionals and a great foundation of knowledge for any medical career. The Health Science pathway crosses over multiple subjects and disciplines all relating to the human body and health science. We strongly encourage students to enroll in a variety of courses to prepare them for a Health Science Career.*

## **CE COMPREHENSIVE MEDICAL TERMINOLOGY** **CTE**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 elective credit (Fine Arts/Practical Arts)**

This course introduces the student to the structure of medical terms with emphasis on using and combining the most common prefixes, roots, and suffixes. This includes terms related to major body systems, oncology, psychiatry, as well as clinical laboratory and diagnostic procedures and imaging. The class structure provides accepted pronunciation of terms and relative use in the healthcare setting. Students will also learn professional skills such as resume and cover letter writing along with interview skills. This course aligns with the Colorado Community College course Introduction to Medical Terminology (HPR 1040). Students will have the opportunity to earn high school credit while at the same time enroll in and earn community college credits with the opportunity to transfer credit to an institution of higher education. If the student is interested in earning community college credit, an additional free application is required. More information can be found at [www.cherrycreekschools.org/cte](http://www.cherrycreekschools.org/cte) on the Concurrent Enrollment tab.

## **CE INTRO TO HEALTH CARE CTE**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 elective credit (Fine Arts/Practical Arts)**

This class introduces health science with an overview of the 5 pathways that make up the health science clusters. The course addresses the foundations of standards including health maintenance, employability skills, teamwork, health care systems, communication, and legal issues in health care. This course aligns with the Colorado Community College course (HPR 1001 and HPR 1004). Students will have the opportunity to earn high school credit while at the same time enroll in and earn community college credits with the opportunity to transfer 4 credits to an institution of higher education. If the student is interested in earning community college credit, an additional free application is required. More information can be found at [www.cherrycreekschools.org/cte](http://www.cherrycreekschools.org/cte) on the Concurrent Enrollment tab.

## **SPORTS MEDICINE CTE**

**Grades: 10, 11, 12**

**Semester: 0.5 elective credit (Wellness/Fitness)**

**Fee: \$10**

This course provides students with a general overview of the field of sports medicine. It includes students with information about careers; scope of practice; legal and ethical responsibilities; injury prevention, treatment, and management; anatomy and physiology; nutrition; basic taping and wrapping techniques and administrative functions.



# Health Sciences Department Courses

## **SPORTS MEDICINE II CTE** **(ADVANCED SPORTS MEDICINE)**

**Grades:** 11, 12

**Semester:** 0.5 elective credit (Fine Arts/Practical Arts)

**Fee:** \$10

This course provides students with a general overview of the field of sports medicine. It includes students with information about careers; scope of practice; legal and ethical responsibilities; injury prevention, treatment, and management; anatomy and physiology; nutrition; basic taping and wrapping techniques and administrative functions. The course includes preparation for the American Red Cross Certification in Responding to Emergencies certification.

## **SPORTS MEDICINE INTERNSHIP CTE**

**Grades:** 11, 12

**Semester:** 1.0 general elective credit/125 hours

**Prerequisite:** Sports Medicine, application

**Type:** Alternative Instruction/Work-based learning

**Grading:** S/US

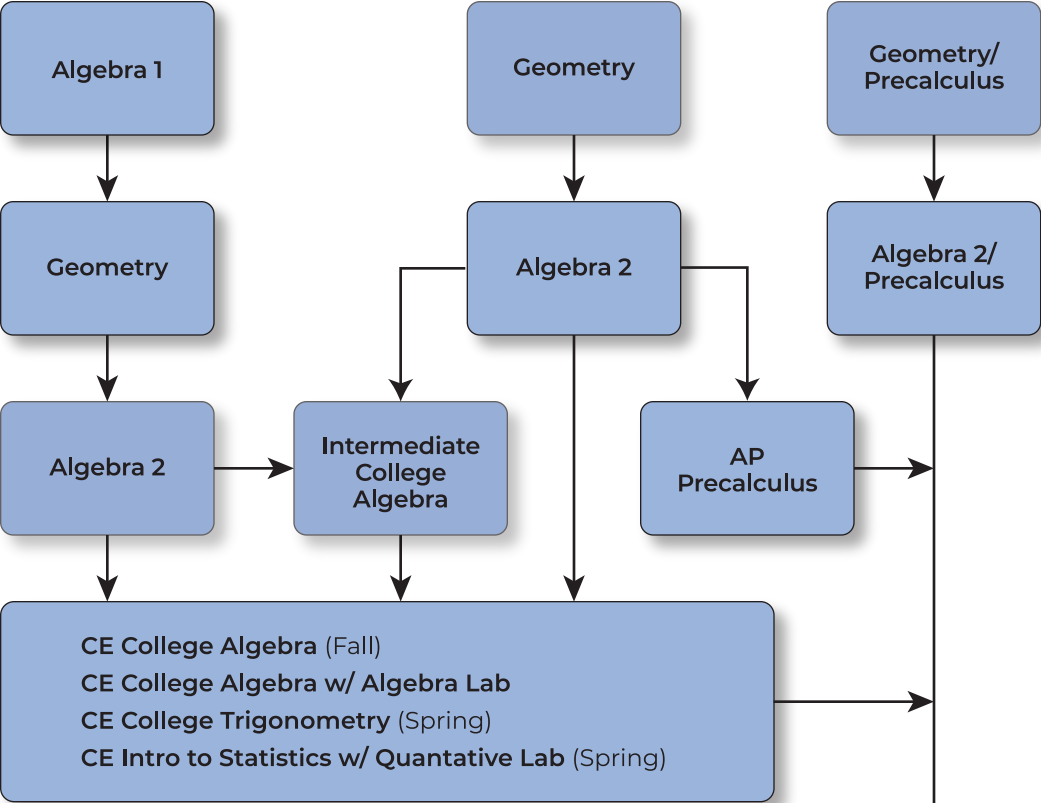
Sports Medicine Internship offers the field and clinical experience to apply the related sports medicine knowledge, skills, and abilities. This is a semester course in which students will receive credit for working alongside the CTHS Athletic Training Staff, at after-school sporting events. The student and Athletic Trainer will work together and create a schedule for when and what events the student will work.



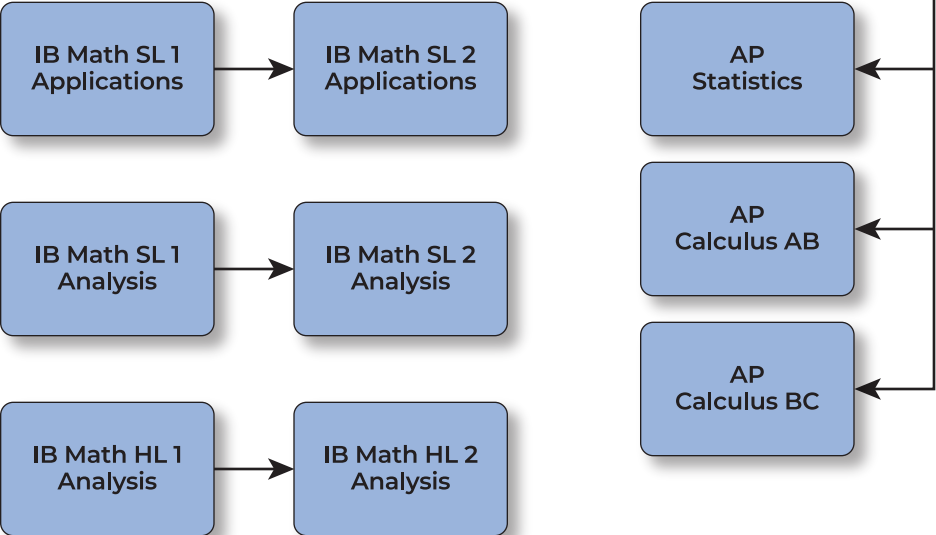
# Math Pathways

A path for every student can be built based on these courses.  
 Not every student will follow these pathways exactly.  
 Please be sure to speak with your counselor, math teacher or  
 math coordinator if you have specific questions.

**Standard /  
Advanced  
Courses**



**International  
Baccalaureate  
Courses**





# Mathematics Department Courses

The Mathematics Department recognizes the diverse interests of the student population. In this regard we have organized a multi-path program that may be tailored to meet individual needs. The student's counselor and mathematics teacher will assist the student in designing a mathematics curriculum within or across the paths. All students must complete 3 credits of mathematics to meet graduation requirements. The paths are:

- College Prep
- Calculus HS Condensed
- Calculus MS Condensed
- Multi-Variable Calculus

## **ALGEBRA 1 NCAA**

**Grade: 9**

**Year: 1.0 Math credit**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The content of Algebra 1 deepens and extends students' understanding of linear and exponential relationships by contrasting them with each other and identifying and exploring their underlying mathematical structures. Students explore many examples of functions, including sequences, and analyze them graphically, numerically, symbolically, and verbally, making connections between them and identifying the strengths and weakness of these forms. Extending the statistics studied in Grade 8, students apply linear models to data that exhibit a linear trend, and mathematically analyze how well the model fits the data. Additionally, students engage in methods for analyzing, solving, and applying quadratic functions and become familiar with the usefulness of multiple forms of quadratic functions. The Mathematical Practice Standards are applied to the content of this course, allowing students to experience Algebra 1 as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Summer work for this course can be found on the school website.

## **ALGEBRA 2 NCAA**

**Grades: 10, 11**

**Year: 1.0 Math credit**

**Prerequisite: Geometry**

**Required: Graphing Calculator**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial and radical functions. Students work closely with the expressions that define the functions and continue to expand their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Functions are studied in relation to one another by analysis of multiple representations of functions with unrestricted domains, as well as those with restricted domains. Additionally, students extend their understanding of the trigonometric ratios and circles from geometry and use the coordinate plane to model periodic phenomena with trigonometry. Students further develop their statistical knowledge by studying the collection, analysis, and interpretation of data and the connections to probability. The Mathematical Practice Standards are applied to the content of this course, allowing students to experience Algebra 2 as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **ALGEBRA 2/PRE-CALCULUS HONORS NCAA W**

**Grades: 9, 10, 11**

**Year: 1.0 Math credit**

**Prerequisite: Geometry/Pre-Calculus Honors or teacher recommendation**

**Required: Graphing Calculator**

For students interested in studying Advanced Placement Calculus in high school and/or STEM-related careers post-graduation, condensed courses are offered so that students do not need to take two math classes in one year. In this more rigorous and fast-paced course, students will study all the content of the Algebra 2 course as outlined above. Additionally, the Pre-Calculus topics that connect mathematically to the concepts of the Algebra 2 course will be included. These topics include but are not limited to



# Mathematics Department Courses

parametric equations, a deeper study of rational and logarithmic functions, trigonometric functions & identities, and limits. The Mathematical Practice Standards will again be an integral part of the course, supporting students in having conceptual understanding, procedural skill and fluency, and an ability to fully apply their understanding of mathematics.

## **AP CALCULUS AB NCAA STEM W**

**Grades:** 11, 12

**Year:** 1.0 Math credit

**Prerequisite:** College Algebra and College Trigonometry, Trig/Pre-Calculus Honors, or Algebra 2/Precalculus Honors

**Required:** Summer coursework

This course emphasizes a multi-representational approach to calculus, with results and problems being expressed graphically, numerically, analytically, and verbally. Topics include graphs and limits, differentiation, applications of differentiation, integration, and applications of integration. The pace and rigor of instruction will be geared toward preparing students for the AP exam, which they are expected to take in the Spring. Students should expect 1.5 hours of homework per class session and/or teacher led outside-of-class AP study sessions. Summer work for this course can be found on the school website.

## **AP CALCULUS BC NCAA STEM W**

**Grades:** 11, 12

**Year:** 1.0 Math credit

**Prerequisite:** Algebra 2/Pre-Calculus Honors, Trig/Pre-Calc Honors, and teacher recommendation

This is the more rigorous of the two AP calculus courses we offer. Students will learn both the theoretical foundations and proper techniques of both differential and integral calculus and apply them extensively in problem-solving contexts. The pace and rigor of instruction will be geared toward preparing students for the AP exam, which they are expected to take in the Spring. Students should expect 1.5 hours of homework per class session and/or teacher led outside-of-class AP study sessions. Summer work for this course can be found on the school website.

## **AP PRECALCULUS NCAA W**

**Grades:** 10, 11, 12

**Year:** 1.0 Math credit

**Prerequisite:** Algebra 2

**Required:** Graphing Calculator

The AP Precalculus course is designed for students to have a capstone experience of their learning through Algebra, Geometry and Algebra 2, while also focusing on preparing them for future courses, specifically AP Calculus AB/BC. This course applies real-world modeling situations and develops a deeper conceptual understanding of polynomial, rational, exponential, logarithmic, trigonometric, and polar functions. This includes compositions, inverses and transformations using graphical, numerical, verbal, and analytical representations. Research shows that deepening student understanding of functions and their graphs and understanding the relationships between these two best supports the student in preparing for calculus. Units of study also include limits, vectors, and matrices. Before taking this course, students should be proficient in solving equations of all types using a variety of techniques.

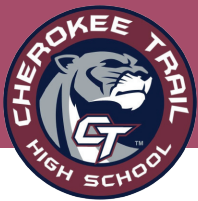
## **AP STATISTICS NCAA STEM W**

**Grades:** 11, 12

**Year:** 1.0 Math credit

**Prerequisite:** Algebra 2

This is an advanced course in statistics. Topics include exploratory analysis of data, planning a study and collection of data, and producing statistical models using probability distributions and statistical inference. The pace and rigor of instruction will be geared toward preparing students for the AP exam, which they are expected to take in the Spring. Exam fees apply. Students should expect 1.5 hours of homework per class session and/or teacher led outside-of-class AP study sessions.



# Mathematics Department Courses

## **CE COLLEGE ALGEBRA NCAA**

**Grades:** 11, 12

**Semester:** 0.5 Math credit

**Prerequisite:** Algebra 2

**Required:** Graphing Calculator

***\*To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)***

This course aligns with the Colorado Community College course. Students who earn a C or better in the class will receive 4 community college credits. These are guaranteed transfer credits to public colleges and universities in Colorado. This course will cover advanced math topics necessary for college success in math or non-math related majors. Topics studied include graphs and applications of linear, quadratic, polynomial, and exponential functions; conic sections probability and statistics; and elementary trigonometry. Topics such as graphing of conic sections, introductions to sequences and series, permutations and combinations, the binomial theorem, and theory of equations will be included.

## **CE COLLEGE ALGEBRA W/ALGEBRA LAB NCAA**

**Grades:** 12

**Year:** 1.0 Math credit

**Prerequisite:** Algebra 2

**Required:** Graphing Calculator

***\*To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)***

This course aligns with the Colorado Community College course. Students who earn a C or better in the class will receive 4 community college credits. These are guaranteed transfer credits to public colleges and universities in Colorado. This course will cover advanced math topics necessary for college success in math or non-math related majors. Topics studied include graphs and applications of linear, quadratic, polynomial, and exponential functions; conic sections; probability and statistics; and elementary trigonometry. Topics such as graphing of conic sections, introductions to sequences and series, permutations and combinations, the binomial theorem, and theory of equations will be included.

## **CE COLLEGE TRIGONOMETRY NCAA**

**Grades:** 11, 12

**Semester:** 0.5 Math credit

**Prerequisite:** CE College Algebra

**Required:** Graphing Calculator

***\*Must meet minimum scores on Accuplacer, ACT-M, or SAT-M***

This course aligns with the Colorado Community College course. Students who earn a C or better in the class will receive 3 community college credits. These are guaranteed transfer credits to public colleges and universities in Colorado. This course includes trigonometric functions (with graphs and inverse functions), identities and equations, solutions of triangles, complex numbers, and other topics as time permits. This is a traditional prerequisite course to the calculus sequence.

## **CE INTRO TO STATISTICS W/QUANTITATIVE LAB**

**NCAA**

**Grade:** 12

**Semester:** 0.5 Math credit

**Prerequisite:** CE College Algebra

***\*To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)***

This course aligns with the Colorado Community College course. Students who earn a C or better in this class will receive 3 Community College credits. These are guaranteed transfer credits to public colleges and universities in Colorado. This course explores and applies data presentation and summarization, introduction to probability concepts and distributions, statistical inference-estimation, hypothesis testing, comparisons of populations, correlation, and regression. Students will use statistical software and the World Wide Web to engage in an active, visual approach to the topics covered. Students will work with real world data on problems of a practical nature.



# Mathematics Department Courses

## **GEOMETRY NCAA**

**Grade: 9, 10**

**Year: 1.0 Math credit**

**Prerequisite: Algebra 1**

The high school Geometry course formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relations, moving toward formal mathematical arguments. In this course, rigid and non-rigid transformations (including translations, reflections, rotations, and dilations) are the frame through which students build and prove the concepts of congruence and similarity. Students apply similar reasoning to geometric constructions. Previous experiences with proportional reasoning and the Pythagorean Theorem lead students to understand the trigonometry of right triangles to find unknown measures in general triangles. The geometry of two-and-three-dimensional figures is the focus, including work and analysis in the coordinate plane. The Mathematical Practice Standards are applied to the content of this course, allowing students to experience Geometry as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Summer work for this course can be found on the school website.

