CAPROCK ACADEMY

CHARACTER. ACCOUNTABILITY. ACADEMICS.

2025-2026

Caprock Academy

High School Course Guide

714 24 ½ Road, Grand Junction, CO 81505
970-243-1771 www.caprockacademy.org

VISION:

Strengthening the community through the involvement of parents, educators, and community leaders working together to provide an environment that fosters academic excellence and develops strong character in our students. We shape global citizens who set life goals and practice lives of service and virtue.

MISSION:

Help all students achieve their highest academic and character potential using proven, accelerated academic programs while providing a safe environment.

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Contacts

School Address: 714 24 ½ Road, Grand Junction, CO 81505

Phone: 970-243 -1771 **Fax**: 970-243-3612

Website Address: www.caprockacademy.org

Head of School: Matt Diers

Assistant to the Head of School: Mrs. Nicola Quinlan

Dean of Students: Mr. Howard Butcher (Grades 7-12)

Assistant Dean of Students: Ms. Brook Navin (Grades 7-12)

Director of Support Services: Mrs. Kim Christensen

Student Plan Coordinator: Mrs. Cheala Herrera

School Assessment Coordinator: Ms. Kerri Schulze

Director of Athletics & Activities: Mr. Dylan Albert

Registrar: Ms. Darlene Rice

College and Career Advisor: Mrs. Heather Van Schaick

Graduation Requirements

Caprock Academy will award students their diplomas. Students must earn at least 29 credits to graduate but may have the opportunity to earn 32 credits.

Overview:

English	**6**	**Foreign Language**	**2**
Math	**4**	**Philosophy**	**1**
Social Science	**4.5**	**Physical Education**	**1**
Science	**3**	**Technology Education**	**.5**
Fine Arts	**2**	**Electives**	**4.5**
		Personal Finance	**0.5**

English: 6 credits (*required)

- Classical Literature - 9th (1 credit) * Traditional or Honors
- Freshman Lit/Composition I - 9th (1 credit) * *Required in conjunction with Classical Lit-Traditional*
- British Literature - 10th (1 credit) * Traditional or Honors
- American Literature - 11th (1 credit) * Traditional or Honors
- World Literature or AP English/Literature Composition - 12th (1 credit) *
- Rhetoric - 10th (½ credit) *

- *Possible Electives*
  - AP English/Language Composition
  - Arthurian Mythos I
  - Dystopian Novels
  - Graphic Novels
  - Journalism (yearbook)
  - Media Production-Newspaper
  - Modern Literature A/B
  - Mythology
  - Shakespeare A/B
  - Women Authors A/B
  - On-Campus Concurrent Enrollment (college-level classes for college credits)
    - CMU 111 – English Composition I
    - CMU 112 – English Composition II
    - Prerequisites include 12th grade enrollment, 2.75 GPA, and 470 or higher on English SAT

Math: 4 credits (*required classes depending on sequence start)

- Foundations of Math I/II/III
- Pre-Algebra
- Algebra I/II
- Geometry
- AP Pre-Calculus
- AP Calculus AB/BC
- Statistics I
- AP Statistics
- Accounting I

Humanities: 4.5 credits (*required)

- Western Civilization I - 9th (1 credit) *
- Western Civilization II - 10th (1 credit) *
- American History or AP US History- 11th (1 credit) *
- American Government or AP US Government and Politics- 12th (½ credit) *
- Eastern Civilization - 12th (½ credit) *
- Economics – 12th (½ credit) *
- *Possible Electives*
    - AP European History
    - AP Human Geography
    - Current World Events
    - AP Psychology
    - Colorado History
    - Modern History
    - Criminal Justice

Science: 3 credits (*required classes depending on sequence start)

- Introduction to Physical Science
- Biology I
- Chemistry I
- Physics I
- *Possible Electives*
    - Anatomy and Physiology A
    - Botany
    - Geology I
    - Forensic Science
    - AP Environmental Science
    - Zoology

Fine Arts: 2 credits

- Ancient Art History
- Band (full-year commitment)
- Chorus
- Modern Art History
- Studio Art
- Theatre
- Technical Theatre

Foreign Languages: 2 consecutive credits (*required)

- Latin I - 9th (Did **not** pass placement test*)
- Latin II/III/IV
- Spanish I/II/III/IV
- French I/II/III/ IV
- Mandarin I

Philosophy: 1 credit (*required)

- Introduction to Philosophy - 9th (½ credit) *
- Moral Philosophy I - 10th (½ credit) *
- *Electives*
    - Moral Philosophy II - 11th (½ credit)
    - Moral Philosophy III - 12th (½ credit)

Physical Education: 1 credit (*required)

- PE
  Note: If you play a competitive sport for Caprock (Volleyball, Basketball, Soccer, Cross Country, or Track), you will earn .5 credit per season played. However, if you do an activity at another school/club sports organization, you may earn .5 credit for every 8 consecutive weeks of at least 2 hours of participation. This must be documented on the school/club sport organization's letterhead and signed by the individual in charge of the activity. Only activities completed during the school year will be considered, on the 1st day of school through the last day each year. Documentation must be submitted to the Registrar no later than June 1st of that year. You may not earn more than the required PE credit through sports and/or outside schools/club sports organizations.
- Health & Fitness 9th -12th (½ credit)
- PE Team Sports 9th -12th (½ credit)
- PE Individual Sports 9th -12th (½ credit)

Technology Education: ½ credit (*required)

- Computer Research/Technical Writing- 9th (½ credit) *
- *Elective*
    - AP Computer Science A
    - AP Computer Science Principles
    - Introduction to Programming

Other required credit: ½ credit (*required)

- Personal Finance-12th (½ credit) *

Other Electives

- Introduction to Robotics
- Introduction to STEM

College and Career Readiness Demonstrations

Graduating high school students will also complete an Individual Career and Academic Plan (ICAP) with the College and Career Advisor, **and they will** Demonstrate College and Career Readiness through one of the following:

1) meet or exceed the cut score or criteria on a state-approved measure of College and Career Readiness in English and Math by completing one of the **options in the table below**, **OR**
2) complete the requirements and goals as listed on a student's Individual Education Plan (IEP), English Language Development Plan (ELDP), or Advanced Learning Plan (ALP), which may include modified content standards.

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. The Board has selected its own measures from these state graduation guidelines.

Students must complete at least one of the following measures and meet or exceed the measure's corresponding cut score or criteria to demonstrate college and career readiness in each of the content areas: English and Math.

Measure **(Assessment Tool)**	**English** **Cut Score/Criteria**	**Math** **Cut Score/Criteria**
ACT *National college admissions exam. It measures four subjects - English, reading, math and science. The highest possible score for each subject is 36.*	Score of at least 18 on ACT English	Score of at least 19 on ACT Math
Advanced Placement (AP) *AP exams test students' ability to perform at a college level. AP exams which will fulfill this menu option are identified on the accompanying exhibit. Scores range from 1 to 5 (highest).*	Score of at least 2	Score of at least 2
Armed Services Vocational Aptitude Battery (ASVAB) *Comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.*	Score of at least 31	Score of at least 31

SAT *College entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.*	470 on Evidence-Based Reading and Writing	500 on Math
District capstone project *Multifaceted body of work that serves as a culminating academic and intellectual experience for students.*	Students will complete a Senior Thesis paper on "What is the Good Life," taking into account learning from English Literature classes from throughout their high school career. Requirements for obtaining a passing grade on the senior Thesis paper will be held by the Caprock Academy English Department and approved by the Head of School.	Individualized

Sample Four Year Plan:

Grade 9

1. Classical Literature-Traditional or Honors
2. Freshman Literacy/ Composition I (required if taking Classical Literature-Traditional)
3. Math
4. Science (Introduction to Physical Science or Biology)
5. Western Civilization I
6. Latin I or *Latin II (Passed placement test)*
7. Computer Research/Technical Writing /Introduction to Philosophy
8. Fine Arts or PE

Grade 10

1. British Literature-Traditional or Honors
2. Math
3. Science (Biology if it was not taken Freshman year)
4. Western Civilization II
5. Rhetoric/Moral Philosophy I
6. Foreign Language
7. Fine Arts or PE
8. Elective

Grade 11

1. American Literature-Traditional or Honors
2. Math
3. Science
4. American History or AP US History
5. Foreign Language (unless it has been fulfilled – see page 6)
6. Fine Arts or PE (unless it has been fulfilled – see page 6)
7. Elective
8. Elective

Grade 12

1. World Literature or AP English/Literature Composition
2. Math
3. American Government or AP US Government and Politics/Eastern Civilization
4. Fine Arts or PE (unless it has been fulfilled – see page 6)
5. Economics/Personal Finance
6. Foreign Language (unless it has been fulfilled - see page 6)
7. Elective
8. Elective

Grading Scale - Honors/AP:

Grades will be assigned in all subjects. Caprock Academy will assign grades to reflect accurately the range between true mastery and insufficient knowledge of a subject. In this scheme, the following letter grades have these meanings:

- A-Mastery
- B-Proficiency
- C-Sufficiency (Competence)
- D-Insufficiency
- F-Failing

In addition to these general parameters, we will be using the following grade scale for High School. High School courses taken in 8th grade will be graded according to the High School grading scale. The letter and numerical grades for this system are listed below:

High School

	Standard Course	Honors/Advanced Placement
	GPA Credit	GPA Credit
A 90-100%	4.0	5.0
B 80-89%	3.0	4.0
C 70-79%	2.0	3.0
D 64-69%	1.0	2.0
F <64%	0.0	0.0

An incomplete will only be given under special circumstances as determined by the Head of School.
To be in good academic standing the student must maintain a 2.0 Grade-Point Average.
Advanced Placement and Honors classes are intended for those students with proven high academic performance. Students should carefully consider the higher standards and heavier workloads of Honors and AP classes before choosing them over traditional classes.

Transcripts will show a student's enrollment history, GPA, class rank, community service hours, current grade, birth date, gender, courses taken in the current school year with grades listed per class and credits attempted and earned.

Honors/AP Track:

*****Students who take AP level courses will have the opportunity to take the AP exams. Honors and AP classes will be denoted on the transcript.

Concurrent Enrollment:

Policy AP 7.1.1 Concurrent Enrollment

Caprock Academy's primary aim for students in high school is to prepare them for post-secondary education. In light of this, Caprock does not support replacing its full curriculum at the high school level with concurrent enrollment classes. However, in recognition that students can benefit from earning college credit while in high school in order to more thoroughly pursue post high school goals, Caprock allows students to register for concurrent enrollment classes in either an on-campus or online format through the post-secondary institution(s) of Caprock's choosing. Students may only choose to take a concurrent enrollment class from an institution of higher education with whom Caprock Academy has partnered. Concurrent enrollment classes have collegiate level expectations and therefore great care should be taken when choosing to enroll in a concurrent enrollment class. Students interested in Concurrent Enrollment must meet the institution of higher education's enrollment requirements.

- Caprock will be financially responsible for tuition costs for concurrent enrollment classes
- Students may be responsible for additional class costs, such as materials and books
- Students who qualify for Free and Reduced Lunch status may be able to waive additional class costs that would otherwise cause there to be a barrier to concurrent enrollment.
- All online concurrent enrollment courses must exceed what is offered on campus (e.g., Spanish II may not be taken online if Spanish II is offered on campus).
- Concurrent enrollment courses may count for content specific elective credits.
- All Concurrent Enrollment classes will have a value of 0.5 high school credits per semester, regardless of how many college credits are earned. Students will receive a separate college transcript that will detail the college credits the student has received.
- Grades earned through any concurrent enrollment class taken through an institution of higher learning will translate to the weighted GPA scale.
- Students who score below 70% in a concurrent enrollment class will not be eligible to register for concurrent enrollment classes for one full semester (e.g., if a student scores below a 70% during the fall semester of 2022, they will not be eligible to register for another concurrent enrollment class until the fall of 2023). The Head of School may waive the preceding requirements in exceptional cases.

Course Descriptions:

Overview: *This booklet serves as an informational packet to be used by students and parents when determining which classes will best suit graduation needs as well as desired elective tracks. While the school will make efforts to keep these descriptions updated and accurate, this list does not replace the formal syllabus for any class and the school may change, add, or remove any classes from or to this list at any time. If a parent or student has any questions about formal class descriptions and/or syllabi, they are encouraged to contact the school office. A grey highlighted course indicates that it is a required course to graduate from Caprock Academy.*

ENGLISH/LITERATURE

American Literature – Traditional or Honors – *Required Junior Course* **1 Cr.**

Our journey into the American Experience will begin with a review of the summer reading *The Crucible*. Our literature survey will introduce students to some of the great works and characters from the 17th through the 20th centuries in America. The selected works will trace the emergence of the American literary tradition beginning with Irving and Hawthorne, then Emerson, Stowe, Twain, Melville and up to Fitzgerald and other authors of the 20th century.

Literary analysis, critical thinking, close reading, and argument writing will prepare students for college level English courses. In addition to writing analytical argument papers, students will create projects and presentations that focus on key aspects of the texts in order to differentiate the class's approach to the material.

Using proven methods such as Socratic dialogue and a humanities approach, we will also explore the evolving ideas, historical trends, and culture of this era. Authors such as Hawthorne, Emerson, Stowe, Melville and Twain will help us discover the ways in which literature speaks to the human condition, and more specifically for this course, the American condition.

Together, we will explore the following four questions:

1. How do we define the American self?
2. Why would people sacrifice to get here?
3. When does America, or American history, begin?
4. How do ancient civilizations impact the modern world?

AP English Language and Composition-*Elective* **1 Cr.**

Aligned to an introductory college-level rhetoric and writing curriculum, the AP Composition course cultivates the reading and writing skills that students need for college success and intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course deepen and expand their

understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

AP English Literature and Composition – *Required Senior Course if not taking World Literature* **1 Cr.**

AP English Literature and Composition aims to engage questions of human purpose, responsibility, and freedom. Students have already engaged these topics through other courses and texts, but this class will place them in direct conversation with the most influential treatments of the role of the human being in world literature. The class will study texts such as *Crime and Punishment* by Fyodor Dostoevsky, *The Apology of Socrates* by Plato, *Tess of the d'Urbervilles* by Thomas Hardy*, The Inferno* by Dante Alighieri*, Macbeth* by William Shakespeare*, Heart of Darkness* by Joseph Conrad and several pieces of contemporary literature and poetry as selected*.* In each case students will seek to identify the strategies or narrative techniques the author uses to engage an audience and assert his or her views. Students will conclude the year by making their first major contributions to this ongoing human conversation by writing a 20–25-page thesis in response to the question "What is the good life?"

Arthurian Mythos I- *Elective* **½ Cr.**

"Some men say that King Arthur is not dead...and that he will come again." Arthur, Lancelot, and Guinevere, Yvain and Gawain, Erec and Enide, Perceval and the Grail, and many other knights, ladies, and symbols continue to return under new guise in succeeding ages.

