# Lincoln High School

## Course Descriptions & Planning Guide




*2026 - 2027*

# REGISTRATION INFORMATION

## PLANNING YOUR PROGRAM

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

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

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

1. Know the number of credits earned in each academic area and compare them to the graduation requirements. Know and understand PREREQUISITES AND REQUIREMENTS for courses you wish to take, including whether special approval is required.

2. Because Lincoln High School operates on a eight period schedule, full-time students are required to take seven academic classes and one advisory class per semester.

3. Any student who is enrolled in less than five periods is considered a part-time student. A student must be enrolled in five academic courses to be considered a full-time student. A student needs to pass six credits each semester to make adequate progress toward graduation.

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

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

# POLICIES AND GENERAL INFORMATION THAT RELATES TO THE REGISTRATION PROCESS

## SCHEDULE

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

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

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

## GRADE CLASSIFICATION

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

Freshman year: 12 credits
Sophomore year: 24 credits

Junior year: 36 credits
Senior year: 48 credits

**INDEPENDENT STUDY**

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

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

## DEFINITIONS

**GRADE POINTS** - Points assigned to each credit in accordance with the grade earned in the course.
A = 4 grade points (100% - 95%)
B = 3 grade points (94% - 88%)
C = 2 grade points (87% - 80%)

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

CTE and Concurrent Enrollment courses offered by Morgan Community College will NOT be weighted.

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

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

## COLLEGE ENTRANCE REQUIREMENTS

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

1. The courses you choose in high school.
   Successful completion of a challenging academic program is the best preparation and is an important factor to colleges in determining the admissibility of the applicants. **Take the most challenging curriculum you can successfully handle, and then achieve the best grades of which you are capable**. The college entrance requirements chart in this guide provides general information on college prep course work. Algebra II and Chemistry are minimum requirements for most four year colleges.

2. The grades you earned in these courses and the resulting grade point.

3. Your test scores on college entrance examinations (SAT, ACT and/or ACCUPLACER) are always considered. The entrance examination required is dependent upon the college or university that a student plans to attend.

4. The personal recommendations of your counselor, teachers and/or administrators.
   Your personal recommendation, as submitted by your counselor, teachers and/or administrators, is the fourth critical factor taken into consideration for college admission. Aspects such as insight, creativity, depth and intensity of study, academic consistency, grade trends, indication of positive progress, behavior, communication skills, dependability, and reliability are key factors to be covered in these recommendation letters.

5. Student activities both in and out of school.
   Participation in activities such as student government, clubs and athletics is the fifth factor of importance to college admissions officers. The critical point is not how many activities you have joined, but rather how meaningfully you have participated and carried out your responsibilities with those selected activities. Many organizations who offer scholarships look at what community involvement activities a student has accomplished during high school. The amount of time and the diverse nature of the community involvement can be the difference in getting these scholarships.

## INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)

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

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

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

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

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

.

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

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

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

## POSTSECONDARY AND WORKFORCE READINESS (PWR)

Adopted June 30, 2009 by the Colorado Department of Education

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

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

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

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

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

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

## COLORADO COMMISSION ON HIGHER EDUCATION

Revised Admissions Standards Policies – September 1, 2016
Updated 2018

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

Students planning to attend a four-year college or university in Colorado will need to complete the following classes in order to fulfill the Higher Education Admission Requirements. In addition to the Higher Education Admission Requirements, students must also meet the Admission Eligibility Index. Students

who have not fulfilled these requirements should plan on a private school, community college, vocational training or military.

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

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

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

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

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

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

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

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

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

Those options are as follows:

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

## FOUR YEAR PLANNING SHEET

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

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

*A student must earn 10 credits in Math and Science, 6 in one and 4 in the other, or 5 and 5.
**Advisory and Foundations are required for all Lincoln High School students. Number of credits will be determined upon enrollment.
***18 credits of electives for students with a starting high school enrollment of 2017-2018.