## **GEOMETRY/PRECALCULUS HONORS NCAA W**

**Grades: 9, 10**

**Year: 1.0 Math credit**

**Prerequisite: Algebra 1**

**Required: Graphing Calculator**

For students interested in studying Advanced Placement Calculus in high school and/or STEM-related careers post-graduation, condensed courses are offered so that students do not need to take two math classes in one year. In this more rigorous and fast-paced course, students will study all the content of the geometry course as outlined above. Additionally, the Pre-Calculus topics that connect mathematically to the concepts of the geometry course will be included. These topics include but are not limited to vectors, trigonometry, parametric equations and

graphs, and polar equations and graphs. The Mathematical Practice Standards will again be an integral part of the course, supporting students in having conceptual understanding, procedural skill and fluency, and an ability to fully apply their understanding of mathematics. Summer work for this course can be found on the school website.

## **INTERMEDIATE COLLEGE ALGEBRA\* NCAA**

**Grades: 11, 12**

**Year: 1.0 Math credit**

**Prerequisite: Algebra 2**

**Required: Graphing Calculator**

This course is a further exploration of the algebra of the real number system with extension into complex numbers. It will emphasize problem-solving with further study of equations, slopes, inequalities, systems of equations, polynomials, quadratic equations, rational expressions, rational exponents, radical expressions, graphing, and applications. The course is designed to prepare students to successfully take a college algebra course either at the high school level (as concurrent enrollment with CCA) or at the college they choose to attend.

***\*This class will not count as an additional core year for NCAA Clearinghouse if the student has completed Algebra 2.***

## **IB MATH SL 1 APPLICATIONS NCAA W**

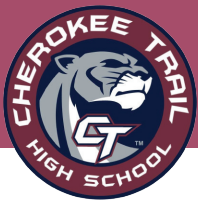
**Grade: 10, 11**

**Year: 1.0 Math credit**

**Prerequisite: Acceptance to IB program**

**Required: Graphing Calculator**

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. This course is part of a 2-year curriculum that prepares students to take the IB Mathematics Applications Standard level test in the Spring of the 2nd year.



# Mathematics Department Courses

## **IB MATH SL 2 APPLICATIONS NCAA W**

**Grades:** 11, 12

**Year:** 1.0 Math credit

**Prerequisite:** IB Math SL 1 Applications

**Required:** Graphing Calculator

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. Students enrolled in this course take the IB Mathematics Applications Standard level test in the Spring.

## **IB MATH SL 1 ANALYSIS NCAA W**

**Grades:** 10, 11

**Year:** 1.0 Math credit

**Prerequisite:** Acceptance to the IB program

**Required:** Graphing Calculator

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. This course is part of a 2-year curriculum that prepares students to take the IB Mathematics Analysis Standard level test in the Spring of the 2nd year.

## **IB MATH SL 2 ANALYSIS NCAA W**

**Grades:** 11, 12

**Year:** 1.0 Math credit

**Prerequisite:** IB Math SL 1 Analysis

**Required:** Graphing Calculator

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem-solving, and exploring real and abstract applications, with and without technology. Students enrolled in this course take the IB Mathematics Analysis Standard level test.

## **IB MATH HL 1 ANALYSIS NCAA W**

**Grade:** 11

**Year:** 1.0 Math credit

**Prerequisite:** Acceptance to the IB program

**Required:** Graphing Calculator

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem-solving, and exploring real and abstract applications, with and without technology. This course coincides with AP Calculus BC and is part of a 2-year curriculum that prepares students to take the IB Mathematics Analysis Higher level test in the Spring of the 2nd year.

## **IB MATH HL 2 ANALYSIS NCAA W**

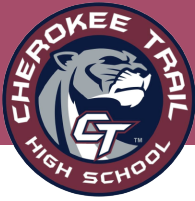
**Grade:** 12

**Year:** 1.0 Math credit

**Prerequisite:** IB Math HL 1 Analysis or AP Calculus BC

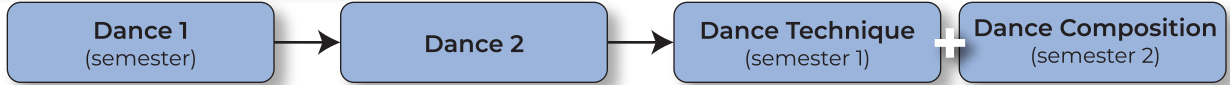
**Required:** Graphing Calculator

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem-solving, and exploring real and abstract applications, with and without technology. Students enrolled in this course take IB Mathematics Analysis Higher level test in the Spring.

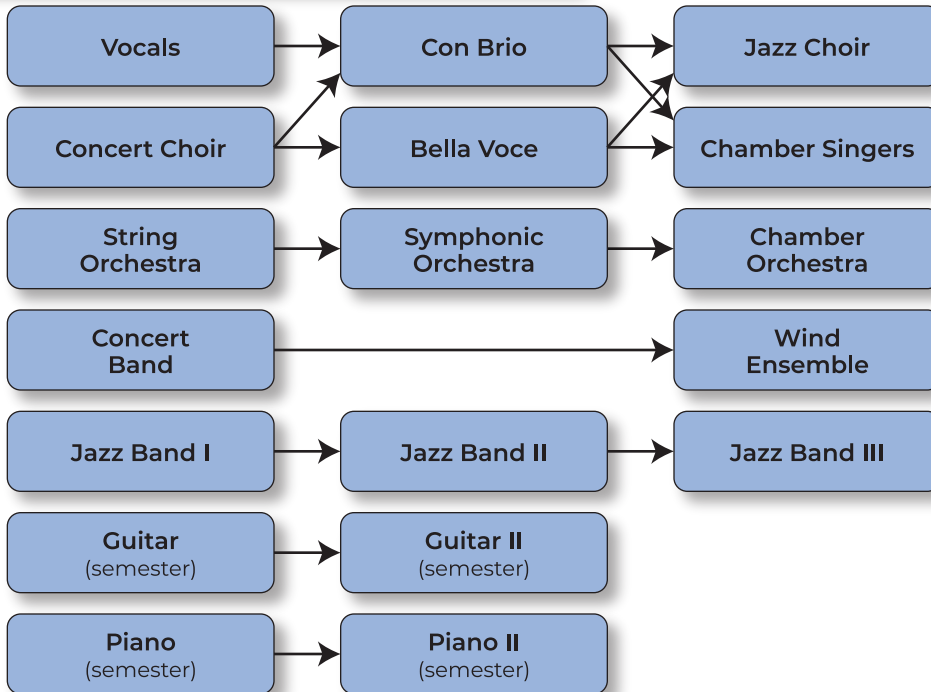


# Performing Arts Pathways

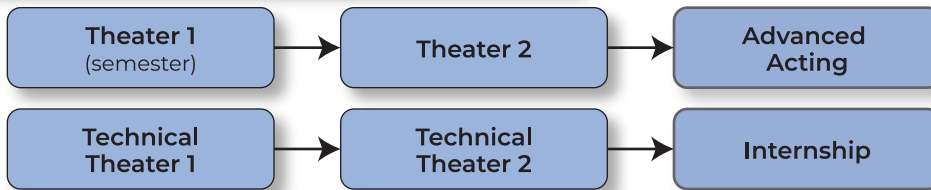
## Dance Pathway



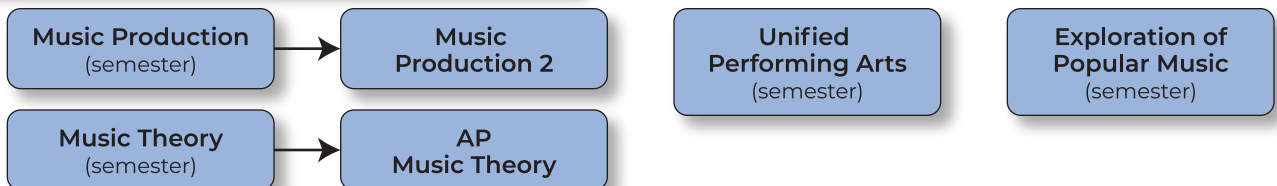
## Music Pathways

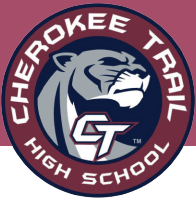


## Theater Pathways



## Music (non-performing) Pathways





# Performing Arts Department Courses

The Performing Arts Department includes vocal and instrumental music, theatre and technical theatre, and dance courses. Students in the Advanced Placement track, Liberal Arts Baccalaureate, or International Baccalaureate programs will find many elective courses in this department. Some courses can be repeated for credit.

**\*All Performing Arts courses count toward the Fine Arts/Practical Arts graduation credit.**

## Dance Courses

### DANCE 1

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts or Wellness/Fitness credit**

This beginning dance course is designed to expose students to dance as an opportunity for fitness development and as an art form. Students will learn the fundamentals of movement, dance technique, improvisation, anatomy, choreography, performance skills, and dance vocabulary. Hip-hop, jazz, modern, and ballet will be studied in this class. Dance 1 will help the dancer to develop strong collaboration and communication skills. Dance 1 students are required to perform in the Dance Showcase at the end of the semester.

### DANCE 2

**Grades: 10, 11, 12**

**Semester: 1.0 Fine Arts or Wellness/Fitness credit**

**Prerequisite: Dance 1**

**Fee: \$25**

***This course may be repeated for credit.***

This beginning-intermediate level dance class will focus on technique development, enhancing performance skills, the application of anatomy and kinesiology to dance, choreography, and combinations. Hip-hop, jazz, ballet, and modern dance will be studied. A beginning approach to dance composition will be utilized to aid the student in creating studies and dances for evaluation. Dance 2 students are required to perform in the Dance Showcase at the end of the semester.

### DANCE COMPOSITION LB

**Grades: 10, 11, 12**

**Semester: 0.5 Fine Arts or Wellness/Fitness credit**

**Prerequisite: Audition**

***This course may be repeated for credit.***

This is an intermediate-advanced dance course for the student displaying excellent dance technique, exceptional performance skills, and the desire to grow as a dancer. This course will allow the dancer to gain an understanding of choreography principles, dance production, and performance qualities. Jazz, ballet, hip hop, contemporary, and modern dance will be studied and performed. Students must audition and will be placed in the spring. Dance Composition students are required to perform in the Dance Showcase at the end of the semester.

### DANCE TECHNIQUE LB

**Grades: 10, 11, 12**

**Semester: 0.5 Fine Arts or Wellness/Fitness credit**

**Prerequisite: Audition**

***This course may be repeated for credit.***

Dance Technique is designed to improve the intermediate/advanced dancer's technical skills, abilities, and performance quality. The class will focus on strength, intermediate/advanced turn, jump, and leap skill combinations specific to dance team. Intermediate to advanced level dance training is required.

## Non-Performance Based Courses

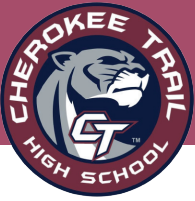
### AP MUSIC THEORY LB W

**Grades: 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credit**

**Prerequisite: Music Theory**

The AP Music Theory course focuses on concepts and skills emphasized within introductory college music theory courses, with the goal of helping students become sophisticated and thoughtful music listeners, performers, and composers. AP Music Theory students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. To become proficient with these skills, students will consistently practice applying course concepts through aural analysis, score analysis, sight-singing, dictation, and composition.



# Performing Arts Department Courses

## EXPLORATION OF POPULAR MUSIC

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credit**

This course will explore 20th and 21st century American popular music. Students will discover why they enjoy their favorite songs, develop their analytical listening skills, and increase their knowledge around the elements of music. They will study history through the lens of music and engage with a wide variety of genres including hip hop, rock and roll, rhythm and blues, jazz, pop, and electronic music, among others.

## MUSIC PRODUCTION

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credit**

**Fee: \$25**

Music Production is a computer-based class in which each student will learn the art of audio recording and music technology and be prepared for a career in the music industry. Students will learn how to use loops, record the voice and a variety of instruments, how to make "beats" and sequence drums, how to use digital effects in the recording process, arranging and songwriting techniques, how to mix and master music tracks like a producer, and how to create musical sounds using synthesis. The focus will be on contemporary pop and electronic music, and students will learn how to use state-of-the-art software programs for music production.

## MUSIC PRODUCTION 2

**Grades: 10, 11, 12**

**Semester: 1.0 Fine Arts/Practical Arts credit**

**Prerequisite: Music Production**

**Fee: \$25**

***This course may be repeated for credit.***

Music Production 2 is a computer-based class in which each student will learn advanced skills related to the art of audio recording and be prepared for a career in the music industry. Students will expand upon their knowledge of loops, recording techniques, synthesizing beats/drums, expanded audio effects, and creating music with advanced techniques. The course will also cover manipulating MIDI, exploring mixing and mastering, and live audio. Students will learn how to use a professional grade Digital Audio Workstation. A general knowledge of music theory, chords, and rhythms will help students succeed in this class.

## MUSIC THEORY

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credit**

**Prerequisite: Prior music experience recommended**

Introduction to Music Theory is a semester-long class designed to introduce basic music theory skills including intervals, chords, key signatures, scales, ear training, and terminology. This course is for students who are interested in taking AP Music Theory or wish to increase their music knowledge for success in performance-based classes

## UNIFIED PERFORMING ARTS

**Grades: 9,10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credit**

**Prerequisite: Teacher recommendation**

***This course may be repeated for credit***

Performing Arts Exploration is specifically designed for students who benefit from a modified curriculum, with an emphasis on those with special needs. All students will be exposed to basic tenants of the performing arts including theatre, music, movement, and dance. The opportunity for a limited number of student assistants is available through teacher recommendation only. Student assistants will receive Performing Arts elective credit through enrollment in this class.

## Vocal and Instrumental Courses

### BELLA VOCE

**Grades: 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credit**

**Prerequisite: Audition**

**Fee: \$40-\$115**

***This course may be repeated for credit.***

This is an intermediate auditioned treble voice choir. This choir is for students who show high levels of musicianship, vocal ability, and personal responsibility. The emphasis of this course is to develop vocal and stylistic techniques, sight singing skills, and performance ability within various styles of music. Students will perform in required concerts throughout the year.



# Performing Arts Department Courses

## **CHAMBER SINGERS LB**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credit

**Prerequisite:** Audition

**Fee:** \$40-\$115

*This course may be repeated for credit.*

This is the advanced treble choir. This course is designed to expand and refine all skills learned in Concert Choir and Con Brio. Students will develop more advanced ensemble techniques, appropriate vocal techniques, sight singing skills, and performance skills. Students will be exposed to a variety of musical styles. Students will perform in required concerts throughout the year and will have periodic rehearsals, field trips, and performances outside the school day.

## **CHAMBER ORCHESTRA LB**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credit

**Prerequisite:** Audition

**Fee:** School-owned instrument \$72/year  
or \$8/month

*This course may be repeated for credit.*

Chamber Orchestra is the advanced orchestra at CTHS. Open to sophomores, juniors, and seniors by audition only, this auditioned group will explore the music of some of the greatest composers. Instrumentation is limited throughout the ensemble. Extensive practice time is required for this course. Students will perform in required concerts throughout the year. Periodic rehearsals, field trips, and performances will be required outside the school day.

## **CONCERT CHOIR**

**Grades:** 9, 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credit

*This course may be repeated for credit.*

This is a non-auditioned treble choir for students without high school choral experience. The emphasis of this course is to offer the student an understanding of choral music and a chance to learn the fundamentals of choral literature, appropriate vocal technique, sight singing skills, and performance skills. Students will perform in required concerts throughout the year and may have periodic rehearsals, field trips, and performances outside the school day. Students need no prior experience in choir to enroll.

## **CON BRIO LB**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credit

**Prerequisite:** Audition

**Fee:** \$40-\$115

*This course may be repeated for credit.*

This is an intermediate mixed choir. This choir is for students who show high levels of musicianship, vocal ability, and personal responsibility. The emphasis of this course is to continue to develop advanced vocal techniques, sight singing skills, and performance skills. Students will be exposed to a variety of musical styles and will perform in required concerts throughout the year. Students will have periodic rehearsals, field trips, and performances outside the school day.

## **Vocal and Instrumental Courses (cont'd)**

### **CONCERT BAND**

**Grades:** 9, 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credit

**Prerequisite:** Prior instrument experience

**Fee:** School-owned instrument \$72/year  
or \$8/month

*This course may be repeated for credit.*

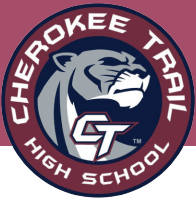
All students with prior experience playing a wind or percussion instrument are encouraged to enroll in the Concert Band. A wide variety of band music will be explored while continuing to develop musicianship, technique, and theory. Instrumentation is limited within some sections. Students will perform in required concerts throughout the year. Periodic rehearsals, field trips, and performances will be required outside the school day.

### **GUITAR**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts/Practical Arts credit

This is a beginning-level guitar class designed to explore technique, performance, and literature for guitar. Students will learn how to read music in several forms, play chords and melodies, understand the guitar's role in many music styles, and work on performing in a variety of settings. Students will need to provide their own instrument and purchase a method book.



# Performing Arts Department Courses

## **GUITAR 2**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts/Practical Arts credit

**Prerequisite:** Guitar 1 or teacher approval

*This course may be repeated for credit.*

This is an intermediate-level guitar class for students with prior guitar experience and is designed to continue student's development in technique, performance, and literature for guitar. Students will engage in advanced techniques covering style, chords, melodies, improvisation, and performance in a variety of settings. Students will need to provide their own instrument and purchase a method book.