These courses aim to introduce learners to the rich heritage of Arthurian material through reading and discussing a selection of medieval narratives. Using the class texts, learners will investigate themes of love, respect, honor, and humanity in ancient Arthuriana.

Tracing the fascinating and complex development of that myth in outstanding literature, this course will introduce (or build upon) the medieval history, tradition, and prose, of the Arthurian legend as it appears in historical chronicle, narrative romance, and religious versions. In noting the attraction that the Arthurian tradition has held for succeeding generations, we will examine the nature of its popularity and the elements that have remained, been modified, or been discarded over the ages.

Arthurian Mythos I will use Chretien's *Arthurian Romances* as its foundational texts, and Arthurian Mythos II will build upon our discussion with *Le Morte d'Arthur.*

British Literature – Traditional or Honors – *Required Sophomore Course* **1 Cr.**

Beginning with a review of our summer reading, *Frankenstein*, our literature survey will introduce students to some of the great works and characters from classical British Literature. Spanning centuries of British history, the selected works will trace the development of the English language beginning with the Anglo Saxons. From there we will move on to Middle English and Chaucer, meet Shakespeare and the Elizabethans, and conclude with Dickens and the Victorians.

Literary analysis, critical thinking, and expository writing will prepare students for college-level English courses. Honors students will negotiate projects and submit analytical writings in order to arrive at interpretive conclusions consistent with logic and rhetoric in the Classical Trivium.

Using proven methods such as Socratic dialogue and a humanities approach, we will also explore the ideas, culture, and advances of this era. We will learn that authors such as Chaucer, Milton, and Shakespeare struggled with many of the same concerns that face mankind today. Together, we will discuss themes such as identity, loss, love, free will, duty, moral order, and redemption. While studying the technical talent and literary devices employed by our selected authors, we will explore answers to classical philosophical questions such as:

1. What is truth, beauty, goodness?
2. What are common characteristics in British Literature?
3. What defines a hero and has that definition changed through history?
4. How does literature shape or reflect society?

Classical Literature – Traditional or Honors – *Required Freshman Course* **1 Cr.**

This class will offer in-depth readings of selected works from the Classical World. We will begin the course with the summer reading, the Babylonian text *The Epic of Gilgamesh.* Next, we will move to the classical epic Homer's *The Iliad.* We will proceed to Aeschylus' *The Oresteia.* Second semester we will study Homer's *The Odyssey* and Sophocles' *The Three Theban Plays.*

Our journey through Classical Literature, literary analysis, critical thinking, and argument writing will help prepare students for college level English courses. The rigorous readings serve as our content. Analysis, synthesis, and original composition will be emphasized over mere knowledge, recall, and surface level comprehension. Socratic discussions will be central to our exploration of the evolving ideas, historical trends, and themes of this era.

Dystopian Novels- *Elective* **½ Cr.**

This course will study a variety of dystopian novels to assess the role of the individual in society, the characteristics of dystopian societies, and the individual's power to change their society as they see it. This class will include readings, discussions, projects, and presentations.

Freshman Literacy/Comp I – *Required Freshman course if not taking Classical Lit. - Honors* **1 Cr.**

Freshman Literacy is designed to develop and improve the literacy skills of ninth grade students at Caprock Academy. Simply put, literacy skills are all the skills one needs to be successful at reading and writing. Examples of literacy skills include awareness of print, awareness of the sounds of language, and awareness of the relationship between letters and sounds. Other literacy skills include vocabulary, spelling, and comprehension (Bainbridge). Over the course of the semester students will engage in a variety of exercises, activities, and assignments designed to improve literacy skills and overall academic success.

Composition I will prepare students for sophisticated writing at the high school and early college levels. While the course will focus primarily upon the academic "paper," students will also delve into the world of the literary essay, a genre graced by George Orwell, G.K. Chesterton, C.S. Lewis, and other great writers. In addition, we will analyze select short stories to identify textual evidence, make claims, and develop a thesis—as pre-writing work. Along the way, students will reinforce their command of English mechanics, sharpen their style, and cultivate their individual voices and critical thinking skills; students will learn how to think about assignments, select or design a thesis, and execute their plans efficiently and precisely.

Graphic Novels - *Elective* **½ Cr.**

Graphic novels have a significant impact on literature and culture. In graphic novels, the drawn panels contribute as much to the meaning of the book as the words. In this space, emotions that are difficult to express verbally can be expressed eloquently in the art. This class will cover several graphic novels, both fiction and non-fiction. It will culminate in a final project in which the students will create their own graphic novel.

Journalism – Yearbook- *Elective* **1 Cr.**

The Journalism (Yearbook) course is designed to give students a basic understanding of layout design and desktop publishing. Students will write, edit, and layout at least one section of the school yearbook, both in print and in an online version. Students in this course do all the work for publication of the yearbook. Students will develop their writing abilities and editing skills as well as develop skills in photography and comic drawing. The course will also require some after-school deadlines as well as some out-of-school time for taking pictures and writing articles. Journalism is a class designed for students who wish to polish their writing skills with a focus on the written media as a genre. This two-semester course provides preparation for future journalism courses and life experience in producing a yearbook. Students will learn to write articles, take photos, design layouts, and create pages during this class. This course will include computer work, notes and discussion with the aim that students understand the concepts. While some vocabulary may be unfamiliar, it must be learned within the conceptual framework; memorization of definitions is not sufficient for success. Time management is an important key to success in this class.

Writing will be non-fiction in nature and, in most cases, will require some reading, research and/or interviews. Students will be heavily involved in writing, editing, and developing Caprock Academy's yearbook.

Media Production-Newspaper-*Elective* **1 Cr.**

This course provides students with a comprehensive understanding of journalism, newspaper writing, and digital content creation. Students will write, edit, and design a minimum of four issues of the school newspaper, both in print and online. They will be responsible for all aspects of publication, including article writing, editing, photography, and layout design using industry-standard software.

Through hands-on projects, students will refine their writing abilities, develop editing skills, and create engaging content for the Eagle's Quill, Caprock Academy's school newspaper. In addition to traditional

news writing, students will explore comic drawing, photojournalism, and digital media. Assignments will include extensive reading, research, and interviews to produce non-fiction content.

This two-semester course emphasizes real-world applications, preparing students for future journalism courses and providing valuable experience in managing publication deadlines. Some after-school and out-of-school time may be required for news coverage and meeting print deadlines. Students will gain a strong foundation in time management, teamwork, and content creation, building a portfolio that showcases their best work in both print and digital formats.

Modern Literature A/B- *Elective* **½ Cr.**

This course aims to provide students with an introduction to the modern literature of the 20th century, particularly literature which focuses on identity. Within the text and context of the assigned novels, we will discuss the connection between human identity and the cultural identities of the United States and other nations in the 20th century. We will read literature by Dickens, Joyce, Bradbury, Hemingway, Lewis, and Steinbeck. Students will analyze and interpret the texts via Socratic discussion, Close Readings, Power Point Presentations, and tests.

Rhetoric – *Required Sophomore Course* **½ Cr.**

The objective of this course is to provide students with an introduction to rhetoric, 1/3 of the trivium. It is an art concerning itself with the mastery of language in both written and spoken forms. It has long been considered the crowning jewel of a liberal arts education. Great rhetoric operates effectively and persuasively on three levels: reason, feeling, and belief. Aristotle believed that rhetorical skill must consist in the ability to "1) reason logically, 2) understand human character and goodness in various forms, and 3) understand the emotions… to know their causes and the way in which they are excited."