## LINCOLN HIGH SCHOOL GRADUATION REQUIREMENTS

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

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

* A student must earn 10 credits in math and science, with a minimum of 4 in each subject area.
**Advisory and Foundations are required for all Lincoln High School students. Number of credits will be determined upon enrollment.
***30 required credits, which includes Capstone, and 18 credits of electives for students with a starting high school enrollment of 2017-2018.

# ART

**9th grade and above**

- Drawing & Painting
- Textiles
- Mixed Media
- Photography
- Art Foundations I
- Art Foundations II

# ART

## DRAWING & PAINTING

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

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

## TEXTILES

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

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

## MIXED MEDIA

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

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

## PHOTOGRAPHY

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

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

## ART FOUNDATIONS I & II

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

Students will explore the fundamentals of visual art—how art is defined, the core elements and principles of artistic creation, and why it's so deeply tied to the human experience. No prior art experience is required. We'll analyze works from diverse cultures and time periods, moving beyond museum walls to critically consider art's broader meanings, its connections to other subjects, and its impact on our daily lives. Students will engage with art through critical analysis, creative writing, discussions, and hands-on studio projects using various materials and techniques.

# BUSINESS

## 9th grade and above (REQUIRED)

Personal Finance I

## 10th grade and above

Macro Economics (required)

Intro to Business I

Intro to Business II

Various Edgenuity Courses

# BUSINESS

## INTRODUCTION TO BUSINESS I

**Credit: 1**
**Grade Level: 9,10,11,12**

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

## INTRODUCTION TO BUSINESS II

**Credit: 1**
**Prerequisite: Introduction to Business I**
**Grade Level: 9, 10, 11, 12**

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

## MACRO ECONOMICS

**Credit: 1**
**Grade level(s): 10, 11, 12**
**Prerequisite: None**

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

## PERSONAL FINANCE I

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**

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

## VARIOUS EDGENUITY COURSES

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Pre-approval required**

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

# COMPUTERS

## 9th grade and above (REQUIRED)

Computer Literacy

## 9th grade and above

Digital Literacy Communication I – Podcast

Digital Literacy Communication II – Media Studio

Digital Literacy Communication III – Journalism I & II

# COMPUTERS

## COMPUTER LITERACY

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

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

## DIGITAL LITERACY COMMUNICATION I - PODCASTS

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

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

## DIGITAL LITERACY COMMUNICATION II – MEDIA STUDIO

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

This course is a project-based course in which Students will create a biweekly published podcast centered around a main topic. Students will create 10 episodes. Five episodes will be audio-based, and five episodes will be video-based. Topics will be centered around relevant topics connected to students' lives, local community, and state and/or national issues.

## DIGITAL LITERACY COMMUNICATION III – JOURNALISM I & II

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

This course is a project-based course in which students will create a community news magazine that features weekly audio podcasts. They will work on learning and expanding their interview skills, community engagement, writing, research, oral presentation, and using technology to create research projects. Students will also make a monthly video podcast to practice skills similar to an audio podcast. Students will write, produce, and broadcast live news broadcasts from the class studio, once a month. Skills will include writing, research, and oral presentation. Students will work with high-quality photo and video equipment and use Adobe products to edit the audio and video portions. Students will learn and experience photography and video production with lessons on composition and design. Students will also be introduced to rhetoric, discourse, and understanding complex issues.

# FAMILY AND CONSUMER SCIENCES

**9th grade and above (REQUIRED)**

Parenting I

**10th grade and above**

Parenting II

## FAMILY AND CONSUMER SCIENCES

### PARENTING

**Credit: 1**
**Grade level(s): 9**

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

### PARENTING II

**Credit: 1**
**Grade level(s): 10, 11, 12**

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

# LANGUAGE ARTS

## 9th grade and above

- Language Arts IA
- Language Arts IB

## 10th grade and above

- Language Arts IIA
- Language Arts IIB
- Creative Writing I & II
- Drama
- Shakespeare I, II & III
- Digital Literacy Communication I, II & III*

## 11th grade and above

- Language Arts IIIA
- Language Arts IIIB

## 12th grade

- Language Arts IVA
- Language Arts IVB

# LANGUAGE ARTS

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

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

## LANGUAGE ARTS IA

**Credit: 1**
**Grade level(s): 9**
**Prerequisite: None**

This course places an emphasis on the theme of identity, using Warm Bodies" by Isaac Marion. Students are introduced to writing through digital word processing platforms in addition to learning academic essay writing as they work through the sections of the class. Students complete character studies, examine plot elements, and work with the teacher to compose a thesis statement around various literary concepts in order to compose, step by step, a literary analysis essay using "Warm Bodies" as the source, along with their interpretation and ideas.