## **JAZZ BAND 1**

**Grades:** 9, 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credit

**Prerequisite:** Prior instrument experience

**Fee:** School-owned instrument \$72/year  
or \$8/month

*This course may be repeated for credit.*

Jazz Band 1 is the introductory level jazz band at Cherokee Trail. Students will be exposed to jazz music, history, and performance techniques with a heavy emphasis on improvisation and style. This course will prepare students for further study in Jazz Band 2. Students will perform in required concerts throughout the year. Periodic rehearsals, field trips, and performances will be required outside the school day.

## **JAZZ BAND 2**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credit

**Prerequisite:** Audition

**Fee:** School-owned instrument \$72/year  
or \$8/month

*This course may be repeated for credit.*

Jazz Band 2 is the intermediate-level Jazz Band at CTHS. Jazz style, improvisation, listening, and ensemble work will be covered in this course. Instrumentation is limited throughout the ensemble. Students will perform in required concerts throughout the year. Periodic rehearsals, field trips, and performances will be required outside the school day.

## **JAZZ BAND 3 LB**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credit

**Prerequisite:** Audition

**Fee:** School-owned instrument \$72/year  
or \$8/month

*This course may be repeated for credit.*

Jazz Band 3 is the upper-level Jazz Band at CTHS. Jazz style, improvisation, listening, and ensemble work will be covered in this course through the study of high-level literature. Instrumentation is limited throughout the ensemble. Students will perform in required concerts throughout the year. Periodic rehearsals, field trips, and performances will be required outside the school day.

## **Vocal and Instrumental Courses (cont'd)**

### **JAZZ CHOIR LB**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credit

**Prerequisite:** Audition

*This course may be repeated for credit.*

This is a highly select mixed jazz choir. This varsity choir is for students who show high levels of musicianship, vocal ability, and personal responsibility. The emphasis of this course is to continue to develop advanced vocal techniques, sight singing skills, and performance ability within the jazz and pop styles. Students will perform in required concerts throughout the year. Students will have periodic rehearsals, field trips, and performances outside the school day.

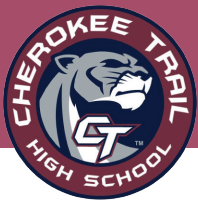
### **PIANO**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts/Practical Arts credit

*This course may be repeated for credit.*

Beginning Piano is for students with little or no keyboard experience. Using the electronic piano lab, this class introduces students to music notation, basic music theory, keyboard technique, and musical terminology through the study of basic keyboard literature.



# Performing Arts Department Courses

## **PIANO 2**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Fine Arts/Practical Arts credit**

**Prerequisite: Piano 1 or Teacher Approval**

***This course may be repeated for credit.***

Piano 2 is an intermediate level piano class designed for students with prior piano experience. Using the electronic piano lab, this class explores advanced keyboard techniques, music notation, and terminology through the study of intermediate and advanced keyboard literature.

## **STRINGS ORCHESTRA**

**Grades: 9, 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credit**

**Prerequisite: Prior instrument experience**

**Fee: School-owned instrument \$72/year  
or \$8/month**

***This course may be repeated for credit.***

Students with experience playing violin, viola, cello, or bass are encouraged to enroll in this course. String Orchestra will introduce the students to a wide variety of orchestral and chamber music. Strong musicianship and proper technique will be emphasized. Students will perform in required concerts throughout the year. Periodic rehearsals, field trips, and performances will be required outside the school day. This course may be repeated for credit.

## **SYMPHONIC ORCHESTRA**

**Grades: 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credit**

**Prerequisite: Audition**

**Fee: School-owned instrument \$72/year  
or \$8/month**

***This course may be repeated for credit.***

Symphonic Orchestra is an intermediate performance group at CTHS. Open to sophomores, juniors, and seniors by audition only, this ensemble explores a wide variety of orchestral literature. Instrumentation is limited throughout the ensemble. Extensive practice time is required for this course. Students will perform in required concerts throughout the year. Periodic rehearsals, field trips, and performances will be required outside the school day.

## **VOCALIS**

**Grades: 9, 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credit**

***This course may be repeated for credit.***

This is a non-auditioned bass voice choir for students without prior high school choral experience. The emphasis of this course is to offer the student an understanding of choral music and to learn the fundamentals of choral literature, appropriate vocal technique, sight singing skills, and performance skills. Students will perform in required concerts throughout the year, and may have periodic rehearsals, field trips, and performances outside the school day.

Students need no prior experience in choir to enroll.

## **Vocal and Instrumental Courses (cont'd)**

### **WIND ENSEMBLE LB**

**Grades: 10, 11, 12**

**Year: 1.0 Fine Arts/Practical Arts credit**

**Prerequisite: Audition**

**Fee: School-owned instrument \$72/year  
or \$8/month**

***This course may be repeated for credit.***

Open to sophomores, juniors, and seniors by audition only, this select group will explore some of the best concert band literature. Instrumentation is limited throughout the ensemble. Extensive practice time is required for this course. Students will perform in required concerts throughout the year. Periodic rehearsals, field trips, and performances will be required outside the school day.

## **Theatre Courses**

### **ADVANCED ACTING LB**

**Grades: 11,12**

**Year: 1.0 Fine Arts/Practical Arts credit**

**Prerequisite: Theatre 2**

***This course may be repeated for credit.***

This course is designed to continue to develop the actor's instrument and the actor's technique through exploration and improvisation. It includes practical applications of the craft of acting in the classroom and showcases performances. Students will discover their individual techniques of acting and the process of creating characters within a monologue/scene/play.



# Performing Arts Department Courses

## **INTERNSHIP (Theater Tech)**

**Grades:** 11, 12

**Semester:** 1.0 Fine Arts Credit/125 hours

**Prerequisite:** Application

**Grading System:** S/US

**Course Type:** Alternative Instruction/Work-Based Learning

*This course may be repeated for credit.*

The Technical Theater Internship is intended to give selected students the ability to earn school credit for work experience in the world of technical theater. Students will gain firsthand experience in lighting, sound, planning, and production for events hosted at Cherokee Trail. Skills gained through this internship will be directly applicable towards future careers in backstage and front of house theater. Students will be trained and supervised by the work-study teacher and theater managers. Work hours must be scheduled so that they do not interfere with school, i.e., after school and on weekends.

## **TECHNICAL THEATER 1**

**Grades:** 9, 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credit

**Fee:** \$25

*This course may be repeated for credit.*

This course offers students a hands-on opportunity to learn many aspects of stagecraft to produce plays and auditorium events. Students will learn safety, scenery construction, scenic painting, and stage lighting. In addition to classwork, students are required to view one live theatre production outside of the classroom.

## **TECHNICAL THEATER 2 LB**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts/Practical Arts credit

**Prerequisite:** Technical Theater 1

**Fee:** \$25

*This course may be repeated for credit.*

Technical Theatre 2 offers a continuation of the basics of backstage work. Students will study costume design and construction, sound engineering, stage make-up/special effects, properties, and stage management. Students will expand upon previous knowledge of Technical Theatre 1 to master aspects of stagecraft to produce plays. This course focuses

heavily on the design aspects of creating after-school theatrical productions through group collaboration. Students must attend at least two live theatre performances outside of class.

## **THEATRE 1**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Fine Arts/Practical Arts credit

**Fee:** \$25

This course is designed to introduce the student to the craft of acting. The student will learn to approach, prepare, and perform a role through reading, class discussion, improvisational exercises, and performance. In addition, through preparation and improvisation, students will increase their ability to relax in front of an audience and perform with a greater sense of purpose and stage presence. Students are required to view one live theatre performance outside of class.

## **THEATRE 2**

**Grades:** 10, 11, 12

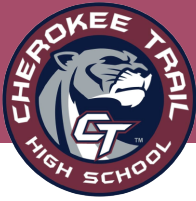
**Year:** 1.0 Fine Arts/Practical Arts credit

**Prerequisite:** Theatre 1

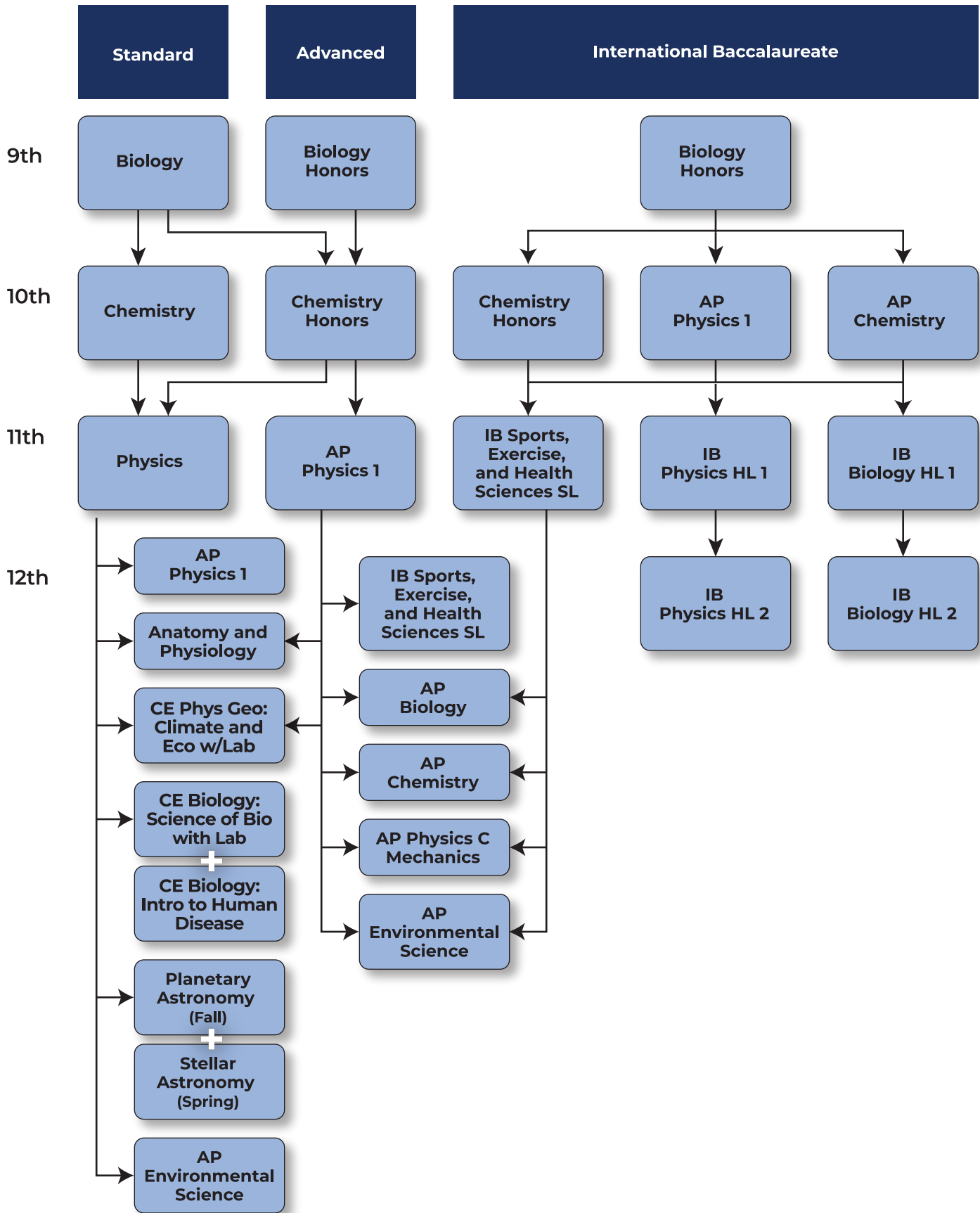
**Fee:** \$45

*This course may be repeated for credit.*

This is a year-long course for students who have taken Theatre 1 and are ready to fine-tune their acting skills. Students will better understand themselves as performers through scene and character analysis. Students will participate in daily acting practice, improvisation, and discussion. Performance projects include but are not limited to scene study, monologues, playmaking, improvisation, voice, movement, and auditioning. Students are required to view two live theatre performances outside of class.



# Science Pathways





# Science Department Courses

*Science is the human quest for the 'probable truth' of how the universe works. The quest uses inquiry, reasoning, and the careful collection of empirical evidence to 'unweave the rainbow' of consistent patterns that is our natural world. The resulting evidence must be testable, falsifiable and have the power to predict outcomes. The evidence then builds into a scientific theory, the summit of scientific understanding of the underlying mechanisms of the natural world. Both a creative analytical process and a body of knowledge, science is an international evolutionary endeavor of bold promise and of responsibility in how it is used. The teaching and learning of science should honor these tenets.*

## **ANATOMY & PHYSIOLOGY NCAA**

**Grade: 12**

**Year: 1.0 Science credit**

**Prerequisite: Biology, Chemistry**

Anatomy and Physiology is designed for students with an interest in the human body and/or health sciences. This course starts with a basic overview of cells and their components, as well as a review of the chemistry necessary to properly understand how cells and parts of the human body function. Students will study the organ system in great depth, including structure, shape, function, and relationship to other systems. This course involves a mixture of lecture, lab work, and dissection. Students must be able to do dissections in this class.

## **AP BIOLOGY NCAA STEM W**

**Grade: 12**

**Year: 1.0 Science credit**

**Prerequisite: Biology, Chemistry (or concurrent enrollment with a chemistry course)**

AP Biology is designed to be the equivalent of an introductory college Biology course. The curriculum for this class is the College Board Advanced Placement Biology Curriculum. Units of study will include the chemistry of life, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, and ecology. This course differs significantly from a high school course with respect to the laboratory work done and the time and effort of the student outside of class. It is expected that all students enrolled in this class will sit for the May exam. Exam fees apply. Students should

expect 2 hours or more of homework per class session and teacher-led outside-of-class AP study sessions.

## **AP CHEMISTRY NCAA STEM W**

**Grades: 10, 11, 12**

**Year: 1.0 Science credit**

**Prerequisite: Biology Honors, Algebra 2, Chemistry Honors**

AP Chemistry is designed to be the equivalent of an introductory college Chemistry course. The curriculum for this class is the College Board Advanced Placement Chemistry Curriculum. Units of study will include the atomic theory and atomic structure, chemical bonding, nuclear chemistry, gases, liquids and solids, solutions, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. This course differs significantly from a high school course with respect to the laboratory work done and the time and effort of the student outside of class. It is expected that all students enrolled in this class will sit for the May exam. Exam fees apply. Students should expect a minimum of one hour of homework per class session and teacher-led outside-of-class AP study sessions.

## **AP ENVIRONMENTAL SCIENCE NCAA STEM W**

**Grade: 12**

**Year: 1.0 Science credit**

**Prerequisite: Biology, Chemistry**

AP Environmental Science is designed to be the equivalent of an introductory college Environmental Science course. The curriculum for this class is the College Board Advanced Placement Environmental Science Curriculum. Units of study will include Earth science concepts, the atmosphere, global water resources and use, soil and soil dynamics, ecosystem structure, energy flow, global water resources and use, soil and soil dynamics, ecosystem structure, energy flow, ecosystem diversity, natural ecosystem change, and natural biogeochemical cycles. This course differs significantly from a high school course with respect to the laboratory work done and the time and effort of the student outside of class. It is expected that all students enrolled in this class will sit for the May exam. Exam fees apply. Students should expect 1 hour of homework per class session and teacher led outside-of-class AP study sessions.



# Science Department Courses

## **AP PHYSICS 1 NCAA STEM W**

**Grades:** 10, 11, 12

**Year:** 1.0 Science credit

**Prerequisite:** Biology Honors, Chemistry Honors

AP Physics 1: Algebra-Based is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, and power, and mechanical waves and sound. It will also introduce electric circuits. This course differs from a high school course with respect to the laboratory work done and the time and effort of the student outside of class. It is expected that all students enrolled in this class will sit for the May exam. Exam fees apply. Depending on score and college admission, students can receive up to 5 college credits for a successful score. Students should expect 1 hour of homework per class session and teacher led outside-of-class AP study sessions.

## **AP PHYSICS C (Mechanics & EM) NCAA STEM W**

**Grades:** 12

**Year:** 1.0 Science credit

**Prerequisites:** AP Physics 1 and AP Calculus AB or BC (or co-requisite of AP Calculus AB or BC)

AP Physics C is a Calculus-based, college-level physics course that serves as the foundation in physics for students majoring in science or engineering. Strong emphasis is placed on solving a variety of challenging problems, some of which require basic and intermediate calculus. The course will comprise a variety of topics in Newtonian mechanics, including kinematics, Newton's laws, momentum, energy, rotational motion, gravitation, simple harmonic motion, electrostatics, electric circuits, magnetic fields and electromagnetism. The depth and pace of the subject matter require a background in both physics and math. It is expected that all students enrolled in this class will sit for the May exam. Exam fees apply. This course differs significantly from a regular high school course with respect to laboratory work and time outside of class.

## **BIOLOGY NCAA**

**Grade:** 9

**Year:** 1.0 Science credit

In this class, students will explore relationships between structure and function in organisms and the interaction of cells and organisms with each other and

their environments. Units of study will include ecology, chemistry of life, cellular structure and function, genetics, evolution, classification, and human systems. Laboratory activities reinforce concepts and principles presented.