Rhetoric, therefore, appeals to the mind, but is not solely intellectual; it appeals to the sentiments, but is not exceedingly sentimental; it seeks to persuade by altering convictions and beliefs by supporting reason. It is nobler than mere enchantment. The rules of rhetoric are intended to provide one with the power of persuasion, which is perhaps one of the greatest powers since little happens unless people believe "something." The successful rhetorician determines that "something." Theirs' is the power to set the course. As with any power, it can be used for good or ill; it can be virtuous or ignoble, and what begins as rhetoric may end in demagoguery. It is a sort of platitudinous truth that the abuse of power is nearly always preceded by the abuse of language. Wisdom, therefore, requires more than fluency in the "belles lettres," and education provides a single set of tools capable of clarifying or concealing, revealing, or defacing truth. To grapple with the thoughts, passions, beliefs, and in many instances, the lives of men is a genuine struggle.

With these thoughts in mind, it is the purpose of this course not merely to provide a rudimentary knowledge of the ways in which one might artfully arrange their thoughts and words, but to have as their end, the aims of truth and virtue, and above all, the capacity to counter their opposites.

Shakespeare A/B- *Elective* **½ Cr.**

The objective of this course is to provide students with an introduction to Shakespeare, his plays, and his poetry. Students will learn about his childhood, adult years, and the Globe Theatre as well as their impact on his plays and poetry. We will be reading "Othello", "King Lear", two of his tragedies as well as a series of his sonnets and poetry. We will also be reading "Midsummer's Night Dream", a comedy and a historical play, "Henry V".

Discover Shakespeare - Four centuries after he wrote them, the works of William Shakespeare continue to entertain and intrigue audiences around the world. Shakespeare's genius permanently shaped the English language, while his knowledge of the human mind and heart speaks to us across the years. In the words of his friend and rival playwright Ben Jonson, "He was not of an age, but for all time." Whether you are just discovering Shakespeare or are simply eager to learn more about his life, his works, how they were first performed, and the times in which he lived, it is the hope you will enjoy exploring these resources from the Folger's vast collection on Shakespeare. – Folger Shakespeare Library, www.folger.edu.

Women Authors A- *Elective* **½ Cr.**

This course begins with the question "What is Women's Literature?" and introduces students to female authors whose written works have helped develop an awareness of the social and historical forces that have affected women's lives and their writing during various eras. Students will become familiar with women writers as we read and examine work from a variety of genres including gothic romance, non-fiction, mystery, and contemporary fiction. Some of the novels that will be read are *Wuthering Heights*, *Beloved*, *A Room of One's Own,* and *A Crooked House*. Students will also gain an awareness of the importance of writing as a social action.

This is not a feminist-based class; it is a course that asks you to become increasingly aware of the ways in which women's writing has been produced and consumed within many different situations, or contexts, in their lives.

Women Authors B- *Elective* **½ Cr.**

This course begins with the question "What is Women's Literature?" and proceeds through a variety of readings in an attempt to expose you to the scope of women's lives and concerns as represented in literature. Over the course of this class, you will familiarize yourself with the writing of women from a variety of genres: novelists such as Jane Austen and Willa Cather; short story writers Charlotte Gilman Perkins, Zora Neale Hurston, Kate Chopin and Joyce Carol Oates; poets Maya Angelou, Sylvia Plath, Margaret Atwood and others, and will examine how these works voice similar or differing concerns depending on the writers' race, class, and time frame. To this end, you will be reading selections focused on a theme or idea represented in women's literature from different historical periods.

This is not a feminist-based class; it is a course that asks you to become increasingly aware of the ways in which women's writing has been produced and consumed within many different situations, or contexts, in their lives.

World Literature – *Required Senior Course if not taking AP English Lit/Comp* **1 Cr.**

This course aims to engage questions of human purpose, responsibility, and freedom. Students have already engaged these topics through other courses and texts, but World Literature will place them in direct conversation with the most influential treatments of the role of the human being. The class will study texts such as *Crime and Punishment* by Fyodor Dostoevsky, *The Apology of Socrates* by Plato, *Tess of the d'Ubervilles* by Thomas Hardy*, The Inferno* by Dante Alighieri*, Macbeth* by William Shakespeare*,* and *Heart of Darkness* by Joseph Conrad*.* Students will conclude the year by making their first major contributions to this ongoing human conversation by writing a 20–25-page thesis in response to the question "What is the good life?"

MATHEMATICS

Accounting I **1 Cr.**

Accounting I is a course for students who have a variety of career objectives. It is designed for students who want to begin vocational preparation for accounting careers. It is also designed for students planning careers in related business fields for which mastery of some accounting knowledge, understanding, and application is needed. It will fulfill the needs of students seeking the foundation on which to continue studying business and accounting at the college level.

Algebra I **1 Cr.**

Algebra I is an introductory course for students into the world of higher mathematics. This class is a study of the language, concepts, and techniques of Algebra that will prepare students to approach and solve problems following a logical succession of steps. Skills taught in the course lay groundwork for upper-level math and science courses and have practical uses. The main goal of this course is to provide students with a thorough and extensive study of linear and quadratic functions and graphing on the *x*-*y*-coordinate system. The course starts off with a quick review of basic algebraic concepts, such as variables, order of operations, exponents, and problem-solving skills. They will gain a thorough introduction to functions, the basis of all of algebra and higher mathematics, such as calculus. The end of the course takes the students' knowledge of Algebra 1 one step further by introducing them to some basic concepts of trigonometry.

In Algebra I, students will learn the process of solving equations, working with polynomials, radical and exponential functions, advanced algebraic word problems and will be introduced to more advanced mathematical concepts. Preparation for Geometry and Algebra II will be emphasized. Each unit will last approximately one to two weeks in length; this will be determined by the students' comprehension of each unit. Among the Colorado educational standards, students will use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

Algebra II **1 Cr.**

Algebra II is a systematic study of elementary functions: linear, quadratic, polynomial, rational, exponential, and logarithmic functions, and trigonometric functions. The course builds and develops a conceptual understanding of the fundamental concept of functions, which will be introduced at the beginning of the course and will be reviewed and further developed as we study new types of functions. The students will learn how to solve systems of linear equations and linear inequalities and develop an understanding of the relationships between linear equations and geometric objects such as lines and planes in 2- and 3-dimensional space. The connection between algebra and geometry will be further explored through the study of circles, ellipses, and other conic sections in relation to quadratic equations. The students will acquire a solid foundation in analytic geometry which will provide a strong basis for advanced mathematics such as calculus in college. The course will end with a unit on sequences and series, introducing students to the concepts of limits and continuity which are fundamental to the study of calculus. Students who complete the course successfully would have acquired a solid foundation for higher mathematics.

AP Calculus AB **1 Cr.**

AP Calculus AB provides students with an understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: functions, graphs, limits, and continuity; differential calculus (including definition, application, and computation of the derivative; derivative at a point; derivative as a function; and second derivatives); and integral calculus (including definite integrals and antidifferentiation).

AP Calculus BC **1 Cr.**

AP Calculus BC courses provide students with an understanding of the concepts of calculus and experience with its methods and applications. These courses cover all the calculus topics in AP Calculus AB as well as the following topics: parametric, polar, and vector functions; applications of integrals; and polynomial approximations and series, including series of constants and Taylor series.

AP Statistics **1 Cr.**

AP Statistics courses introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling, and experimentation, anticipating patterns, and statistical inference.

Geometry **1 Cr.**

By the time students enroll in a rigorous Geometry course, they have explored several elementary concepts of geometry. They have discovered, for example, that the sum of the interior angles of a triangle is 180° and that parallel lines do not intersect. They have not explored, however, how, or why that knowledge matters. Their understanding of elementary geometry concepts needs to be reinforced and deepened, organized into an axiomatic system, and made relevant to the world. As a rigorous Geometry course, the students enrolled will discover the fundamental concepts of geometry in much

the same ways that René Descartes and Euclid before him may have discovered them: through logical exploration and thorough investigation.