## LANGUAGE ARTS IB

**Credit: 1**
**Grade level(s): 9**
**Prerequisite: Language Arts IA or equivalent**

The course emphasizes reading skills through the study of "I Am Not Your Perfect Mexican Daughter". Students examine character motivation, perception, and experiences while drawing comparisons to their own experiences. Students will identify characters, plot elements, and plot development, and analyze how actions impact the plot of the story. The concept of being perfect for others will also be examined through the lens of identity as the students will complete a personal essay in the format of "I Am Not Your Perfect _____," where, through three specific events, they will synthesize their experiences, journey, and the direction of what they want and need for their future. The final project is an "All About Me" presentation where they will examine their past likes and dislikes through the lens of music, food, and fashion.

## LANGUAGE ARTS IIA

**Credit: 1**
**Grade level(s): 10**
**Prerequisite: Language Arts IA & B or equivalent**

This course focuses on two units: creative writing and a research project. Students will, through step-by-step instruction, examine and understand the concepts of character, conflict, plot, theme, symbolism, and dialogue. They will then workshop their ideas for these elements with the instructor, who will then guide them into the starting process of writing a short story. Students will have several check-ins throughout the writing process, as well as a draft workshop, and then a final draft of the story. For the research project, students will, through step-by-step instruction, comprehend types of research, academic writing, identifying trustworthy sources, and strong research topics. Students will work with the instructor to brainstorm topics to research that are relevant to the student and fit within the standards of a research project. Using organizers, outlines, and assorted tools, the students will research their topic, identify source material that will aid in their thesis argument. Students will learn how to take their research and

explanations from the outlines and synthesize them into a comprehensive research essay with correct citations, detailed explanations, and proper academic writing formatting. Workshops around each of these will help lead students to improve their writing skills and research acumen.

## LANGUAGE ARTS IIB

**Credit: 1**
**Grade level(s): 10**
**Prerequisite: Language Arts IA & B, IIA or equivalent**

This course focuses on literary and dramatic elements using “Macbeth” as the source material. Students will examine characters, motivations, dialogue, meaning, symbolism, dramatic effect, and how staging impacts these concepts through dramatic presentation. The final project will be a complete staging, casting, and costuming of the show according to the student. They will use their understanding of the play and its themes to cast the show using actors, real people, or characters from a school-appropriate program - cartoon, movie, anime, video games, and YouTube.

## LANGUAGE ARTS IIIA

**Credit: 1**
**Grade level(s): 11**
**Prerequisite: Language Arts IA & B, IIA & B or equivalent**

This course is an exploration of American Literature from before the Colonial Period to just before the Civil War. Poetry and Pieces by Edgar Allen Poe and others will be examined, read, and discussed through class conversation and written responses. Students will explore this with the theme of “The American Dream”. Students will complete a research essay based on the thesis of the three movements and/or authors of the student’s choice.

## LANGUAGE ARTS IIIB

**Credit: 1**
**Grade level(s): 11**
**Prerequisite: Language Arts IA & B, IIA & B, IIIA or equivalent**

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

## LANGUAGE ARTS IVA

**Credit: 1**
**Grade level(s): 12**
**Prerequisite: Language Arts IA & B, IIA & B, IIIA &B or equivalent**

This course returns to the theme of “Identity” with the reading of the non-fiction book, “This I Believe: The Personal Philosophies of Remarkable Men and Women” By Jay Allison. Students will examine the beliefs and philosophies of the essay writers within the book and determine the various values believed. Students will reflect on their own values, and the events in their life in order to craft a strong section to a memoir they will write using the book “Old Friend from Far Away” by Natalie Goldberg with a large selection of relevant and topical prompts to craft a long form memoir piece that will connect with the themes of “This I Believe” as well as the student's past, present and future. They will complete a workshop-style drafting process and, upon completion of their piece, will record a podcast or video blog of their essay. Students will focus on nonfiction narrative writing, outlining their ideas and crafting central themes for their memoir project.