## **BIOLOGY HONORS NCAA W**

**Grade:** 9

**Year:** 1.0 Science credit

In this class, students will explore relationships between structure and function in organisms and the interaction of cells and organisms with each other and their environments. Units of study will include ecology, chemistry of life, cellular structure and function, genetics, evolution, classification, and human systems. Laboratory activities reinforce concepts and principles presented. This course covers the same topics as the regular biology program, but in a greater depth and at an accelerated rate. This course is designed to prepare students for AP, IB, CE, or selective university pathways.

## **CE BIOLOGY: INTRO TO HUMAN DISEASE**

**NCAA**

**Grade:** 12

**Semester:** 0.5 Science credit

**\*To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)**

**Prerequisites:** Biology, Chemistry or Physics

Focused analysis of the causes and mechanics of human illness and death will be presented for each of the major human body systems. Selected diseases will be studied in greater detail including etiology, pathogenesis, epidemiology, sociology, and therapy.

## **CE BIOLOGY: SCIENCE OF BIO w/ LAB**

**NCAA**

**Grade:** 12

**Semester:** 0.5 Science credit

**Prerequisites:** Biology, Chemistry or Physics

**\*To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)**

Examines the basis of biology in the modern world and surveys the current knowledge and conceptual framework of the discipline. Biology as a science-process of gaining new knowledge-is explored as is the impact of biological science on society. This course includes laboratory experiences.



# Science Department Courses

## **CE PHYS GEO: CLIM & ECO W/LAB NCAA**

**Grade: 12**

**Year: 1.0 Science credit**

**\*To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)**

This course introduces the principles of meteorology, climatology, world vegetation patterns, and world regional climate classification. The course is conducted through an integrated process of lectures, discussions, and laboratory assignments. This course aligns with Colorado Community College. Students will have the opportunity to earn high school credit while, at the same time, enrolling in and earning community college credits with the opportunity to transfer credit to an institution of higher education. If a student is interested in earning community college credit, an additional application is required

## **CHEMISTRY NCAA**

**Grade: 10, 11**

**Year: 1.0 Science credit**

**Prerequisite: Biology and Algebra 1**

This course provides the opportunity to develop knowledge and understanding about the structure and properties of matter, the interaction between mass and energy, and how it relates to our planet. Units of study include matter and its changes, atomic structure, chemical composition, nomenclature, reactions, stoichiometry, gas laws, periodicity, bonding, molecular geometry, thermodynamics, and special topics in Earth Science. Laboratory activities reinforce concepts and principles presented in this course.

## **CHEMISTRY HONORS NCAA W**

**Grade: 10**

**Year: 1.0 Science credit**

**Prerequisite: Biology Honors**

This course provides the opportunity to develop knowledge and understanding about the structure and properties of matter, the interaction between mass and energy, and how it relates to our planet. Units of study include matter and its changes, atomic structure, chemical composition, nomenclature, reactions, stoichiometry, gas laws, periodicity, bonding, molecular geometry, thermodynamics, and special topics in Earth Science. Laboratory activities

reinforce concepts and principles presented in this course. This course covers the same topics as the regular Chemistry program, but in a greater depth and at an accelerated rate.

## **IB BIOLOGY HL 1 NCAA STEM W**

**Grade: 11**

**Year: 1.0 Science credit**

**Prerequisite: Acceptance to the IB Diploma Program**

IB Biology is a fast-paced laboratory science course which emphasizes the unifying concepts of biology. The first year focuses on statistics, biochemistry, cells and cell processes, genetics, evolution, and classification. Scientific investigation and original lab work will also be emphasized. This university level course requires a heavy reading load and intensive study. Students are expected to take IB Bio HL 2 in 12th grade.

## **IB BIOLOGY HL 2 NCAA STEM W**

**Grade: 12**

**Year: 1.0 Science credit**

**Prerequisite: IB Biology HL 1**

Topics from the first year are expanded and the focus is on ecology and conservation, human health and physiology, and neurobiology and behavior. Scientific investigation and original lab work will also be emphasized. This university level course requires a heavy reading load and intensive study. Students will be prepared to take the Biology HL exam. Students interested in a medical career should consider concurrent registration in IB Chemistry or taking Chemistry Honors sometime during the 10-12th grade years.

## **IB PHYSICS HL 1 NCAA STEM W**

**Grade: 11**

**Year: 1.0 Science credit**

**Prerequisite: Acceptance to the IB Diploma Program**

This class is a lab-based survey investigation of the physical world from Newtonian mechanics through the beginnings of 20th-century understanding of the atom. A quarter of course time is devoted to practical work, where students gain direct experience with the ideas and processes of physics. This is a math-intensive course, not just for pre-engineering students, but for any IB student looking to do well in college. Students will be prepared for the IB Physics HL exams.



# Science Department Courses

## **IB PHYSICS HL 2** **NCAA STEM W**

**Grade: 12**

**Year: 1.0 Science credit**

**Prerequisite: IB Physics HL 1**

This is a continuation of IB Physics 1. Topics expand on earlier ones with the addition of two options. At least a quarter of course time is devoted to practical work, where students gain direct experience with the ideas and processes of physics. This is a math-intensive course, not just for pre-engineering students, but for any IB student looking to do well in college. Students will be prepared for the IB Physics HL exams.

## **IB SPORTS, EXERCISE AND HEALTH SCIENCES** **NCAA STEM W**

**Grades: 11, 12**

**Year: 1.0 Science credit**

**Prerequisite: Biology Honors and Chemistry Honors**

This course is open to non-IB seniors based on availability. This is a one-year standard-level chemistry course for IB students. The course involves the study of the science that underpins physical performance. The course incorporates the traditional areas of anatomy and physiology, biomechanics, psychology, and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance in sports and exercise science. The course will also address international issues and ethics by considering sport, exercise, and health relative to the individual in a global context. At the end of the course, students will be prepared for the IB SL exams.

## **PHYSICAL SCIENCE** **\*NCAA**

**Grade: 10**

**Year: 1.0 Science credit**

**Prerequisite: coordinator approval**

Physical Science is a full-year course designed to provide the student with a solid foundation in basic chemistry and physics. Students will study common forms, properties, and changes in both matter and energy, and will relate physics and chemistry concepts to the process of scientific investigation

while reinforcing algebraic math skills used to solve science problems.

*\*This class will not count as an additional core year for NCAA Clearinghouse if the student has successfully completed Chemistry or Physics.*

## **PHYSICS** **NCAA**

**Grade: 11, 12**

**Year: 1.0 Science credit**

**Prerequisite: Biology and Chemistry**

**This course uses mathematical applications and conceptual principles to help students understand the physical laws of our universe.** Units of study include forces, motion, energy, light, waves, electricity, magnetism, and astronomy. Laboratory work and the principles of algebra and trigonometry serve to promote understanding and illustrate the experimental and mathematical nature of physics.

## **PLANETARY ASTRONOMY** **NCAA**

**Grade: 12**

**Semester: 0.5 Science credit**

**Prerequisite: Biology, Chemistry or Physics**

Students will explore the properties and characteristics of the Earth, Moon, and Sun. We will discover how ancient astronomers studied our universe and mapped the sky. We will also study the planets and their recent discoveries. All levels of seniors are welcome to take this course.

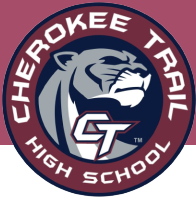
## **STELLAR ASTRONOMY** **NCAA**

**Grade: 12**

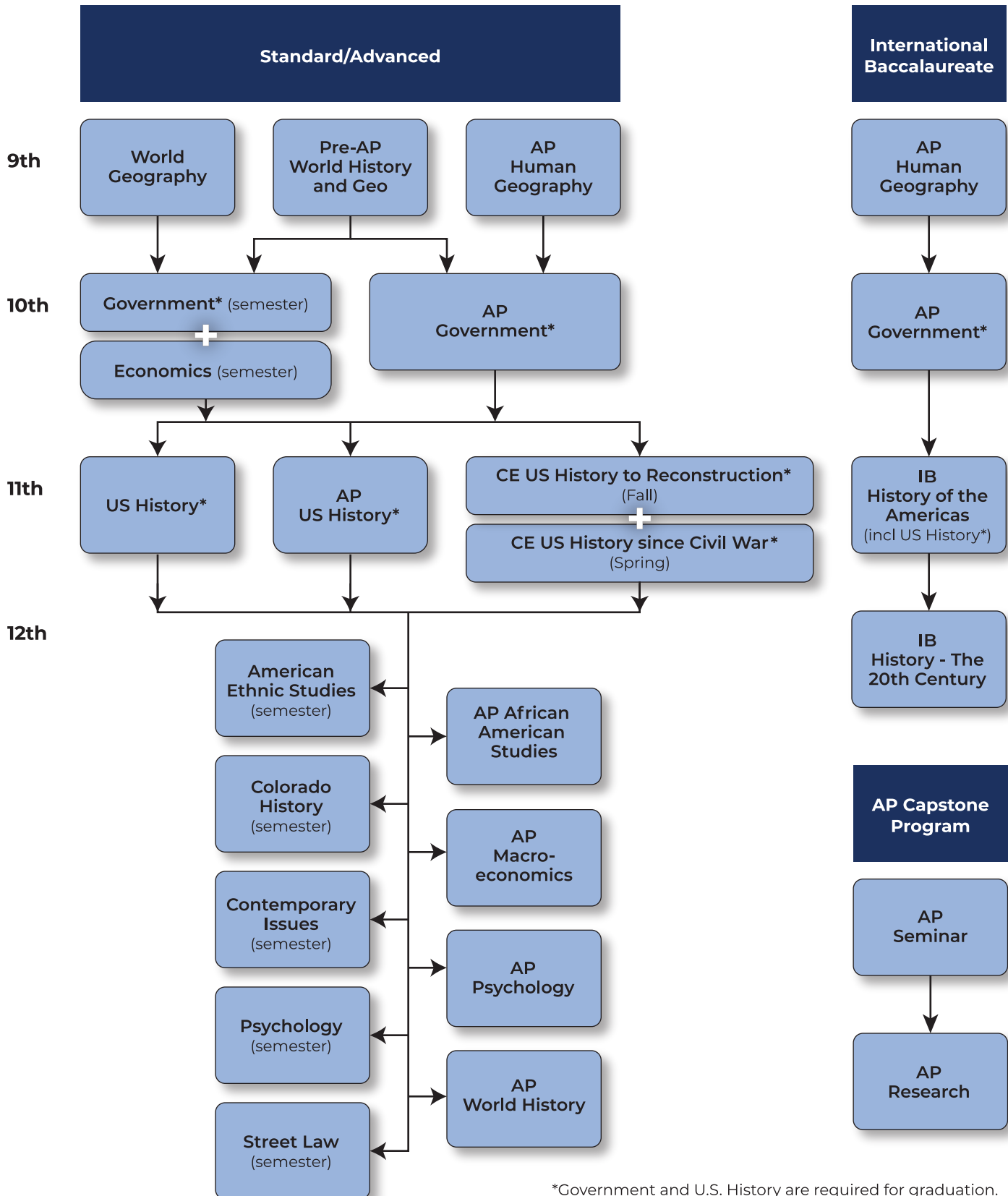
**Semester: 0.5 Science credit**

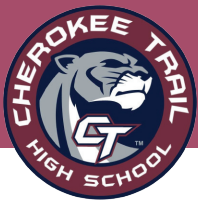
**Prerequisite: Biology, Chemistry or Physics**

Students will explore how we use light and telescopes to study the stars, galaxies, and universe. We will go beyond our solar system to study topics such as the size of the universe, a star's life cycle, constellations, the origin of the universe, and more. All levels of seniors are welcome to take this course.



# Social Studies Pathways





# Social Studies Department Courses

*Social studies pursue the questions of who we are, why we are the way we are, and how the world works. Embedded in the social sciences of history, geography, political science, and economics are lessons about human nature and the human condition, with sober reflection on the shortcomings and an appreciation of the noblest achievements. Social studies investigate what choices we have, as individuals, as a society, and as a world. In its essence, social studies are about life. Social studies will help young people develop the ability to make informed and reasonable decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*

## **AMERICAN ETHNIC STUDIES NCAA**

**Grade: 12**

**Semester: 0.5 Social Studies credit**

This course is designed to teach United States history through the lens of power and oppression. The primary areas of focus are race, ethnicity, class, gender, and sexual orientation. The content in this class is meant to get students thinking critically about the myths and legends related to the history of the United States. The curriculum will be focused on primary sources allowing students to engage with stories of people whose voices have been historically silenced. In this class, students will be expected to think critically, engage in productive conversations, read, and analyze various texts, and create both expository and persuasive writing.

## **AP AFRICAN AMERICAN STUDIES NCAA W**

**Grade: 11, 12**

**Year: 1.0 Social Studies credit**

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to ongoing challenges and achievements of the contemporary movement. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literacy, visual, and data analysis skills. The course foregrounds a study of diversity of Black communities in the United States within the broader context of African and African diaspora.

## **AP HUMAN GEOGRAPHY NCAA W**

**Grade: 9**

**Year: 1.0 Social Studies credit**

**Recommended: Concurrent enrollment in Pre-AP English 9 or Pre-IB English 9**

This class is a systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students study the nature and perspective of geography, population factors, cultural patterns and processes, the political organization of states, rural and agricultural land use, industrialization and economic development, and urbanization. They employ spatial concepts and landscape analysis to study human organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students are expected to take the AP Geography examination in the spring. This course includes Holocaust and Genocide Studies (HB-1336).

## **AP MACROECONOMICS NCAA W**

**Grade: 12**

**Year: 1.0 Social Studies credit**

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system. The course places emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are expected to take the AP Macroeconomics examination in the spring. Exam fees apply.

## **AP PSYCHOLOGY NCAA W**

**Grade: 12**

**Year: 1.0 Social Studies credit**

This college-level course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists use in their science and practice. The structure of the



# Social Studies Department Courses

course is designed to prepare students for the Advanced Placement test in Psychology. Success on this test may entitle a student to college credit, advanced placement, or both. The course requires excellent reading and writing skills, well-developed organizational skills, as well as a high degree of self-motivation. It is expected that all students enrolled in this class will sit for the May exam. Exam fees apply. Students should expect 1.5 hours of homework per class session and teacher-led, outside-of-class AP study sessions.

## **AP RESEARCH (AP Capstone Program Year 2)**

**NCAA W**

**Grades: 11, 12**

**Year: 1.0 Social Studies credit**

**Prerequisite: AP Seminar and a passing score (3 or higher) on at least two AP exams**

AP Research allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

## **AP SEMINAR (AP Capstone Program Year 1)**

**NCAA W**

**Grades: 10, 11**

**Year: 1.0 Social Studies credit**

**Prerequisite: Passing score (3 or higher) on at least one AP exam**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts;

and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments.

## **AP U.S. GOVERNMENT AND POLITICS NCAA W**

**Grade: 10**

**Year: 1.0 Social Studies credit**

**Recommended: Concurrent enrollment in Pre-AP English 10 or Pre-IB English 10**

This interpretive college-level course requires excellent reading and writing skills, well-developed organizational skills, as well as a high degree of self-motivation. Students will receive a weighted grade for the AP course. AP Government gives students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. The structure of the course is designed to prepare students for the Advanced Placement test in U.S. Government and Politics. Success on this test may entitle a student to college credit, advanced placement, or both. This course fulfills the graduation requirement of one semester of government as established by the State of Colorado. It is expected that all students enrolled in this class will sit for the May exam. Exam fees apply. Students should expect 1.5 hours of homework per class session and teacher-led, outside-of-class AP study sessions.

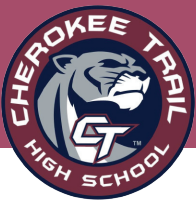
## **AP U.S. HISTORY NCAA W**

**Grade: 11**

**Year: 1.0 Social Studies credit**

**Recommended: Concurrent enrollment in CE English or AP English**

This interpretive college-level course considers the American experience from colonial times to the present. The course requires excellent reading and writing skills, well-developed organizational skills, as well as a high degree of self-motivation. Students will receive a weighted grade for the course. The structure



# Social Studies Department Courses

of the course is designed to prepare students for the Advanced Placement test in US History. Success on this test may entitle a student to college credit, advanced placement, or both. This course fulfills the requirement of one year of U.S. History as established by the State of Colorado. It is expected that all students enrolled in this class will sit for the May exam. Exam fees apply. Students should expect 1.5 hours of homework per class session and teacher-led, outside-of-class AP study sessions.

## **AP WORLD HISTORY NCAA W**

**Grade: 12**

**Year: 1.0 Social Studies credit**

**Recommended: Concurrent enrollment in CE English or AP English**

This college level course is designed to allow students to explore societies of the past and present. The purposes of the AP World History course are to understand the evolution of global processes and contacts; to study the interactions of the many societies and cultures throughout the history of the world; to appreciate both the diversity and commonalities of humanity; to allow students to make comparisons among many different societies; as well as view the contributions made. The structure of the course is designed to prepare students for the Advanced Placement test in World History. Superior reading, writing, and organizational skills are recommended. Success on the AP test may entitle a student to college credit, advanced placement, or both. It is expected that all students enrolled in this class will sit for the May exam. Exam fees apply. Students should expect 1.5 hours of homework per class session and teacher-led, outside-of-class AP study sessions.