Such work develops students' deep understanding and, consequently, increases their chances for success. A rigorous Geometry course begins with the basics: it names certain undefined terms from which all other terms are later defined (e.g., points, lines, planes); it identifies axioms or postulates; it then investigates problems and relationships that lead to theorems that must be proved. With these basic concepts, the course studies the properties of plane figures from line segments to rays, angles, polygons, and circles; the properties of solids; perimeter, area, and volume; as well as similarity, congruence, and symmetry. The course presents these geometric concepts through several approaches to geometry (e.g., Euclidean, coordinate, transformational), and it introduces students to trigonometry.

Throughout their studies, students will be asked to justify their reasoning and to construct formal proofs using the language and structure of mathematics, always building upon what they know. In other words, the skills students need to think logically are emphasized. Meanwhile, students learn by becoming familiar with tools that enhance conceptual understanding and aid in problem solving, from the low-tech (e.g., straightedge, protractor, compass) to the high-tech (e.g., graphing calculators) for investigations.

Pre-Algebra **1 Cr.**

Pre-Algebra course will give students a strong foundation in algebra while preparing them for future higher math courses. During this course students will understand the number system, expressions and equations, proportional relationships, lines, and linear equations. They will be able to analyze the above items within the number system, define and evaluate functions, understand geometry congruence and similarity of geometry, understand and apply the Pythagorean Theorem. Introduction to statistics and probability will be discussed. Students will also apply and extend understandings of rational numbers and exponents as well as proportionality and linear relationships. Students will understand and apply Colorado Math Standards throughout this course.

AP Pre-Calculus **1 Cr.**

In this AP course, students will build on their understanding of various types of functions, such as linear, quadratic, polynomial, exponential, and logarithmic functions. Some students may already have some familiarity with trigonometric functions, which will be expanded upon. The course begins with a deeper exploration of function transformations, then moves into an in-depth study of elementary functions, including trigonometric, exponential, and logarithmic functions. Students will also learn to identify the most suitable function to model real-world data.
In addition to functions, the course will cover aspects of analytical geometry, including vectors in three dimensions, matrix transformations, polar coordinates (optional), and complex numbers. The course concludes with an introduction to sequences, series, and fundamental calculus concepts, such as limits, continuity, and the derivatives of functions. By the end, students will be well-prepared to begin their journey into calculus.

Statistics I **1 Cr.**

This is a one-year course, equivalent to a one-semester introductory college course in statistics. It introduces the students to basic and important concepts, methods, and tools in statistics used by

researchers to gain meaningful information and insights from collections of data. It also incorporates the four approaches as prescribed by the AP curriculum: exploring data through the use of graphical and numerical techniques, developing plans for data collection and analysis by sampling and experimentation, using probability to anticipate results, and confirming models through statistical inferences. The course is algebra-based but does require a degree of maturity in logical thinking and deductive and inductive reasoning.

Foundations of Math I/II/III **1 Cr.**

In Foundations of Math, students will learn algebraic properties such as the associative and distributive properties, learn steps to successfully tackle and solve word problems, and will be introduced to Cartesian graphing and other algebraic concepts. Preparation for Algebra I will be emphasized and topics including basic geometric properties such as the concepts of perimeter, area, and volume. Among other Colorado educational standards, students will develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving such problems.

Social Science

American Government – *Required Senior Course if not taking AP US Government and Politics* **½ Cr.**

In this course, we will explore the ever-evolving role of government in American society, and how we react to and interact with our government. Why is the Federal Government the way it is? What did the Founders intend? How did it change over the years? What were the epochal moments? Why do Americans think the way they do? How did you develop your political leaning?

As much as is possible in a semester, we will study the American political system, including the government itself, the founding documents, court decisions, interest groups, voters (and non-voters) and the writings of insightful or influential politicians and political observers. Frequently, we will read the source documents. For instance, we will not just read about what others write about the Founder's thoughts, we will read selected Federalist Papers (and, Anti-federalist essays, too); we will not just read about the US Constitution; we will read and discuss it in detail.

American History – *Required Junior Course if not taking AP US History* **1 Cr.**

American history courses usually begin around the year 1776. But this was when the "American Experiment" began in earnest. This class will begin by examining the issues of exploration and "discovery" of the New World pre-dating 1492. Students will be allowed time to survey the civilizations of the inhabitants of what is now North and South America prior to the voyage of European explorers. Students will also study the explorations of European merchants, political machinations of European monarchs and the shifts in populations and ideas which influenced the British colonists to revolt in the year 1776. From this point forward students will begin an in-depth study of the American experiment.

American History (11th grade) is divided into four thematic units: The Conquest of The New World, The Formation of America, The American Dream, and The American World. This course also includes the research and writing of a 12- to 14-page term paper, with special emphasis on creating an original and workable thesis statement that moves beyond capable summary into thoughtful analysis. The research question students will be asked to research, think, and write about will be: "What does it mean to be an American?"

The art of discussion among students—as opposed to a question-and-answer format—is the methodological approach of history teachers at Caprock Academy. In addition, emphasis is placed on the following core skills: reading, retention, crafting, and expression. Ultimately, these skills demand an active and dynamic partnership between teacher and student, between thought and delivery, and between inquiry and result.

AP Human Geography *Elective* **1 Cr.**

This is a two-semester class that consists of topics drawn from seven interrelated units of study. These units are Geography: Its Nature and Perspectives, Population Geography, Cultural Patterns and Processes, Political Organization of Space, Economic Development, Agricultural and Rural Land Use, Industrialization, Settlement and Services, Cities and Urban Land Use, Resource Management, and Careers in Geography.

AP US Government and Politics **1 Cr.**

Students will study the key concepts and institutions of the political system and culture of the United States. They will read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project. They will learn about connecting political concepts to real-life situations, explaining the impact and implications of certain U.S. Supreme Court decisions, analyzing data to find patterns and trends and draw conclusions, reading and analyzing text and visual sources, and developing a claim or thesis and supporting it in an essay.

AP US History **1 Cr.**

AP US History will begin by examining the issues of exploration and "discovery" of the New World pre-dating 1492. Students will be allowed time to survey the civilizations of the inhabitants of what is now North and South America prior to the voyage of European explorers. Students will also study the explorations of European merchants, political machinations of European monarchs, and the shifts in populations and ideas which influenced the British colonists to revolt in the year 1776. From this point forward students will begin an in-depth study of the American experiment, detailing events through the 19th and 20th centuries, and completing their study up to current day. The course is designed to prepare students to take the AP US History test at its completion.

AP US History is divided into nine thematic units: 1) Pre- and Post-Columbian America, 2) Colonial America, 3) the American Revolution, 4) the Growth of the Economy and Democracy and the Age of Reform, 5) Sectionalism, War, and Reconstruction, 6) The Gilded Age, 7) Progressivism, World War I, the

1920s, The New Deal, and World War II, 8) The Cold War and the 1950s, 1960s, 1970s, and 1980s, and 9) America in the 21st Century.

Colorado History-*Elective* **½ Cr.**

This class is a study of the history and geography of the state of Colorado from the pre-historic cliff dwellers to the Spanish occupation to the Gold Rush to modern times. It will also look at important historical figures that have influenced the history and events in Colorado. The text, *A Colorado History* provides a comprehensive and accessible panoramic history of the Centennial State. From the arrival of the Paleo-Indians to contemporary times, this book leads readers on an extraordinary exploration of a remarkable place.