## LANGUAGE ARTS IVB

**Credit: 1**
**Grade level(s): 12**

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

Students will read, study, and examine Romeo and Juliet through various lenses of history, culture, and storytelling. Through the original text, modern-day translation, and in-depth explication, students will understand the staying power of the story, characters, writing, and symbolism. Students will use the original text, modern-day translation, and the graphic novel to extend understanding and comprehension.

## CREATIVE WRITING I

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**

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

## CREATIVE WRITING II

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**

Students will continue their creative writing journey by completing one of the following items: writing a novel, writing a poetry book, or creating a hybrid short story/poetry literary magazine.

## DIGITAL LITERACY COMMUNICATION I, II & III*

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**

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

## DRAMA

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: Instructor approval**

Students will study drama history and read several plays. “Death of a Salesman” will be required. Students will have a choice in reading, “A Raisin in the Sun”, “Fences”, or “The Piano Lesson”. Additional choices include “A Doll’s House” or “The Emperor Jones”. Students will study characterization, symbolism, and dramatic writing and performance elements. The final project will have students research and choose a one-act play to perform.

## SHAKESPEARE I

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**

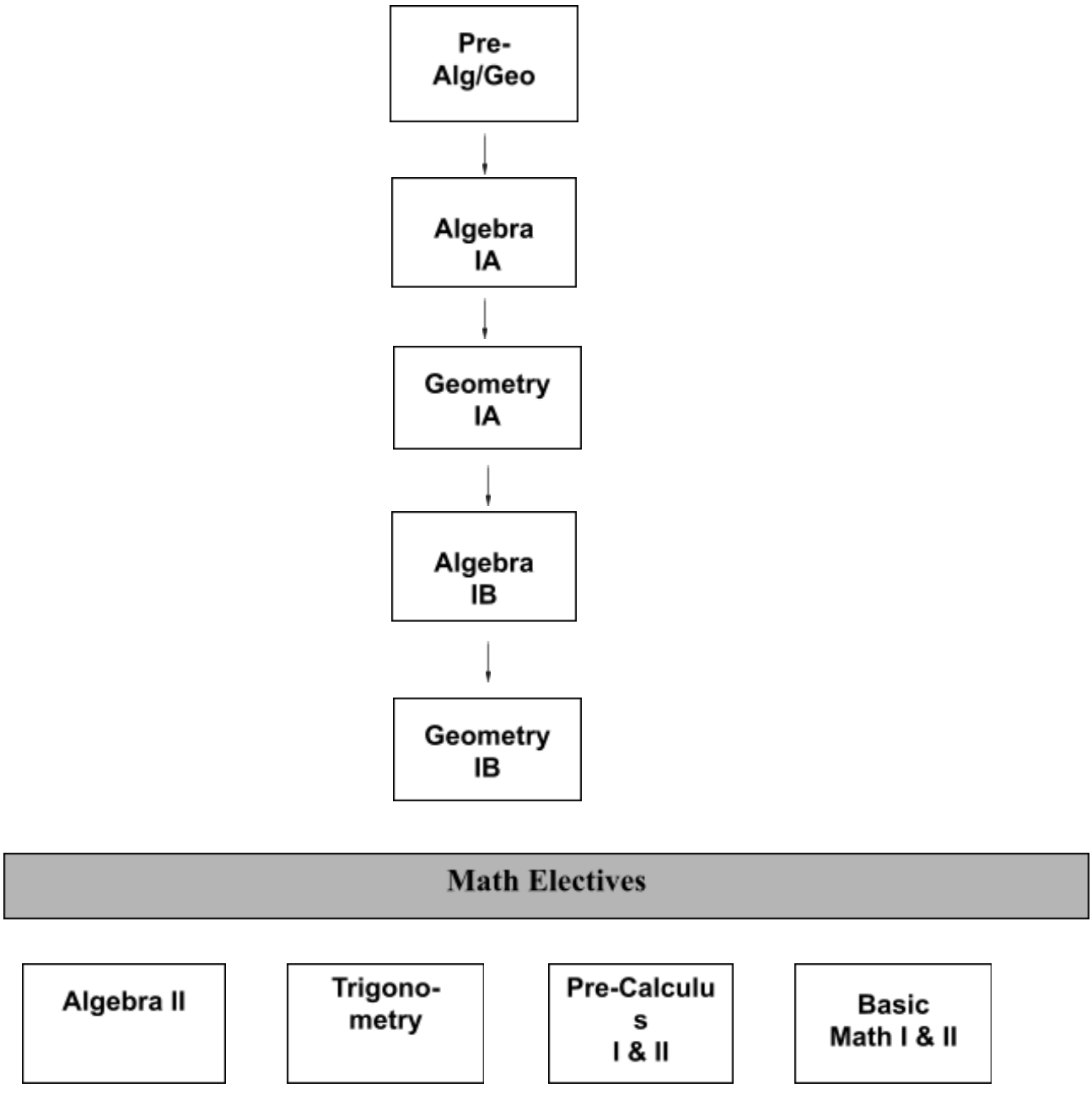
This course concentrates on the study of William Shakespeare as a historical figure, along with his work in the following areas: the sonnets, Hamlet, and Twelfth Night. Students will also perform three sonnets of their choice based on their research, explication, and interpretation of the sonnets. Students will choose a scene from each play. They will then create a scene plan, including casting, blocking, lighting, and scenery details, which will be presented in a portfolio setting. Students will also complete a one-page reflection paper for the two plays they have read.