## **CE US HISTORY TO RECONST NCAA**

**Grade: 11**

**Semester: 0.5 Social Studies credit**

*\*To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)*

This course aligns with the Colorado Community College course. These course surveys events, trends, people, groups, cultures, ideas, and institutions in North American and United States history, including the multiple perspectives of gender, class, and ethnicity, between the period when Native American Indians were the sole inhabitants of North America

and the American Civil War. A principal focus of this course is on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline. This course is one of the Statewide Guaranteed Transfer courses: GT-HII. Students taking CE US History to Reconst must also enroll in CE US History since Civil War.

## **US HISTORY SINCE CIVIL WAR CE NCAA**

**Grade: 11**

**Semester: 0.5 Social Studies credit**

*\*To receive CE credit, student must have grade waiver or qualifying score (Accuplacer, ACT, AP, SAT)*

This course aligns with the Colorado Community College course. This class explores events, trends, people, groups, cultures, ideas, and institutions in United States History, including the multiple perspectives of gender, class, and ethnicity, between the period of the American Civil War and the present. It focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline. This course is one of the Statewide Guaranteed Transfer courses: GT-HII. Students are required by CCA to write a research paper worth 20% of their final grade for both CE courses. Resources and rigor are equivalent to a community college history survey course.

## **COLORADO HISTORY NCAA**

**Grade: 12**

**Semester: 0.5 Social Studies credit**

Colorado History is a comprehensive study of the state of Colorado. Topics covered will include geographic underpinnings, exploration and conquest, mountain men, settlement and pioneer life, native populations, mining, economic and political developments, urbanization, civil rights and social movements, exploitation and preservation of the environment, and recent trends of the 21st century. This course is designed to fit the academic needs and backgrounds of students with a variety of learning styles. Resources such as primary source readings, fieldwork, GIS, and other technical data will be used. Students will gain insights into the diversity and continual development of Colorado, realizing their relation to Colorado's history.



# Social Studies Department Courses

## **CONTEMPORARY ISSUES** NCAA

**Grade: 12**

**Semester: 0.5 Social Studies credit**

Contemporary Issues will give students the opportunity to become aware of and then scrutinize current and unfolding developments in our world. Current news events will be woven into themes of politics, economics, sociology, foreign affairs, technology, and culture. There will be special attention paid to the skills of nonfiction reading, expository writing, speaking, and oral presentation.

## **ECONOMICS** NCAA

**Grade: 10**

**Semester: 0.5 Social Studies credit**

This course is an introductory-level survey class on economics teaching students to acquire an economic way of thinking. The underlying concepts include scarcity, choice, opportunity cost, marginalism, incentives, voluntary exchange, production, and its relation to wealth. Along with an emphasis on Microeconomics, focusing on the three foundational questions of what to produce, how to produce, and for whom to produce and Macroeconomics covers concepts such as GDP, circular flow of economic activity, money, banking, the FED, fiscal and monetary policy, and international trade. In addition to the basic economic units, students will engage in the study of personal financial literacy, better preparing them for life as they get older and engage in the financial world.

## **GOVERNMENT\*** NCAA

**Grade: 10**

**Semester: 0.5 Social Studies credit**

***\*This course fulfills the requirement of one semester of government as established by the State of Colorado.***

This course is intended to provide lessons that make the learner familiar with the organizing concepts of American government while imparting the basics of how government works and why it works as it does. Important political functions that are undertaken by non-governmental actors will be identified, as well as the how-to to access and influence government at the national, state, and local levels. Practice with governmental processes and problem-solving mechanisms will be built in. This course should

educate learners to appropriately monitor the system and provide guidelines for what to do when action is needed. This course will provide the background information necessary to create and recognize important questions regarding government and politics. It will help young citizens know how to think critically about these questions. Students will be provided with opportunities to apply political concepts and tools to current case studies, draw historical information for causal reasoning, and seek answers to contemporary issues. This course should provide the necessary tools to help students make informed choices.

## **IB HISTORY OF THE AMERICAS** NCAA W

**Grade: 11**

**Year: 1.0 Social Studies credit**

**Prerequisite: Acceptance to the IB Diploma Program**

The IB History of the Americas course is a comparative study of the Western Hemisphere with primary emphasis on the United States. Canadian and Latin American history will also be integrated throughout the course. The themes of geographic context, political evolution and foreign policies, economic progress and development, and social dimensions including civil rights will be emphasized. The aims of this course are: 1) to allow students to understand the parallel developments of political, social, and economic systems in each region as well as the cultures in which they are embedded; 2) to expose students to the theories, concepts, and arguments that have emerged from various political, socio-economic systems over time; 3) to enable students to use various source materials to analyze and interpret historical events from multiple perspectives; and 4) to inculcate in students an awareness of, and appreciation for, the diversity of human attitudes and opinions.

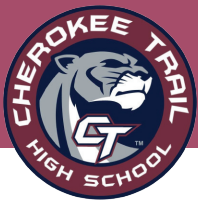
## **IB HISTORY - THE 20th CENTURY** NCAA W

**Grade: 12**

**Year: 1.0 Social Studies credit**

**Prerequisite: IB History of the Americas**

The Twentieth Century is the second year of the two-year IB Higher Level (HL) History Program at CTHS. Complementing the History of the Americas in the junior year, this senior-level class will focus on the IB Prescribed Subject (3) of the Cold War. Within that context, two twentieth-century world topics will be



# Social Studies Department Courses

the causes, practices, and effects of war (topic 1) and the rise and fall of single-party states (topic 3). Students will complete an internal assessment project during their first semester and prepare for the end-of-the-year IB external assessments.

## **IB PSYCHOLOGY NCAA W**

**Grades: 11, 12**

**Year: 1.0 Social Studies credit**

**Prerequisite: Acceptance to the IB Diploma Program**

IB Psychology is designed to fulfill the requirements for the Standard Level (SL)/Sixth Subject of the IB Program in Psychology. Students will complete the compulsory study of three psychological perspectives: biological, cognitive, and learning. In addition, students will study one of the following option areas: dysfunctional, social, or psychodynamic psychology. Subtopics include nervous system functions, sensation, and perception, learning and memory, language, stress, and intelligence. For their internal assessment, students will undertake a partial replication of and report on one simple experiment of their choice.

## **PRE-AP WORLD HISTORY AND GEOGRAPHY NCAA W**

**Grade: 9**

**Year: 1.0 Social Studies credit**

**Recommended: Concurrent enrollment in Pre-AP English 9 or Pre-IB English 10**

Pre-AP World History and Geography is designed to be a disciplinary apprenticeship in which students participate in the process of discovery. The course explores the invisible structures and forces that shape and reflect the regions, communities, governments, economies, and cultures of humanity. These big ideas help students develop an organized and meaningful understanding of time and space. Pre-AP World History and Geography will have seven units: four geography units during first semester and three world history units that cover historical eras (1750 to 2005 during second semester). This course includes Holocaust and Genocide Studies (HB-1336).

## **PSYCHOLOGY NCAA**

**Grade: 12**

**Semester: 0.5 Social Studies credit**

Psychology is the study of human behavior. In this semester course, students will learn about the basic principles of psychology including the following topics: history of psychology, biological bases of behavior, sensation, perception, consciousness, learning, memory, language and thought, intelligence, motivation, emotion, human development, personality, stress and coping, psychological disorders, and social behavior. In addition to being applicable in their everyday lives, Psychology will provide students with a foundation for further study in the field. Note: Sensitive subject matter will be covered in this class.

## **STREET LAW NCAA**

**Grade: 12**

**Semester: 0.5 Social Studies credit**

This is a practical law class that emphasizes the law and the legal system that will be of use to students in their everyday lives. Topics covered include constitutional law, criminal law and juvenile justice, torts, consumer and housing law, family law, and issues in the community such as hate speech, obscenity, search and seizure, and students' rights. The curriculum includes case studies, moot court, role plays, and scored discussions.

## **U.S. HISTORY\* NCAA**

**Grade: 11**

**Year: 1.0 Social Studies credit**

***\*This course fulfills the requirement of one year of U.S. History as established by the State of Colorado.***

Students can expect to read a high school U.S. History textbook (grade 11 reading level) and to hone their analytical writing skills. With an emphasis on the nineteenth and twentieth centuries, the overriding goal of this course is to help students understand how the current domestic and international status of the U.S. developed. It is designed to help students acquire a sense of chronology, to identify causes and effects, to recognize the events, individuals, and philosophies that helped shape our contemporary society, and to use historical inquiry to evaluate prominent episodes in U.S. history.



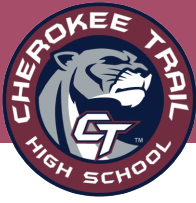
# Social Studies Department Courses

## **WORLD GEOGRAPHY** NCAA

**Grade: 9**

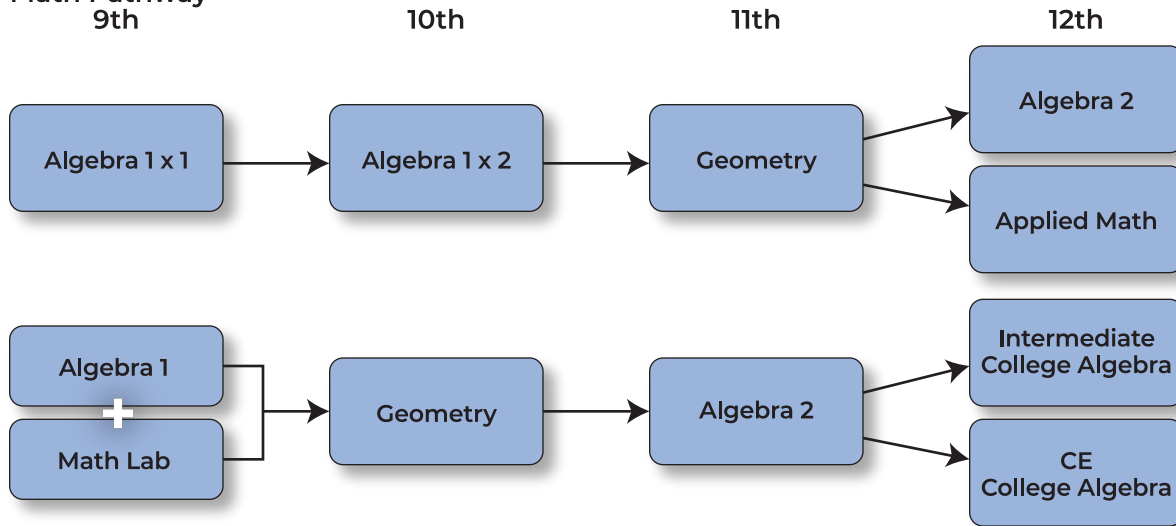
**Year: 1.0 Social Studies credit**

This class is a systematic study of patterns and processes that have shaped human understanding, use and alteration of the earth's surface. Students study the nature and perspective of geography, population factors, cultural patterns and processes, the political organization of states, rural and agricultural land use, industrialization and economic development and urbanization. They employ spatial concepts and landscape analysis to study human organization and its environmental consequences in the world. They also learn about the methods and tools geographers use in their science and practice. This course includes Holocaust and Genocide Studies (HB-1336).



# Student Achievement Services (Special Education) Pathways and Courses

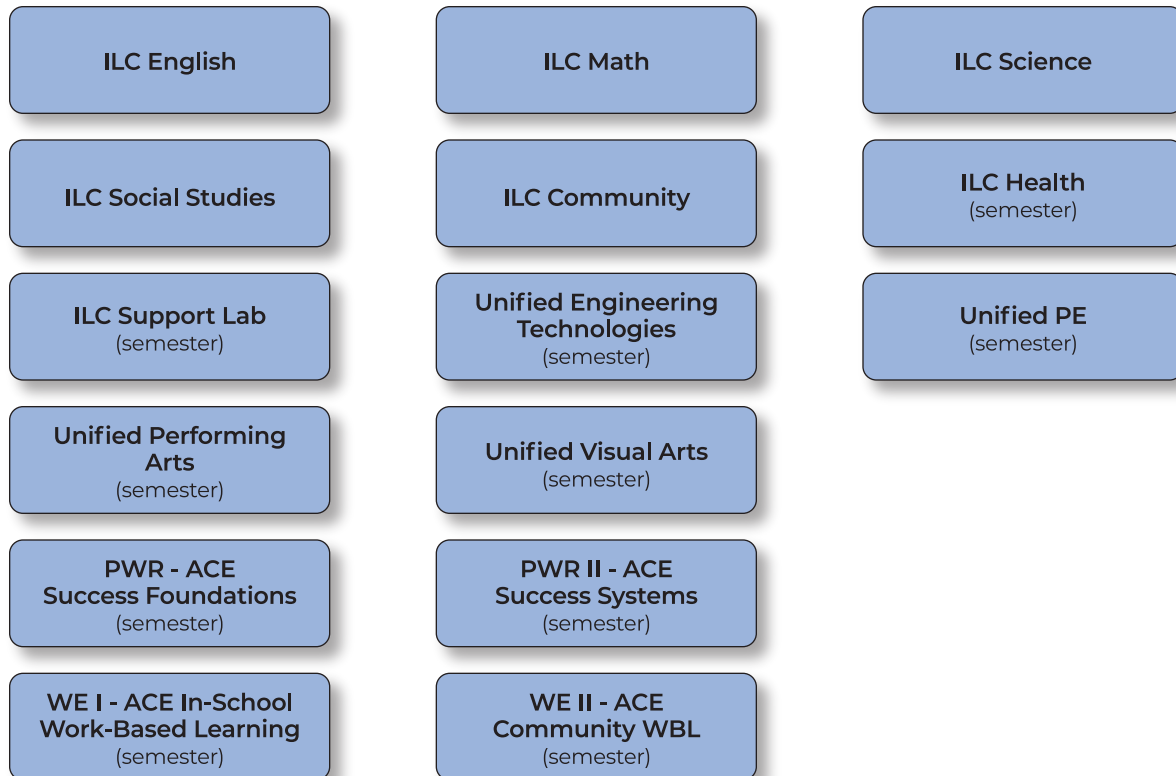
## Math Pathway 9th



## Other Special Education Support Classes



## Integrated Learning Communities (ILC) Courses





# Student Achievement Services Courses

Cherokee Trail's Student Achievement Services (SAS) will provide services in the "least restrictive environment" for the individual student's needs. Each student's IEP (Individualized Education Plan) will be used to direct the placement and needed accommodations/modifications to support success. Students will register for classes based on needs determined via the IEP. Eligibility for SAS is determined after research-based interventions have been tried and the responses to those interventions evaluated. A team composed of parents, students and professionals from SAS and regular education make the determination of the handicapping condition, the needs, and suitable interventions. If a student has a current Individual Education Plan (IEP), he/she is automatically eligible for any of the following classes if the student's IEP specifies the need. Several academic mainstream courses will be co-taught. Co-taught courses provide a Student Achievement Services instructor in the class to help accommodate or make necessary modifications for students with an IEP. It also will provide a smaller pupil-to-teacher ratio.

## **ACADEMIC SUPPORT LAB**

**Grades: 9, 10, 11, 12**

**Year: 1.0 elective credit**

**Prerequisite: IEP and coordinator approval**

***This course may be repeated for credit.***

This course is for students who can be successful in academic coursework in mainstream classes. The Academic Support Lab offers academic coaching and tutoring on organization and self-determination, adult guidance, and academic structure in support of mainstream coursework. This course may be taken more than once for credit.

## **AFFECTIVE ED**

**Grades: 9, 10, 11, 12**

**Year: 1.0 elective credit**

**Prerequisite: IEP and coordinator approval**

***This course may be repeated for credit.***

Affective Education is designed for students with affective needs. The course will offer opportunities for skill development in the areas of coping skills, anger management skills, intra, and interpersonal skills, communication skills, assertiveness training, stress management, and opportunities for academic

support. The course also offers a small pupil-to-teacher ratio, utilizing a behavior management program to possibly include positive behavior support, point sheets, and/ or a level system. This course may be taken more than once for credit.

## **AFFECTIVE SUPPORT LAB**

**Grades: 9, 10, 11, 12**

**Year: 1.0 elective credit**

**Prerequisite: IEP and coordinator approval**

***This course may be repeated for credit.***

This course is for students who can be successful in academic coursework in mainstream classes. The Affective Support Lab offers affective coaching, adult guidance, and academic structure in support of mainstream coursework. This course may be taken more than once for credit.

## **ALGEBRA\* 1x1**

**Grade: 9**

**Year: 1.0 Math credit**

**Prerequisite: IEP and coordinator approval**

***\*This course will count as 0.5 core for the NCAA clearinghouse if the student has an active IEP.***

This course is part of a 2-year sequence with Algebra 1x2, to cover the Algebra 1 standards at a slower pace. The course is designed for students who have typically struggled in mathematics and are in significant need of remediation. Students will explore functions, graphing, and writing equations of linear equations, sequences, and systems of equations, as well as a constant spiraling of Math 8 topics for students to grow in their fluency and fundamental algebra skills. These topics include integers, basic operations, statistics, and the cartesian coordinate system.