Eastern Civilization – *Required Senior Course* **½ Cr.**

The course Introduction to Asian History will be just that: an introduction for students who may not have had any real background in non-European or nonwestern history. Knowing one's own past and heritage is rightly the first priority, but those people who have descended from this Western tradition constitute a relatively small portion of the world's population. Indeed, most human beings over most of recorded history have been participants of a distinctly different experience. This class provides an entry into understanding that experience.

Organization of the course: We will look at each of the major cultures of Asia (major being defined as those which have had the greatest influence not only on their own region of the world – Asia – but also in the wider human experience). This comprises China, India, Mongolia, Japan, and Korea. Each of these three major cultures will be examined separately, in that order, up through the middle to end of the nineteenth century. Then, we will look at them as each sought ways to meet the challenges of Westernism – the threat and potential of science and science-based technology, modern political forms, and an increasingly secular society. Each one of these Asian cultures pursued a distinct path in trying to meet and learn from the West while remaining in essential ways true to their own traditions. Finally, here is what students will be expected to do by the end of the class: *recognize and clearly identify* those fundamental elements of Asia which differentiate it from what we mean by the West, and *account for these differences*.

Economics– *Required Senior Course* **½ Cr.**

The social science of economics studies how people choose to use their scarce resources to satisfy their wants and needs. This course will cover the laws of supply and demand, divisions of labor and specialization, market clearing price as well as the major economic models. It will also look at how these concepts play out both in the U.S. and our current global economy. Students will be able to use these concepts to evaluate current economic issues critically and come to sound economic conclusions. We will read selections from a variety of economic philosophers, including but not limited to, Adam Smith, Fredric Bastiat, and John Locke. The textbook for the class will be *Lessons for the Young Economist* by Dr. Robert P. Murphy.

Modern History- *Elective* **1 Cr.**

This course will look at major events starting in the mid-20th century in the United States. Topics that will be covered will include the rise of big business, the Atomic Age, the Cold War through the 1960's, an in-depth look at Vietnam, 1980s and Social Conservativism, the 1990's, the rise of terrorism and 9/11. The second semester of the course will examine issues that occur in Europe and the rest of the Eastern Hemisphere during the 20th century. We will examine the Cold War, the creation of the European Union, geopolitical strategies, the fall of communism and the rise of globalized politics.

Introduction to Philosophy – *Required Freshman Course* **½ Cr.**

During your Introduction to Philosophy course, we will consider some of life's greatest questions: What is good? What is true? What is beautiful? Through the study of philosophy, students will engage in Socratic discussion to answer these questions. Along with other great thinkers, Socrates, Plato, and

Aristotle, will help to guide this course.

Moral Philosophy I – *Required Sophomore Course* **½ Cr.**

Moral philosophy is the study of how human beings ought to behave. It is the study of both ethics (standards of right and wrong conduct) and politics (the optimal modes of human interaction). Moral philosophy is traditionally distinguished from natural philosophy, which we now more commonly call science. Individuals who claim responsibility for their own actions will do well to become proficient in both branches of moral philosophy.

Moral Philosophy is also an apt subject for making the transition from the second phase of a Classical Education, Logic, to the final phase, Rhetoric—which is the synthesis and eloquent expression of ideas. Students typically have plenty of ideas regarding ethics and politics. Some students are passionate about their views. The goal of this class is for students to think deeply about what makes life worth living and to wrestle with the definitions of words like justice, morality, truth, and beauty, among others. Students will learn to explain and defend their ideas via cogent and eloquent argumentation. Students will employ the tools of logical reasoning learned in the second phase of the trivium to refine and clarify their ideas, channel their passions, and present their views in such a way that other people can understand them and perhaps be persuaded to agree.

Moral Philosophy II- *Elective* **½ Cr.**

The philosophical theme of the modern, and post-modern, age is that of relativism. While relativism has had a profound effect upon every field of human endeavor in the technologically modern or Western world, its most sweeping effects may well be in how it has changed our culture's most fundamental ideas about genders, how they relate to each other, love, and marriage. Much has been made about the supposed collapse of marriage as a fundamental institution for social stability and even the maintenance of civilization. All agree that, for good or ill, a vast tradition has been largely swept away.

One of the most basic questions in moral philosophy asks whether there is an objectively knowable moral philosophy, a universal ethic to guide behavior to which all human beings should adhere. With regard to love and courtship, we might rephrase the question as: is there a better way for people to relate one-to-another than that which seems to dominate our culture today? Can we know that one

way is better than another? Are there certain moral duties or responsibilities in such relationships? If there are, how can we know them? Further, we will consider why the older tradition collapsed and consider whether this has been a good change, a disaster, or simply a change of no particular moral significance. Has anything really changed between people in the past hundred years or not?

To answer these questions about love and courtship, we shall look at writings by philosophers, novelists, theologians, social scientists, and contemporary cultural observers. These readings will span brief essays and articles all the way through two books.

Moral Philosophy III - *Available to Seniors Only* **½ Cr.**

The third Moral Philosophy class will use specific texts to focus on three themes: *The Abolition of Man* covers arguments for an objective moral standard and the results of losing objective standards; *The Brothers Karamazov* explores the topics of faith and doubt, moral responsibility, and free will, and *Explaining Postmodernism* will compare modes of thought through pre-modern, modern, and postmodern eras.

Western Civilization I – *Required Freshman Course* **1 Cr.**

Western Civilization I is a survey course designed to help students gain a better understanding of Western civilization. We will examine what we think it is and why. Underlying these specific questions about our topic are self-reflective inquiries about one being both a human being and a student. It is significant to become acquainted with these concepts and the history of the world in which one lives. The timeline will begin in the opaque sands and rocks of pre-history. We will move at a rapid pace through the basic archaeological and anthropological records of humans and first civilizations until we narrow our focus on the Italian and Balkan Peninsulas and the Black and Mediterranean Seas. We will end the year with the rise of Augustus Caesar and the *Pax Romana*.

Special emphasis will be placed on the development of the foundations of Western culture and how and why Western civilization developed and spread in the manner it did. The topics discussed in this course are very broad. The broad themes will be narrowed and contextualized by focused readings. These readings will take students through the ideas, lives and circumstances of the men and women who have given shape to what is broadly termed “Western civilization.”

Western Civilization II – *Required Sophomore Course* **1 Cr.**

Western Civilization II is a survey course of the historical eras of the Roman Empire, Middle Ages, Renaissance, Reformation, and Enlightenment.

In each of these eras, one finds philosophical, economic, artistic, political, social, geographical, and religious influences on and factors in Western Society. Each of these components will be examined within their historical contexts so that students can come to appreciate how the various worldviews of Western Civilization (Greco-Roman; Monotheistic; Autocratic & Democratic; Scientific-Rational; Aesthetic; Feminist) arose and came to expression.

Criminal Justice- *Elective* **½ Cr.**

The Criminal Justice course introduces students to the key components of the criminal justice system, including law enforcement, the courts, and corrections. Students will explore the history, structure, and function of each component, as well as the roles of professionals within the system. Topics include criminal law, crime prevention, investigation techniques, the trial process, and the rights of individuals within the legal system.
Students will examine real-world applications of criminal justice, ethical issues, and contemporary challenges such as juvenile justice and community policing. This course provides a foundational understanding of the legal and judicial systems, preparing students for further study or careers in criminal justice, law enforcement, or related fields.

AP Psychology- *Elective* **1 Cr.**

This class introduces students to the scientific study of behavior and mental processes. The course covers major concepts, theories, and approaches in psychology, including biological bases of behavior, learning, cognition, development, personality, and mental health disorders. Students explore how psychological principles apply to everyday life, understand research methods, and analyze case studies. The course also emphasizes critical thinking, the influence of social and cultural factors on behavior, and ethical considerations in psychological practice. By the end of the course, students gain a foundational understanding of human behavior and psychological research.

SCIENCE

Anatomy and Physiology A **½ Cr.**

This semester course provides a solid foundation in the anatomy and physiology of the human body. The eleven body systems will be covered from both an anatomical and physiological perspective. Vocabulary will be a large part of this course. Daily study will be important to the acquisition of medical language.

As a science course, anatomy and physiology will involve laboratory experiences, dissection of mammalian organisms, notes and discussion with the aim that students understand and are able to apply the concepts.

Chemistry **1 Cr.**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

Physics I **1 Cr.**

This two-semester course is structured as an equivalent to a one-semester college physics course normally taken by students in life sciences, pre-medicine and some applied sciences. It also provides excellent preparation for students intending to major in physics, engineering or other physical sciences. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Students will have the opportunity to take the AP Physics I Exam in May. Colleges may offer course credit to entering students, depending on their scores on the AP test. Students will perform several hands-on, open-ended laboratory notebooks. The details of these labs will be reported in the laboratory notebooks. A formal lab report will be required for some labs. Students should ensure that they keep their laboratory notebooks after completion of the course because some colleges may request to inspect them before issuing course credit. The course uses a college-level text and will be paced and graded as would a college physics class.

Biology I **1 Cr.**

This two-semester course provides a solid foundation in biology. The major themes are: living systems change through time; living systems interact with their environment and depend on other systems; living systems are related to members of other generations by genetic material passed along during reproduction; growth of an individual conforms to a well-defined pattern of differentiation controlled by the organism's genetic makeup; living systems are complex and highly organized, and they require matter and energy to maintain this organization; and living systems maintain a relatively stable internal environment through their regulatory mechanisms and behavior.

As a science course, Chemistry will involve laboratory experiences and notes/discussion with the aim that students understand the concepts. While Chemistry vocabulary is extensive, it must be learned within the conceptual framework; memorization of definitions is not sufficient for success.

Forensic Science (offered every other year) **½ Cr.**

A one-semester course designed to introduce students to the world of criminal justice from a scientific standpoint. This will include information on ballistics, fingerprinting, blood spatter analysis, sample collection and testing, and evidence collection and processing. It will allow students to learn the basics of the field, while providing them with knowledge necessary for higher education.

Geology I **½ Cr.**

This one-semester course is concerned with understanding the processes that operate at or beneath the surface of the Earth, and the materials on which those processes operate. Students will investigate Earth as a dynamic planet that is constantly changing. During the course of the semester students will learn about how to identify common minerals and rocks, the processes that shape Earth, natural hazards, glaciers and glaciation, local geologic formations, and natural resources.

Introduction to Physical Science **1 Cr.**

This two-semester physical science course provides preparation for future science courses that will be taken at Caprock. The main focus is on chemistry and physics. Topics in geology and biology will also be discussed. Throughout the school year students are taught skills in homework completion, laboratory investigation, test preparation, reading and taking notes in a science textbook.

AP Physics I **1 Cr.**

This two-semester course is structured as an equivalent to a one-semester college physics course normally taken by students in life sciences, pre-medicine and some applied sciences. It also provides excellent preparation for students intending to major in physics, engineering or other physical sciences. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Students will have the opportunity to take the AP Physics I Exam in May. Colleges may offer course credit to entering students, depending on their scores on the AP test. Students will perform several hands-on, open-ended laboratory notebooks. The details of these labs will be reported in the laboratory notebooks. A formal lab report will be required for some labs. Students should ensure that they keep their laboratory notebooks after completion of the course because some colleges may request to inspect them before issuing course credit. The course uses a college-level text and will be paced and graded as would a college physics class.

FINE ARTS

Ancient Art History **½ Cr.**

This course provides an in-depth exploration of ancient art, tracing the origins and development of artistic traditions from prehistoric times through early civilizations. Students will examine how ancient societies used art to reflect their beliefs, values, and daily life, while learning about the techniques, materials, and symbols that defined each culture's artistic legacy.

Through visual analysis, historical context, and discussion, students will gain an understanding of the ways art influenced and was influenced by cultural, religious, and political changes. This course will develop students' appreciation for ancient art and enhance their analytical skills by connecting art to its broader historical narrative.

Band **1 Cr.**

The High School Band program is designed to develop students with previous experience on band instruments to their full potential as ensemble players. The band experience includes a thorough review of the basics of their level of instrument playing and further development of these to the highest levels of technical skills. Major performances include the USO show in November, Western Colorado Music Invitational in April, Spring Concert in May, and Graduation. Other performances may include the all-school pledge of allegiance and other community performances. Music of all periods, styles, and nationalities are performed. Students are required to practice 60 minutes per week.

Chorus **½ Cr.**

Students will:

- Become fluent in the language of music as a manner of artistic, intellectual, and cultural expression.
- Perform, create and respond to music as a means of development and growth, enhancing the ability to express the otherwise inexpressible and to facilitate growth in many areas of academic development.
- Create a safe environment in which students can feel free to be creative, expressive and honest with each other while honing their singing technique, understanding of music theory and performance practices.
- Understand the importance of each individual doing their part so as to achieve success as a group, and to acknowledge that public performance is the means to achieve this.

In addition, a choir of excellence strives for high standards of musical performance and understanding. Areas of expertise would include the ability to sight read simple to difficult melodic phrases, understand time signatures, rhythmic notation, musical terminology, and dynamics, all while developing outstanding performance skills with accurate vocal tonality.

Modern Art History **½ Cr.**

This course explores the evolution of modern art covering major movements and artists who reshaped artistic expression. Students will examine key developments in modern art, including Impressionism, Cubism, Surrealism, Abstract Expressionism, Pop Art, and Contemporary Art, gaining insight into how these movements responded to social, political, and technological changes.

Students will study influential works and explore themes such as experimentation, identity, and cultural critique. The course encourages students to connect modern art trends with their historical contexts and develop an appreciation for the diverse styles and ideas that define modern and contemporary art.

Studio Art **½ Cr.**

Studio art is designed to provide an overview and introduction to Visual Arts through the use of a variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art criticism, art history, and aesthetics. This course emphasizes the creative thought process. It will allow students the opportunity for creative expression through a variety of art experiences that sharpen their awareness and perception, permitting them to create more in-depth works of art of high aesthetic quality. Studio art will provide students with the ability to elicit art criticism and assessment through understanding the nature of art, their own artistic creations and that of others.

Theatre **½ Cr.**

In this experiential class, the theatre student will develop his/her instrument (the body) for stage acting. By semester's end, the student will demonstrate proper voice production and body mechanics;

orientation to the stage, its personnel and terminology; ready (and reckless) access to his/her imagination through improvisation; auditioning skills; script analysis and character analysis using the Stanislavski System; performance of monologue(s) and/or scenes; and knowledge of several theatre genres (i.e., Greece, Shakespeare, 20th Century).

Technical Theatre **½ Cr.**

Technical theatre will be a class that supplements the HS Fall Theatre Production. In this class students will explore set design, costume design, make-up design, production publicity, and props. We will work closely with the 1st hour theatre class and will be expected to "run the show" from behind the scenes. Students will need to be available some Fridays and all of the production week.