## **ALGEBRA\* 1X2**

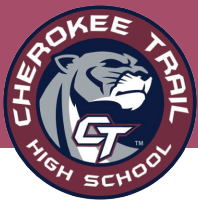
**Grade: 10**

**Year: 1.0 Math credit**

**Prerequisite: Algebra 1x1**

***\*This course will count as 0.5 core for the NCAA clearinghouse if the student has an active IEP.***

This course is a part of a 2-year sequence with Algebra 1x1, to cover the Algebra 1 standards at a slower pace. The course is designed for students who have typically struggled in mathematics and are in significant need of remediation. The two main topics covered are



# Student Achievement Services Courses

quadratic and exponential functions, including graphing, writing equations, applications, and solving. Connections will continually be made about the similarities and differences between the three types of functions covered in the Algebra 1 standards: linear, quadratic, and exponential functions. Topics for Algebra 1x1 will continue to be spiraled and reviewed, including solving linear equations, systems of equations, and sequences.

## **APPLIED MATHEMATICS\***

**Grades:** 12

**Year:** 1.0 Math credit

**Prerequisite:** IEP and coordinator approval

*\*This course will not count as a core year for the NCAA clearinghouse.*

Students will be focused on mathematical and graphing literacy and the application of Algebra and Geometry standards to the real world increasing mathematical fluency. Significant time will be spent on understanding the math being used in the real world through an analysis of mathematical representations used in websites, in the news, and in printed media. Students will learn how to analyze information and use their mathematical understanding to describe the information that is provided, and the validity of the data represented.

## **FOUNDATIONS OF READING**

**Grades:** 9, 10, 11, 12

**Year:** 1.0 elective credit

**Prerequisite:** IEP and coordinator approval

*This course may be repeated for credit.*

This course offers a strong emphasis on reading remediation including basic decoding skills, fluency, vocabulary, comprehension, and language usage. Students whose decoding skills are significantly below grade level should be considered for this class.

## **MATH LAB**

**Year:** 1.0 elective credit

**Prerequisite:** IEP and coordinator approval

**Co-requisite:** Algebra 1

The goal of Math Lab is to develop the Algebra skills of students who need more support. Aligned in tandem with their Algebra 1 class students will be able to work on skills needed to be successful in their Algebra 1

class, using different strategies and alternative perspectives. Algebra 1 teachers work closely with the Math Lab teachers to make meaningful and important connections to their work in Algebra 1. Math Lab is a support class and receives elective credits.

## **Integrated Learning Community (ILC) Courses**

### **ACE CAREER DEV APPLICATIONS CTE**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 elective credit

As developmentally appropriate, this course (or series of courses) is designed for students to create an individual, initial career plan that outlines steps to reach their career goal. Students will identify a career goal based upon the results of various assessments, i.e. interest survey, aptitude evaluation, academic skills, learning styles, work preferences, etc. Students will also investigate the training and educational requirements (academic planning & Postsecondary options) for their chosen career field. Students should be able to articulate short-term action necessary to achieve the goal(s) in their career plan; including intentional academic planning, high school choices based on self-awareness, career exploration and Postsecondary aspirations. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.

### **ACE CAREER DEV FOUNDATIONS CTE**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 elective credit

As developmentally appropriate, this course (or series of courses) is designed to teach skills needed for entry into the workforce. Students will demonstrate successful job search strategies. Students will demonstrate employability skill ability to accurately complete job applications, write a resume ask for letters of recommendation. Students will examine model interviews and then participate in their own interview simulations. Students will be able to advocate for accommodations or adaptations necessary to be successful on the job. Students will be knowledgeable of the environmental expectations of the workplace. Additionally, students will be introduced to personal financial literacy skills including: financial planning,



# Student Achievement Services Courses

budgeting, saving, credit, paycheck calculation, and taxes. Students practice appropriate communication, teamwork, problem-solving while working in a group environment. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.

## **ACE FINANCIAL LITERACY CTE**

**Grades: 9, 10, 11, 12**

**Year: 1.0 math credit**

**Prerequisite: IEP and coordinator approval**

***This course may be repeated for credit.***

This course focuses on personal financial literacy. As developmentally appropriate, this course (or series of courses) is designed for students to learn and practice financial literacy, decision-making, and management skills for their personal and professional lives. Students will create and modify budgets according to new circumstances. Students will be practicing basic banking activities such as check writing, debit card use, deposits and keeping track of a spending register and explore online banking and banking apps and compare and contrast several types of financial institutions. Students will examine the benefit and detriment of managing credit. Students will apply practical application of fiscal management topics such as renting vs owning, mortgage calculators, new car vs used car purchase, how to get a car loan, financial calculator use, understanding payroll deductions and benefits, income tax and filing taxes, and comparing and contrasting insurance possibilities. Students will demonstrate knowledge of FAFSA, loans, grants scholarships and other Postsecondary financial supports. They will examine the many ways to invest money and participate in simulations involving investing. Whenever possible, computer literacy skills and leadership skills tied to a CTSO should be embedded into the curriculum.

## **ILC COMMUNITY**

**Grades: 9, 10, 11, 12**

**Year: 1.0 elective credit**

**Prerequisite: IEP and coordinator approval**

***This course may be repeated for credit.***

This is a self-contained class taught by an ILC teacher. It is designed to teach job skills through direct practical vocational experiences. Students will be required to

work at a job site either within or outside of the high school. Students will learn correct job duties and work habits while practicing skills specific to their job site.

This course may be taken more than once for credit.

## **ILC ENGLISH**

**Grades: 9, 10, 11, 12**

**Year: 1.0 English credit**

**Prerequisite: IEP and coordinator approval**

***This course may be repeated for credit.***

This course is a self-contained class taught by an ILC teacher. Based on current IEP goals, teaching focus will be placed on functional skills such as reading for jobs or community survival. Other aspects of this class include reading and understanding classic literature, the writing process, and increasing grammar usage and skills. This course may be taken more than once for credit.

## **ILC MATH**

**Grades: 9, 10, 11, 12**

**Year: 1.0 Math credit**

**Prerequisite: IEP and coordinator approval**

***This course may be repeated for credit.***

This is a self-contained class taught by an ILC teacher. This course is designed to develop functional math skills. Major emphasis is placed on all functional skill areas, such as money/budgeting, time, measurement/cooking, and word problem-solving. Students will also develop basic math skills. The material taught is dependent on the student's math goals as written on their IEP.

## **ILC SCIENCE**

**Grades: 9, 10, 11, 12**

**Year: 1.0 Science credit**

**Prerequisite: IEP and coordinator approval**

***This course may be repeated for credit.***

This is a self-contained class taught by an ILC teacher. Science concepts to be covered will include Health, Life, Physical, and Earth Science. This class will include science labs to reinforce instruction. Materials are appropriate to the skill level of the students in class and based on individual goals identified in the IEP.



# Student Achievement Services Courses

## **ILC SOCIAL STUDIES**

**Grades:** 9, 10, 11, 12

**Year:** 1.0 Social Studies credit

**Prerequisite:** IEP and coordinator approval

***This course may be repeated for credit.***

This is a self-contained class taught by an ILC teacher. It introduces and reviews functional community/social skills. Students will explore functional words/signs, geography, maps (including bus schedules and routes), laws, job skills, and different cultures.

## **UNIFIED PE**

**Grades:** 9,10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

**Prerequisite:** IEP and coordinator approval

***This course may be repeated for credit.***

A Unified PE class specifically designed for students who benefit from a modified curriculum, with an emphasis on those with special needs. The opportunity for a limited number of student assistants is available through teacher recommendation only. Student assists will receive Wellness/Fitness credit with enrollment in this class.

## **UNIFIED PERFORMING ARTS**

**Grades:** 9,10, 11, 12

**Semester:** 0.5 Fine Arts credit

**Prerequisite:** IEP and coordinator approval

***This course may be repeated for credit.***

A Unified Performing Arts class specifically designed for students who benefit from a modified curriculum, with an emphasis on those with special needs. The opportunity for a limited number of student assistants is available through teacher recommendation only. Student assistants will receive Fine Art elective credit with enrollment in this class. taken more than once

## **UNIFIED VISUAL ARTS**

**Grades:** 9,10, 11, 12

**Semester:** 0.5 Fine Arts credit

**Prerequisite:** IEP and coordinator approval

***This course may be repeated for credit.***

A Unified Art class specifically designed for students who benefit from a modified curriculum, with an

emphasis on those with special needs. The opportunity for a limited number of student assistants is available through teacher recommendation only. Student assistants will receive Visual Art elective credit with enrollment in this class.

## **WE I – ACE IN-SCHOOL WBL CTE**

**Grades:** 11, 12

**Year:** 1.0 elective credit

**Prerequisite:** IEP and coordinator approval

***This course may be repeated for credit.***

As developmentally appropriate, this course (or series of courses) is designed for students to develop basic employment skills by participating in an in-school work/school based enterprise experience. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, Postsecondary option knowledge and employability skills. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.

## **WE II – ACE COMMUNITY WBL CTE**

**Grade:** 12

**Year:** 1.0 elective credit


**Prerequisite:** WE I or PWR I

***This course may be repeated for credit.***

As developmentally appropriate, this course (or series of courses) is designed for students to develop basic employment skills by participating in an in-school work/school based enterprise experience. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, Postsecondary option knowledge and employability skills. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.



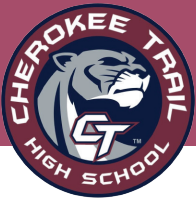
# Wellness/Fitness Pathways

	9th	10th	11th	12th
Health*	Strongly Recommended	Offered	Offered	Offered
*GRADUATION REQUIREMENTS: One semester (.5 credit) of Health, plus 3 semesters (1.5 credits) of the choices below.				
Sports Medicine (not repeatable)		Offered	Offered	Offered
Individual Sports	Offered	Offered	Offered	Offered
Team Sports	Offered	Offered	Offered	Offered
Unified PE (peer partner)		Offered	Offered	Offered
Body Works	Offered	Offered	Offered	Offered
Personal Fitness	Offered	Offered	Offered	Offered
Yoga		Offered	Offered	Offered
Weight Training	Offered	Offered	Offered	Offered
Women's Weight Training	Offered	Offered	Offered	Offered
Advanced Weight Training Sport Specific Baseball, Basketball, Cheer, Cross Country, Football, Lacrosse, Soccer, Volleyball, Wrestling	Coach/Teacher Recommendation	JV & Varsity Athletes Pre-registered by coach	JV & Varsity Athletes Pre-registered by coach	JV & Varsity Athletes Pre-registered by coach
Aquatic Recreation	Offered	Offered	Offered	Offered
Swimming	Offered	Offered	Offered	Offered
Lifeguarding* 		Offered	Offered	Offered
*NOTE: Lifeguarding students must be 16 years old by end of class for certification.				
Dance 1*	Offered	Offered	Offered	Offered
Dance 2*	Offered	Offered	Offered	Offered
Dance Composition*		Offered	Offered	Offered
Dance Technique*		Offered	Offered	Offered

\*NOTE: Students must inform their counselor if they are taking Dance as a Performing Arts credit.



Industry Certification Available:  
American Red Cross Lifeguard



# Wellness and Fitness Department Courses

The Wellness and Fitness Department at Cherokee Trail High School offers a health-related fitness program. Students will experience a variety of cardiovascular and fitness activities, as well as develop knowledge and skills through participation in individual sports. Students will also acquire practical experiences and knowledge related to establishing a healthy lifestyle, both as an adolescent and maturing adult. Cardiovascular fitness, agility, strength, flexibility, training, and nutrition.

**Department fee: Fitness courses require a one-time \$10 purchase of a fitness shirt.**

## **ADVANCED WEIGHTS BASEBALL**

**Grades: 10, 11, 12**

**Semester: 0.5 Wellness/Fitness credit**

**Prerequisite: Coach approval**

**Fee: \$15/semester**

***This course may be repeated for credit.***

This course is designed for students who participate in the CT Baseball Program. This course will include approximately 90 high-intensity minutes of advanced weight training and conditioning. The specific needs of athletes will be the focus of this course, allowing students to develop core strength in major muscle groups, improve overall speed, and increase agility. In-season and out-of-season programming will allow students to develop and execute specific weight training programs and conditioning strategies to become their physical best. This course is performance-based; therefore, development and improvement will be measured every 4-6 weeks. The goal of this course is to continue the overall objective of improving the performance and ability of the competitive athlete at Cherokee Trail.

## **ADVANCED WEIGHTS BASKETBALL**

**Grades: 10, 11, 12**

**Semester: 0.5 Wellness/Fitness credit**

**Prerequisite: Coach approval**

**Fee: \$15/semester**

***This course may be repeated for credit.***

This course is designed for students who participate in the CT Boys or Girls Basketball Programs. This course will include approximately 90 high-intensity minutes of advanced weight training and conditioning. The specific needs of athletes will be the focus of this course, allowing students to develop core strength in major muscle groups, improve overall speed, and increase agility. In-season and out-of-season programming will allow students to develop and execute specific weight training programs and conditioning strategies to become their physical best. This course is performance-based; therefore, development and improvement will be measured every 4-6 weeks. The goal of this course is to continue the overall objective of improving the performance and ability of the competitive athlete at Cherokee Trail.

## **ADVANCED WEIGHTS CHEER**

**Grades: 10, 11, 12**

**Semester: 0.5 Wellness/Fitness credit**

**Prerequisite: Coach approval**

**Fee: \$15/semester**

***This course may be repeated for credit.***

This course is designed for students who participate in the CT Cheer Program. This course will include approximately 90 high-intensity minutes of advanced weight training and conditioning. The specific needs of athletes will be the focus of this course, allowing students to develop core strength in major muscle groups, improve overall speed, and increase agility. In-season and out-of-season programming will allow students to develop and execute specific weight training programs and conditioning strategies to become their physical best. This course is performance-based; therefore, development and improvement will be measured every 4-6 weeks. The goal of this course is to continue the overall objective of improving the performance and ability of the competitive athlete at Cherokee Trail.



# Wellness and Fitness Department Courses

## **ADVANCED WEIGHTS CROSS COUNTRY**

**Grades:** 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

**Prerequisite:** Coach approval

**Fee:** \$15/semester

***This course may be repeated for credit.***

This course is designed for students who participate in the CT Boys or Girls Cross Country Running Programs. This course will include approximately 90 high-intensity minutes of advanced weight training and conditioning for a distance runner. The specific needs of athletes will be the focus of this course, allowing students to develop core strength in major muscle groups, improve overall speed, and increase agility. In-season and out-of-season programming will allow students to develop and execute specific weight training programs and conditioning strategies to become their physical best. This course is performance-based; therefore, development and improvement will be measured every 4-6 weeks. The goal of this course is to continue the overall objective of improving the performance and ability of the competitive athlete at Cherokee Trail.

## **ADVANCED WEIGHTS FOOTBALL**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

**Prerequisite:** Coach approval

**Fee:** \$15/semester

***This course may be repeated for credit.***

This course is designed for students who participate in the CT Football Program. This course will include approximately 90 high-intensity minutes of advanced weight training and conditioning. The specific needs of athletes will be the focus of this course, allowing students to develop core strength in major muscle groups, improve overall speed, and increase agility. In-season and out-of-season programming will allow students to develop and execute specific weight training programs and conditioning strategies to become their physical best. This course is performance-based; therefore, development and improvement will be measured every 4-6 weeks. The goal of this course is to continue the overall objective of improving the performance and ability of the competitive athlete at Cherokee Trail.

## **ADVANCED WEIGHTS LACROSSE**

**Grades:** 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

**Prerequisite:** Coach approval

**Fee:** \$15/semester

***This course may be repeated for credit.***

This course is designed for students who participate in the CT Boys or Girls Lacrosse Programs. This course will include approximately 90 high-intensity minutes of advanced weight training and conditioning. The specific needs of athletes will be the focus of this course, allowing students to develop core strength in major muscle groups, improve overall speed, and increase agility. In-season and out-of-season programming will allow students to develop and execute specific weight training programs and conditioning strategies to become their physical best. This course is performance-based; therefore, development and improvement will be measured every 4-6 weeks. The goal of this course is to continue the overall objective of improving the performance and ability of the competitive athlete at Cherokee Trail.

## **ADVANCED WEIGHTS SOCCER**

**Grades:** 10, 11, 12

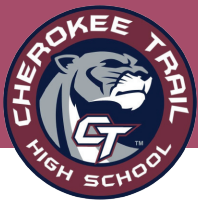
**Semester:** 0.5 Wellness/Fitness credit

**Prerequisite:** Coach approval

**Fee:** \$15/semester

***This course may be repeated for credit.***

This course is designed for students who participate in the CT Boys or Girls Soccer Programs. This course will include approximately 90 high-intensity minutes of advanced weight training and conditioning. The specific needs of athletes will be the focus of this course, allowing students to develop core strength in major muscle groups, improve overall speed, and increase agility. In-season and out-of-season programming will allow students to develop and execute specific weight training programs and conditioning strategies to become their physical best. This course is performance-based; therefore, development and improvement will be measured every 4-6 weeks. The goal of this course is to continue the overall objective of improving the performance and ability of the competitive athlete at Cherokee Trail.



# Wellness and Fitness Department Courses

## **ADVANCED WEIGHTS VOLLEYBALL**

**Grades:** 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

**Prerequisite:** Coach approval

**Fee:** \$15/semester

*This course may be repeated for credit.*

This course is designed for students who participate in the CT Volleyball Program. This course will include approximately 90 high-intensity minutes of advanced weight training and conditioning. The specific needs of athletes will be the focus of this course, allowing students to develop core strength in major muscle groups, improve overall speed, and increase agility. In-season and out-of-season programming will allow students to develop and execute specific weight training programs and conditioning strategies to become their physical best. This course is performance-based; therefore, development and improvement will be measured every 4-6 weeks. The goal of this course is to continue the overall objective of improving the performance and ability of the competitive athlete at Cherokee Trail.

## **ADVANCED WEIGHTS WRESTLING**

**Grades:** 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

**Prerequisite:** Coach approval

**Fee:** \$15/semester

*This course may be repeated for credit.*

This course is designed for students who participate in the CT Wrestling Program. This course will include approximately 90 high-intensity minutes of advanced weight training and conditioning. The specific needs of athletes will be the focus of this course, allowing students to develop core strength in major muscle groups, improve overall speed, and increase agility. In-season and out-of-season programming will allow students to develop and execute specific weight training programs and conditioning strategies to become their physical best. This course is performance-based; therefore, development and improvement will be measured every 4-6 weeks. The goal of this course is to continue the overall objective of improving the performance and ability of the competitive athlete at Cherokee Trail.

## **AQUATIC RECREATION**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

**Prerequisite:** 300-yard swim and comfortable in deep water

*This course may be repeated for credit.*

This class will offer an alternative to the traditional swimming fitness/team sports curriculum. This course emphasizes team-building activities as well as giving students the opportunity to improve on personal fitness. Students will engage in a variety of activities such as: water polo, slot water hockey, capture the ring, and overall swim fitness.

## **BLENDED LEARNING HEALTH**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit (Health)

**Prerequisite:** Coordinator Approval

Health course designed to give students information in health-related areas. The course format is based on a formal education program in which students learn primarily through the online delivery of content that is supplemented by face-to-face instruction.

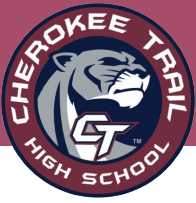
## **BODY WORKS**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

*This course may be repeated for credit.*

This class introduces students to the fundamentals of fitness. Skills to create and maintain a personal fitness schedule are emphasized. Activities include Pilates, yoga, strength training with hand weights and resistance bands, kickboxing, aerobics, and circuit training. This course utilizes a fitness principles book and requires some writing as well as physical fitness testing.



# Wellness and Fitness Department Courses

## **DANCE 1**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Wellness/Fitness or Fine Arts credit

This beginning dance course is designed to expose students to dance as an opportunity for fitness development and as an art form. Students will learn the fundamentals of movement, dance technique, improvisation, anatomy, choreography, performance skills, and dance vocabulary. Hip-hop, jazz, tap, and ballet will be studied in this class. Dance 1 will help the dancer to develop collaboration and communication skills. Dance 1 students are required to perform in the Dance Showcase at the end of the semester. This course may be repeated for credit. Dance can be applied toward graduation credit in Wellness and Fitness or Performing Arts.

## **DANCE 2**

**Grades:** 10, 11, 12

**Year:** 1.0 Fine Arts or Wellness/Fitness credit

**Prerequisite:** Dance 1

**Fee:** \$25

*This course may be repeated for credit.*

This beginning-intermediate level dance class will focus on technique development, enhancing performance skills, and the application of anatomy and kinesiology to dance, choreography, and combinations. Hip-hop, jazz, ballet, and tap dance will be studied. A beginning approach to dance composition will be utilized to aid the student in creating studies and dances for evaluation. Dance 2 students are required to perform in the Dance Showcase at the end of the semester.

## **DANCE COMPOSITION LB**

**Grades:** 10, 11, 12

**Semester:** 0.5 Wellness/Fitness or Fine Arts credit

**Prerequisite:** Audition

**Fee:** \$40

*This course may be repeated for credit.*

This is an intermediate-advanced dance course for the student displaying excellent dance technique, exceptional performance skills, and the desire to grow as a dancer. This course will allow the dancer to gain an understanding of choreography principles, dance production, and performance qualities. Jazz, ballet, hip hop, contemporary, and modern dance will be studied and performed. Students must audition and will be placed in the spring. Dance Composition students are required to perform in the Dance Showcase at the end of the semester.

## **DANCE TECHNIQUE LB**

**Grades:** 10, 11, 12

**Semester:** 0.5 Wellness/Fitness or Fine Arts credit

**Prerequisite:** Audition

*This course may be repeated for credit.*

Intermediate/Advanced Dance Technique designed to improve dancer's technical skills, abilities, and performance quality. Class will focus on strength, intermediate/advanced turn, jump, and leap skill combinations specific to dance team. Intermediate to advanced level dance training required. Teacher approval only.

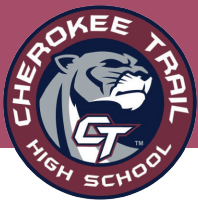
## **HEALTH**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit (Health)

**\*Strongly recommended for 9th grade students.**

Students enrolling in this course will develop appropriate attitudes and behaviors to make wise decisions about contemporary health issues. Students will build upon previous health knowledge by investigating the issues that directly impact lives today and in the future. Topics covered in this course include personal decision making, communication skills, conflict resolution, public health issues, consequences of behavior, family dynamics, healthy self-image, prevention and detection of disease, and human growth and development including sexuality.



# Wellness and Fitness Department Courses

## INDIVIDUAL SPORTS

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

*This course may be repeated for credit.*

This is a beginning course designed to give students an appreciation for skill development in individual sports. The class will promote the fundamental skills for activities such as tennis, archery, frisbee, golf, badminton, table tennis, and pickleball. This course is designed to promote the recreational value of these units as lifelong activities. Students will learn the fundamental skills of each activity, how to keep score, and will participate in class tournaments.

## LIFEGUARD TRAINING

**Grades:** 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

**Prerequisite:** Students must be 15 years old by the end of the semester and be able to swim 500 yards.

**Fee:** \$65

This course is designed by the American Red Cross to prepare students to work as a professional lifeguard. Rescue techniques, CPR, and First Aid will be taught. Students will be required to purchase a pocket mask, textbook fee, and Red Cross certification fee.

## PERSONAL FITNESS

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

*This course may be repeated for credit.*

Personal Fitness allows each student to focus on a personal target zone for aerobic exercise. The class utilizes innovative methods of training such as cross-fit training, functional weight training, and plyometric training to help students reach their fitness goals. The class is molded to promote life-long fitness and simulate what it would be like if they were to go to a gym or health club. Students will also learn proper techniques for the use of the weight room, the use of cardiovascular equipment, and how to make healthy choices regarding diet and food intake. All students regardless of previous experience can be successful in this class. This class is highly recommended for student that may not be involved with athletics but has a genuine interest in weight training and the new trends in fitness.

## SPORTS MEDICINE CTE

**Grades:** 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

**Fee:** \$15

This course provides students with a general overview of the field of sports medicine. It includes students with information about careers; scope of practice; legal and ethical responsibilities; injury prevention, treatment, and management; anatomy and physiology; nutrition; basic taping and wrapping techniques, and administrative functions. The course includes preparation for the American Red Cross Certification in Responding to Emergencies certification. Contact hours outside of the classroom shadowing/assisting a sports medicine professional are required as determined by the instructor.

## SWIMMING

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

*This course may be repeated for credit.*

Students will understand the value of lifetime leisure activities, personal fitness, and survival as it pertains to aquatics. This class is designed for both beginner and advanced swimmers. Skills and information presented in this class will include but not be limited to, stroke technique, water safety, and water survival techniques, principles of fitness while swimming, and target heart rate zone training and use.

## TEAM SPORTS

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 Wellness/Fitness credit

*This course may be repeated for credit.*

Students will learn to be competent, literate, and enthusiastic about team sports. This course will teach students the skills needed to participate and succeed in game situations. In addition to game skills, students will learn to understand and use strategies appropriate to each game. Students will be taught in a manner that the values, rules, roles, and traditions within each sport are learned. This class requires full participation by all students and will use modified games to allow success for all. Using a sports education model, students will participate in roles such as coach, referee, trainer, safety official, scorekeeper, manager, publicist, and/or broadcaster.



# Wellness and Fitness Department Courses

## **UNIFIED PE**

**Grades: 9,10, 11,12**

**Semester: 0.5 Wellness/Fitness credit**

***This course may be repeated for credit.***

This class provides an opportunity to earn a wellness fitness credit while participating and assisting CT students with a variety of special needs. All students will learn about physical health, inclusion, and valuing differences.

## **WEIGHT TRAINING**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Wellness/Fitness credit**

**Fee: \$15/semester**

***This course may be repeated for credit.***

This course is designed for students who are interested in improving their level of strength while mastering the fundamentals of Olympic-style weightlifting exercises as well as learning basic principles of conditioning and core strength. The students will learn (1.) basic weightlifting exercises, (2.) safety procedures, proper lifting mechanics, and (3.) proper spotting techniques while using equipment. Throughout the course, special attention and emphasis will be placed on injury prevention for our competitive student-athletes. This course is recommended for 9th-grade competitive athletes as well as the general population students with weightlifting interests.

## **WEIGHT TRAINING FOR WOMEN**

**Grades: 9, 10, 11, 12**

**Semester: 0.5 Wellness/Fitness credit**

**Fee: \$15/semester**

***This course may be repeated for credit.***

This course is designed for students who identify as female and are looking to increase their level of strength. It will provide experience in a variety of exercise methods and weightlifting techniques specifically designed for female athletes. An emphasis will be placed on developing muscle tone and strength, speed and agility training and injury prevention, video product along with a variety of cardiovascular activities and exercises. While this course has an emphasis on the need for women's bodies, it is open to anyone.

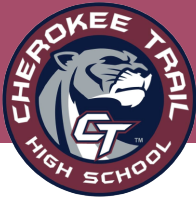
## **YOGA**

**Grades: 10, 11, 12**

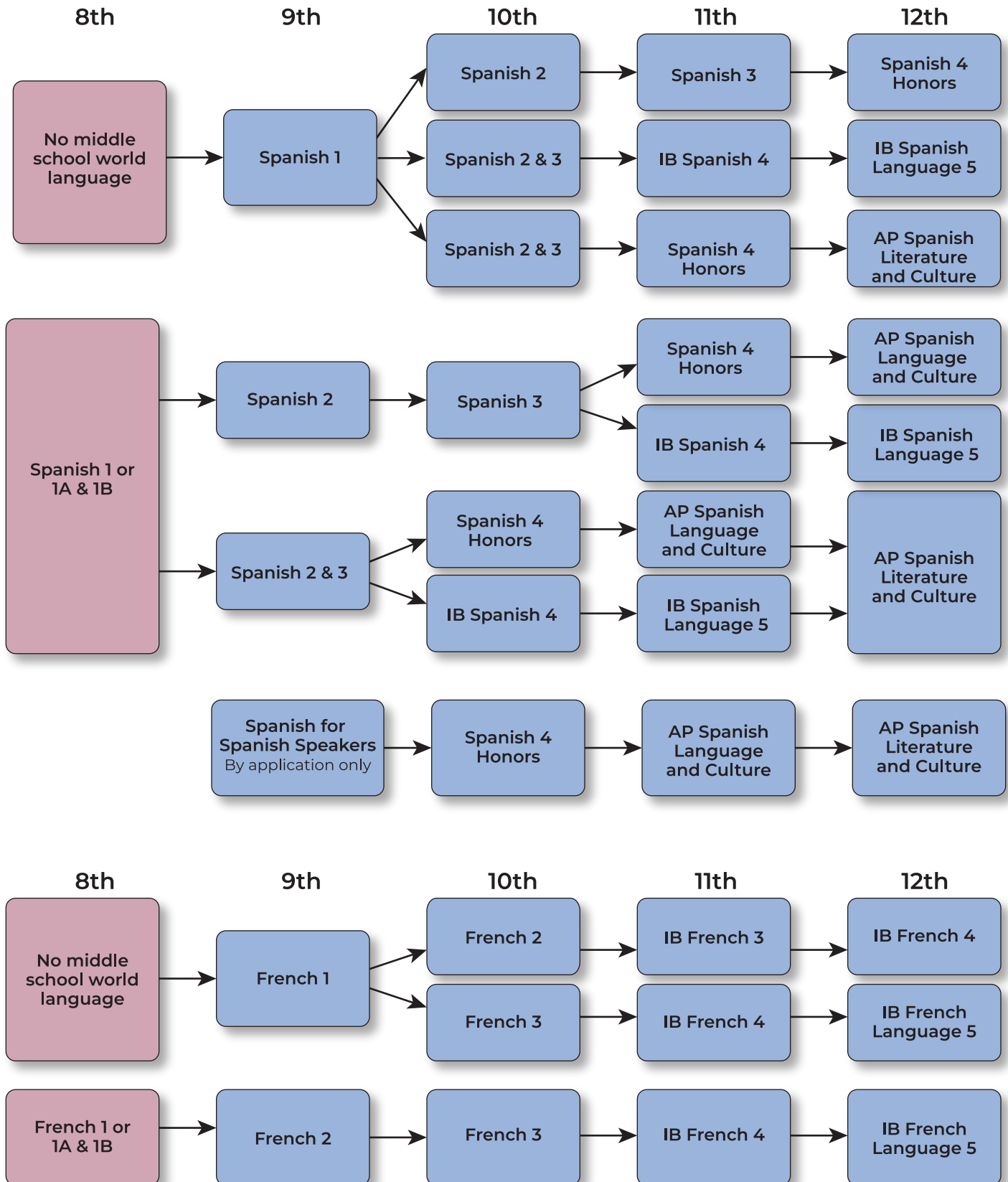
**Semester: 0.5 Wellness/Fitness credit**

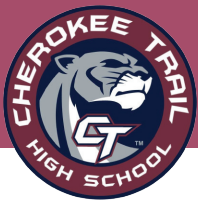
**Materials required: Yoga mat**

This course is designed to be an entry level yoga class that is inclusive of all levels. Formats covered will include Vinyasa and sculpting. The practice of yoga promotes muscular strength and endurance, flexibility and breathing. Fitness assessments will be administered utilizing the Functional Movement System. The FMS is a screening tool, which measures motor control and range of motion levels.



# World Languages Pathways





# World Languages Department Courses

World language courses are a requirement for entrance into most colleges and universities. In French and Spanish classes, homework, practice, and assessments include the four skills of reading, writing, speaking, and listening as well as the culture studied in the course. French and Spanish are spoken in the classroom to introduce and practice oral patterns in the beginning levels and later as the language of communication.

## French Courses

### **FRENCH 1 NCAA**

**Grades: 9, 10, 11, 12**

**Year: 1.0 credit general elective credit**

Students will begin to study French by participating in the four skills of listening, speaking, reading, and writing in the language. They will also begin the study of French-speaking cultures, including their daily life, foods, and history.

### **FRENCH 2 NCAA**

**Grades: 9, 10, 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: French 1 or French 1 (a & b)**

Students will continue to participate in the four skills of listening, speaking, reading, and writing in French, as well as studying French-speaking cultures. The grammar and vocabulary become more complex.

### **FRENCH 3 NCAA**

**Grades: 9, 10, 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: French 2**

Students will continue to use, strengthen, and refine the French 1 and French 2 skills while deepening their knowledge of French-speaking cultures and the diversity within those cultures. The materials will become more complex in content, vocabulary, and grammar.

### **IB FRENCH 4 NCAA W**

**Grades: 10, 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: French 3**

The class instruction will be predominantly in French, and students will communicate in French. Students will continue to read and analyze authentic materials from French speaking countries and cultures. Students will write compositions, give oral presentations in French, and continue a comparative study of French-speaking countries and cultures. The students will develop the first phase of a portfolio reflecting their personal interest during this course. This course is open to non IB students who wish to advance their French skills.

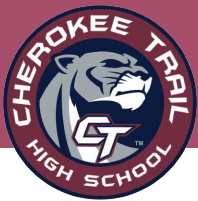
### **IB FRENCH LANGUAGE 5 NCAA W**

**Grades: 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: IB French 4**

The course will be conducted in French; the students will communicate in French. Students will focus on refinement of language skills, both oral and written, and an increased understanding of the global nature of French throughout the world. Students will write essays and give oral presentations based on the content of literary and cultural works from different French-speaking cultures. They will continue to develop and refine their personal portfolios, reflecting their interests. This course is open to non IB students who wish to advance their French skills.



# World Languages Department Courses

## Spanish Courses

### **SPANISH 1 NCAA**

**Grades: 9, 10, 11, 12**

**Year: 1.0 credit general elective credit**

Students will learn Spanish, using the four skills of speaking, listening, reading, and writing in the language. Students will study Spanish-speaking cultures, interpreting similarities and differences in these cultures and their own. In reading beginning texts, the students will examine the cultural aspects and use these in original paragraphs, dialogues, skits, spontaneous conversations, and creative presentations.

### **SPANISH 2 NCAA**

**Grades: 9, 10, 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: Spanish 1 or Spanish 1 (a & b)**

Students will continue to learn the language enhancing skills acquired in Spanish 1. Students will develop spontaneous conversations, listening, writing, and reading at a more challenging level. Students will continue to study and interpret cultural aspects of Spanish-speaking areas around the world.