FOREIGN LANGUAGES

French I **1 Cr.**

French I introduces students to the French language. Throughout the year, we will explore language in the context of culture, and increasingly advanced grammar. Learning French is beneficial for communicating with French people, enjoying literature from other cultures, and getting a better grasp of English grammar in comparing it to French. Enjoying French is a way to appreciate the gift of language, and it is a way to show appreciation for our neighbors on the globe.

French II **1 Cr.**

French II introduces students to the French language. Throughout the year, we will explore language in the context of culture, and increasingly advanced grammar. Through language acquisition students learn communication strategies such as to derive meaning from context, ask for clarification effectively, and draw informed conclusions. Students will also gain a better grasp of English grammar in comparing it to that of French. Enjoying French is a way to open the mind to a whole new way of thinking. Students will leave the course with a greater global understanding.

1. Students will memorize basic French vocabulary, verbs, and expressions.
2. Students will use French grammar and vocabulary in discussions, games, and skits.
3. Students will write simple compositions in French.
4. Students will demonstrate comprehension of oral presentations and stories in French.
5. Students will read authentic French literature.
6. Students will recognize French culture, history and geography.

French III/IV **1 Cr.**

While promoting both active (writing and speaking) and passive (reading and listening) means of communication, we will explore the following content in the French language:

- Review of Year 2

- Pronouns: direct and indirect object pronouns, y and en
- Past and Present expressions to indicate recent past, present progressive and other matters of time
- Introduction of the concept of Mood
- Supposition
- The present conditional

Latin I – *Required Freshman Course if not passed placement test.* **1 Cr.**

This course is designed to teach students basic Latin as presented in *Oxford Latin I.*

Upon completion of this course, students will be able to form and translate basic Latin sentences in the present, imperfect and future tenses and in the active voice, as well as know all rudimentary uses of nouns in the first three declensions.

Latin II **1 Cr.**

This course is designed to teach students Latin grammar and vocabulary as presented in Balme and Morwood's *Oxford Latin Course, Part II.*

Upon completion of this course, students will be able to form and translate most Latin constructions which do not involve the subjunctive and know all common uses of nouns.

Latin III **1 Cr.**

This course is designed to teach Latin grammar and vocabulary as presented in Balme and Morwood's *Oxford Latin Course, Part III.*

Students will improve their reading fluency in Latin.

Latin IV **1 Cr.**

This class develops students' Latin reading ability and introduces students to the literature and literary devices of the Latin Language. We will be reading selections from Julius Caesar's *De Bello Gallico* and Virgil's *Aeneid.*

The purpose of this class is double: both to learn the skill of reading the Latin language and also to develop sensitivity to literary style and merit. Students who complete this course will be able to read ancient Latin sources fluently and will have a heightened sense of the value, power and beauty of literature.

Spanish I **1 Cr.**

This class will prepare students to communicate in Spanish on a basic level. They will learn how to have everyday conversations using the most common tenses. They will also learn how to read and understand conversations and simple texts. Students will use the grammar and vocabulary from each unit in a variety of ways to reinforce learning. Some examples of these would be translating passages,

completing sentences, writing their own sentences, and having conversations with classmates or the teacher.

Spanish II/III/IV **1 Cr.**

This class will prepare students to communicate in Spanish on an intermediate level. They will learn how to communicate doubt and uncertainty as well as more complex conversations they might encounter in a real-life situation. In addition, they will also learn how to read and understand normal conversations and intermediate level texts. Students will use the grammar and vocabulary from each unit in a variety of ways to reinforce learning. Some examples of these would be translating passages, completing sentences, writing their own sentences, and having conversations with classmates or the teacher. Students will also learn an appreciation of the Spanish speaking culture.

PHYSICAL EDUCATION

Health & Wellness **½ Cr.**

This course combines the topics of Health Education courses (stress management, substance abuse prevention, nutrition, and so on.) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.

Physical Education **½ Cr.**

The purpose of this course is to give students the knowledge and skills necessary to lead a healthy lifestyle through activity. Students will engage in a variety of individual and team sports with an emphasis on physical fitness. Physical education will also build student sportsmanship, communication, cooperation, and teamwork.

*This course is guided by the NASPE (National Association for Sport and Physical Education) Standards and Colorado State Standards for health, Safety and Physical Education.

PE Team Sports **½ Cr.**

Team Sports courses provide students the knowledge, experience, and opportunity to develop skills in more than one team sport (such as volleyball, basketball, soccer).

PE Individual Sports **½ Cr.**

Individual Sports courses provide students with the knowledge, experience, and opportunity to develop skills in more than one individual sport (such as tennis, badminton, pickleball, and so on).

TECHNOLOGY EDUCATION

Computer Research/Technical Writing– *Required Freshman Course* **½ Cr.**

Research/Technical Writing classes prepare students to write research papers and/or technical reports. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style.

AP Computer Science **1 Cr.**

AP Computer Science A courses emphasize object-oriented programming methodology with a focus on problem solving and algorithm development. These courses cover such topics as object-oriented program design; program implementation; program analysis; standard data structures; standard algorithms; and the ethical and social implications of computing systems.

AP Computer Science Principles **1 Cr.**

Students will broadly explore foundational computing concepts, including algorithms, data, the internet, and the societal impacts of technology. The course emphasizes creativity and problem-solving in diverse, multidisciplinary contexts. Teachers will choose the programming language, and students will learn multiple languages or tools for different tasks. This includes a "Creative Performance Task," where students develop a project during the course, and a multiple-choice exam with single and multiple-select questions some related to computing innovations. This course is designed to attract a wide variety of students, including those traditionally underrepresented in the computer science fields.

Introduction to Programming **½ Cr.**

The Introduction to Programming course provides students with a foundational understanding of computer programming and problem-solving using code. Students will learn core programming concepts such as variables, loops, conditionals, and functions, while working in beginner-friendly programming languages like Python or JavaScript.

Throughout the course, students will apply these concepts to create simple programs and solve real-world problems. They will also be introduced to computational thinking, debugging, and the basics of algorithm design. By the end of the course, students will have a solid foundation in coding, preparing them for more advanced programming courses and the ability to think logically and creatively in solving coding challenges.

OTHER REQUIRED COURSES

Personal Finance – *Required Senior Course* **½ Cr.**

This course will focus on equipping students to make the financial decisions that they will face after graduation. This class will be very hands-on as students will walk through many of the financial decisions that life will bring. This class will culminate with each student presenting a project of where they hope to be financially in 5 or 10 years and the decisions that they will need to make to get there

GENERAL ELECTIVES

Introduction to Engineering **1 Cr.**

This course introduces the engineering method and focuses on the design process. By introducing scientific principles using creative projects, students begin to understand the iterative process of engineering design. Students will be introduced to electrical and computer engineering 1st semester and robotics 2nd semester.

Introduction to STEM **1 Cr.**

STEM students are not taught everything by a teacher but rather use, inquiry, application, demonstration, and communication to increase learning and understanding. Academics are rigorous when students are challenged to acquire and use new cognitive skills, rather than regurgitating information on a test. Students engage in relevant projects and use a variety of ways to demonstrate learning.

CMU 111 English Composition 1 (Concurrent Enrollment) **½ Cr.**

This class provides an introduction to writing as a process with an emphasis on achieving rhetorical purpose. This class qualifies for college credit. Prerequisites include 12th grade enrollment, 2.75 GPA, and 470 or higher on English SAT

CMU 112 English Composition 2 (Concurrent Enrollment) **½ Cr.**

This class emphasizes the practice of academic writing that extends one's own thinking in response to the ideas of others. This class qualifies for college credit. Prerequisites include 12th grade enrollment, 2.75 GPA, and 470 or higher on English SAT