### **SPANISH 2 AND 3 NCAA**

**Grades: 9, 10, 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: Spanish 1 or Spanish 1 (a & b)**

This course is accelerated and designed to cover Spanish 2 and Spanish 3 in one school year. Vocabulary and grammatical concepts from Spanish 2 will be taught in the first semester and vocabulary and grammatical from Spanish 3 will be taught in the second semester. The goal of this class is to prepare students for either Spanish 4 Honors or IB Spanish 4 the following year. This course is intended to provide an opportunity for students who start with Spanish 1 their freshman year to accelerate to reach AP Spanish 5 or IB Spanish 5 their senior year. This course was created for students who plan on taking Spanish all four years of high school. All Colorado Academic Standards will be covered in Spanish 2 and 3. The Colorado Academic Standards align with the American Council on the Teaching of Foreign Languages (ACTFL) Standards and include Communication, Cultures - Intercultural Communication, Connections, and Comparisons.

### **SPANISH 3 NCAA**

**Grades: 9, 10, 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: Spanish 2**

Students will continue to use, strengthen, and refine the four skills of Spanish 1 and 2 while at the same time deepening their knowledge of Spanish-speaking cultures and the diversity within those cultures. The development of each skill will become more complex in content, vocabulary, and grammar.

### **SPANISH 3 FOR SPANISH SPEAKERS NCAA**

**Grades: 9, 10, 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: Application**

This course is taught entirely in Spanish and is intended for students who speak Spanish at home, are literate in the Spanish language, but who speak English at school, and need help to bring their literacy up to higher levels. Students must meet with the teacher before enrolling in this course. Some of the skills that will be addressed for students in this course are reading and writing in Spanish, the appropriate use of register, history, culture, and traditions, Hispanic literature, improving grammatical speaking and writing accuracy. This course will allow each student to develop skills in Spanish and to reinforce the study skills necessary for success in all courses. Students will leave this course with the skills and confidence necessary to continue with their language study. Student and teacher will determine if they proceed to Spanish 4 or AP Spanish 5. Upon completion of this course, the student may qualify to receive the Seal of Biliteracy.

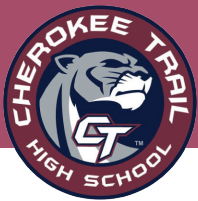
### **SPANISH 4 HONORS NCAA W**

**Grades: 10, 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: Spanish 3 or Spanish for Spanish Speakers**

Students will focus on improving oral and written proficiency in Spanish. Students will also continue to refine and augment Spanish grammar learned in previous courses. The class will use literature and culture to spur the use of both oral and written Spanish. The four skills, listening, speaking, reading, and writing, will be challenged through their exposure to conversation and composition.



# World Languages Department Courses

## **AP SPANISH LANGUAGE AND CULTURE**

**NCAA W**

**Grades: 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: Spanish 4 Honors or teacher approval**

**Required: Summer work**

This course, taught entirely in Spanish, is designed to prepare students to take the Advanced Placement Spanish Language and Culture exam in May. It is a class that will meet the needs of academically motivated students who wish to further develop their Spanish proficiency. The students will review grammar, enhance their vocabulary, improve their fluency in spoken Spanish in both formal and informal settings, develop their ability to understand the spoken language, enrich their writing skills for various situations, increase their ability to read authentic materials and grow in their understanding of the cultures where Spanish is spoken. Additional skills students will learn include understanding Spanish when you hear it and read it, holding conversations in real-life situations, and drafting stories, letters, emails, essays, and other texts. The grade for this course is weighted. All students enrolled in this class should sit for the AP exam in May. Students should expect 1.5 hours of homework per class session and/or teacher led outside-of-class AP study sessions.

## **AP SPANISH LITERATURE AND CULTURE**

**NCAA W**

**Grades: 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: AP Spanish Language and Culture or IB Spanish Language 5**

**Required: Summer work**

This course, taught entirely in Spanish, is designed to prepare students to take the Advanced Placement Spanish Literature and Culture exam in May. It is a class that will meet the needs of academically motivated students who wish to further develop their Spanish proficiency. Students will build their language skills and cultural knowledge by exploring works of literature written in Spanish. Using Spanish to communicate, students will read, analyze, discuss, and write about works by Spanish, Latin-American,

and U.S. Hispanic authors of different time periods. Skills students will learn include interpreting, analyzing, and comparing literary works, relating literary works to their cultural and historical contexts, comparing literary works to works of art, writing a literary analysis using correct literary terms, and discussing works of literature in Spanish. The grade for this course is weighted. All students enrolled in this class should sit for the AP exam in May. Students should expect 1.5 hours of homework per class session and/or teacher led outside-of-class AP study sessions.

## **IB SPANISH 4 NCAA W**

**Grades: 10, 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: Spanish 3 and Acceptance to IB Diploma Program**

Students will continue to improve oral and written proficiency in Spanish. Students will also continue to refine their grammar. Literature and culture will be the basis of both oral and written Spanish. The four skills, listening, speaking, reading, and writing, will be challenged through exposure to conversation and composition. Students will further develop their critical thinking skills in this course.

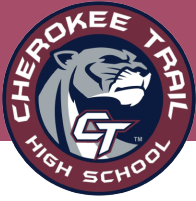
## **IB SPANISH LANGUAGE 5 NCAA W**

**Grades: 11, 12**

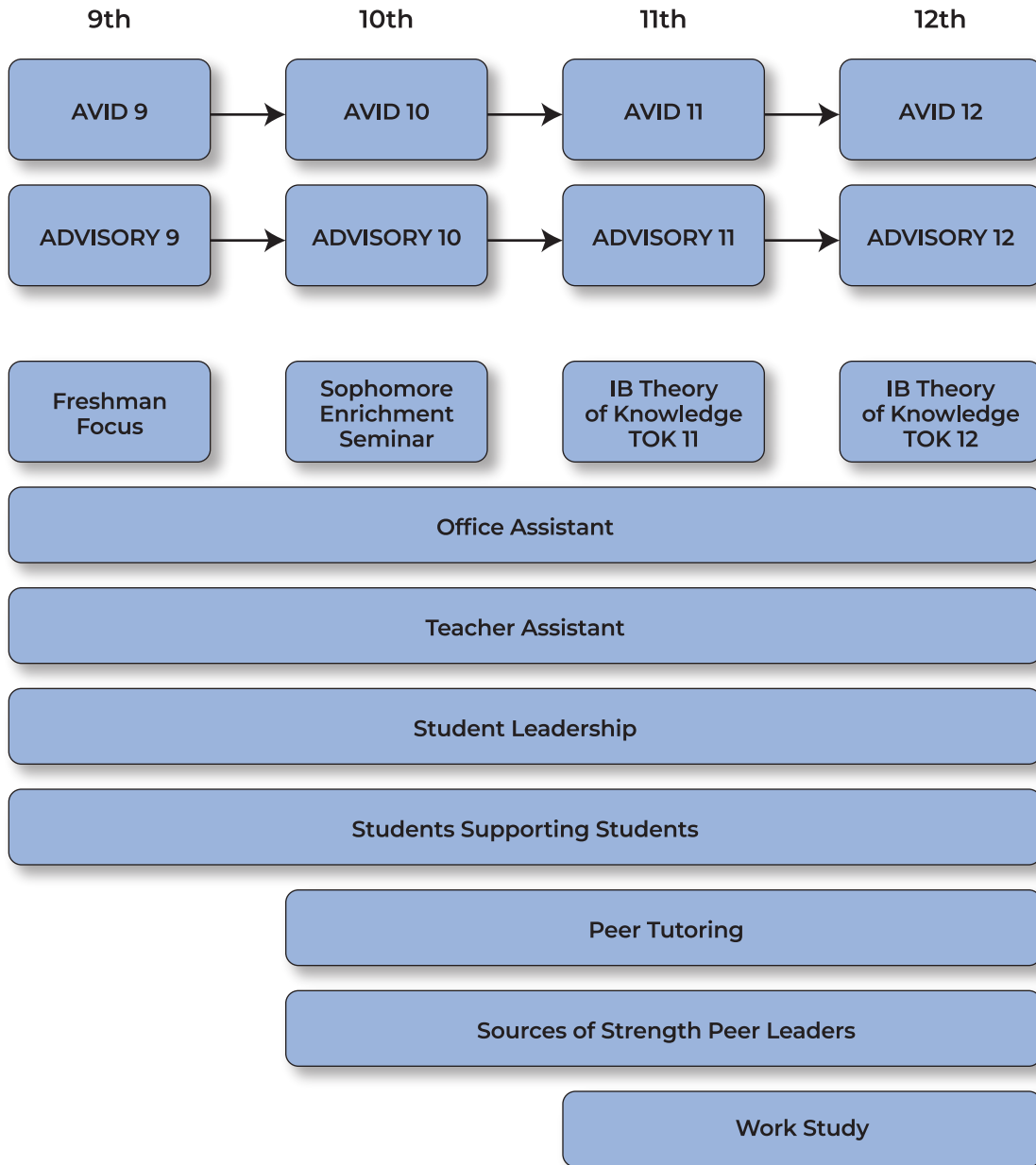
**Year: 1.0 credit general elective credit**

**Prerequisite: IB Spanish 4**

Students will continue to improve oral and written proficiency in Spanish. Students will also continue to refine Spanish grammar. The class will use literature and culture as the basis of both oral and written Spanish. The four skills, listening, speaking, reading, and writing, will be challenged through their exposure to conversation and composition. Students will take the IB Spanish SL exam.



# Additional Elective Courses





## Additional Elective Courses

*Courses that are not included in Academic Pathways.*

### **AVID (AVID 9, AVID 10, AVID 11, and AVID 12)**

**Grades: 9, 10, 11, 12**

**Year: 1.0 credit general elective credit**

**Prerequisite: Minimum 2.5 unweighted GPA and an application/interview process**

AVID (Advancement Via Individual Determination) is a program to prepare bright and driven students with the skills necessary to pursue a college prep path for admission to a four-year college or university. The AVID class will provide academic instruction and other support services to students and prepare them for eligibility into four-year colleges or universities, give students college entry skills, motivate students to seek a college education, and increase students' awareness of career opportunities and choices. Please reference the AVID Program page for more information about the AVID program. Once enrolled, students must continue to meet the grade minimum requirements to remain eligible and in the AVID program.

### **ADVISORY 9, ADVISORY 10, ADVISORY 11, ADVISORY 12**

**Grades: 9, 10, 11, 12**

**Year: 0.25 credit general elective credit**

**Grading System: S/US**

***This course may be repeated for credit.***

The purpose of Advisory is to create space and time within the school environment to allow students and staff to build caring, stable, trusting relationships that support the social-emotional and academic growth of students. Advisory meets once a week, please see bell schedule for Advisory times.

### **BLENDED LEARNING TOK (TOK 11 and TOK 12) W**

**Grades: 11 and 12**

**Year: 0.5 general elective credit**

**Prerequisite: Acceptance to the IB Diploma Program**

**Vendor: Schoology**

Blended Learning Theory of Knowledge, TOK, 11 and 12 is an alternative learning course required course for all IB students. Students will receive direct instruction during in-person and on-site meetings, along with some asynchronous online instruction. Students will enroll in TOK the second semester of their junior year and the first semester of their senior year. TOK, along

with CAS (Creativity, Action, Service) and the Extended Essay, lie at the core of the IB curriculum. In TOK, students will explore and then acknowledge the strengths and limitations of the academic disciplines that they have pursued in their formal education. One goal of the course is for students to unlearn any automatic responses they may have regarding the acceptance of absolute truths. The purpose is not to engender cynicism, but rather to encourage reflection, self-awareness, and skepticism as they continue to pursue truth, reality, and meaning.

### **FRESHMEN FOCUS**

**Grades: 9**

**Semester: 0.5 general elective credit**

**Prerequisite: Teacher approval**

Freshmen Focus is a class with a focus on improving study skills and study habits to developing academic confidence. The class works on building personal habits that will strengthen social and emotional confidence as well. This course will help students learn how to self-advocate, communicate with teachers, collaborate with other students, and be more organized; however, the most important lesson the student will learn in this class is: YOU are the only one who holds the key to your success.

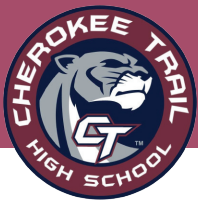
### **IB THEORY OF KNOWLEDGE (TOK 11 and TOK 12) W**

**Grades: 11 and 12**

**Year: 0.5 general elective credit**

**Prerequisite: Acceptance to the IB Diploma Program**

IB Theory of Knowledge, or TOK, is a required course for all IB students. Students will enroll in TOK the second semester of their junior year and the first semester of their senior year. TOK, along with CAS (Creativity, Action, Service) and the Extended Essay, lie at the core of the IB curriculum. In TOK, students will explore and then acknowledge the strengths and limitations of the academic disciplines that they have pursued in their formal education. One goal of the course is for students to unlearn any automatic responses they may have regarding the acceptance of absolute truths. The purpose is not to engender cynicism, but rather to encourage reflection, self-awareness, and skepticism as they continue to pursue truth, reality, and meaning.



# Additional Elective Courses

## OFFICE ASSISTANT

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 credit general elective

**Prerequisite:** Approval of office supervisor

**Grading System:** S/US

This course is for students interested in learning office procedures, telephone etiquette, etc. and in providing a service to the school. Offices include Activities, Administration, AP/IB, Athletics, Counseling, Deans, Student Achievement Services. Students will receive 'S' or 'US' as their grade.

## PEER TUTORING

**Grades:** 10, 11, 12

**Semester:** 0.25 credit general elective credit or service hours

**Prerequisite:** Teacher approval

**Grading System:** S/US

*This course may be repeated for credit.*

Peer tutoring is a fun way to give back to the Cherokee Trail community. We are looking for motivated team-oriented students who have a desire to help others succeed in their course work. We provide the training and support for our tutors who have a desire to create a strong community. Peer tutors can earn .25 credit 'S' or 'US' as their grade. per semester or Community Service hours for working half of the period they are assigned. Students must have C's or better and acceptance depends on teacher approval.

## SOPHOMORE ENRICHMENT SEMINAR

**Grades:** 10

**Year:** 1.0 credit general elective credit

**Prerequisite:** Teacher approval

Sophomore Enrichment Seminar (SES) is a class with a focus on improving study skills and study habits to develop academic confidence. Using "7 Habits of Highly Effective Teens" as our core text, we will also work on building personal habits that will strengthen social emotional confidence as well. This course will help students learn how to self-advocate, communicate with teachers, collaborate with other students and be more organized; however, the most important lesson the student will learn in this class is: **YOU** are the only one who holds the key to your success.

## SOURCES OF STRENGTH PEER LEADERS

**Grades:** 10, 11, 12

**Year:** 1.0 credit general elective credit

**Prerequisite:** Application

*This course may be repeated for credit.*

Sources of Strength Peer Leaders focus on furthering understanding of the Sources of Strength wheel to help individuals get through tough times. As a class, students will help create campaigns and activities for the CT student body to interact with during the school year to spread the language of hope, help, and strength to create a community that fosters belonging and connection. Sources partners with other school and community organizations throughout the school year to champion strength-based messaging. This class will help students recognize their strengths and use their weaknesses as experience and opportunities to grow physically and mentally.

## STUDENT LEADERSHIP

**Grades:** 9, 10, 11, 12

**Year:** 1.0 credit general elective credit

**Prerequisite:** Application/Interview process

*This course may be repeated for credit.*

Student leadership is an opportunity for students of all grade levels to represent the student body at CTHS, both in the school and in the community. Students in this class serve as student body officers and class representatives. The major activities of Student Leadership include Homecoming, Wish Week, Prom, and school and community service projects. Students will learn and use leadership skills to plan and implement a wide range of school activities.

## STUDENTS SUPPORTING STUDENTS

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 credit general elective credit

**Grading System:** S/US

*This course may be repeated for credit.*

The students supporting students class will have students participating in activities and supporting students in the ILC classroom. They will be student aides working with teachers and students. They will also learn about students with disabilities and how to promote awareness and understanding about ways to help accommodate for people with disabilities in their community.



## Additional Elective Courses

### **TEACHER ASSISTANT**

**Grades:** 9, 10, 11, 12

**Semester:** 0.5 credit general elective credit

**Prerequisite:** Approval of supervising teacher

**Grading System:** S/US

Students will assist a teacher in a variety of duties and responsibilities. This may include, but not be limited to, clerical work, maintaining equipment, delivering correspondence, and securing supplies.

### **WORK STUDY**

**Grades:** 11, 12

**Semester:** 1.0 general elective credit/125 hours

**Prerequisite:** Counselor Approval

**Grading System:** S/US

**Course Type:** Alternative Instruction/Work-Based Learning

*This course may be repeated for credit.*

The Work Study Program is an alternative instruction, work-based learning course designed to provide hands-on, real-world experience that aligns with the students' Individual Career and Academic Plan (ICAP). Learning takes place partially or entirely in the workplace. To participate, students must secure and maintain a job for the entire semester, ensuring work hours do not conflict with school - meaning after-school hours or weekends. The work-study teacher supervises and monitors students' work experience throughout the program.

*Our Actions Will  
Ignite the Genius and  
Nurture the Goodness  
Within Us All*