## SHAKESPEARE II

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**

Students will read and engage with several Shakespeare plays, including Much Ado About Nothing, King Lear, and Othello. As the students read the plays, they will complete journal entries, which will be included in a final portfolio project. Questions will be oriented around characterization, dramatic elements, language, use of symbolism, and metaphor, along with guided understanding of theatrical elements and mechanisms. Students will choose one of the plays to watch and record a podcast where they discuss the play. In addition, students will perform a scene of their choice from the play of their choice. As a part of the final portfolio, students will write an essay discussing the various elements of Shakespeare and what they think are the most important parts of Shakespeare that they have learned about.

# MATHEMATICS



# MATH

## ALGEBRA IA

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: Algebra Pre-Test/Teacher or Principal Recommendations**

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

## ALGEBRA IB

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: Algebra IA & Geometry IA**

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

## ALGEBRA II

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: Algebra IA / Algebra IB/Geometry IA**

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

## PRE-ALGEBRA

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite**: **None**

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

## BASIC MATH I & II

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: With Principal or Teacher Approval Only**

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

## GEOMETRY IA

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: Algebra IA / Teacher or Principal Recommendations**

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

## GEOMETRY IB

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: Algebra IA / Geometry IA**

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

## PRE-CALCULUS I & II

**Credit: 1**
**Grade level(s): 11, 12**
**Prerequisite: Algebra IA / Geometry IA/Algebra IB/Algebra II/Trigonometry**

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

## TRIGONOMETRY

**Credit: 1**
**Grade level(s): 11, 12**
**Prerequisite: Algebra IA / Geometry IA/Algebra IB/Algebra II**

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

# WELLNESS

## 10th grade and above (REQUIRED)

**Health**
**(required)**

### HEALTH

**Semester Credit: 1**
**Grade level(s): 10 (recommended), 11, 12**
**Prerequisite: None**

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

## Wellness Electives

**Teen Matters**

### TEEN MATTERS

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**

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

# SCIENCE

## 9th grade and above

- Physical Science I
- Earth Science I

## 10th grade and above (Pass Earth OR Physical Science)

- Biology I
- Environmental Science I

## Science Electives

- Physical Science II
- Earth Science II
- Biology II
- Chemistry I & II
- Environmental Science II
- Astronomy

# SCIENCE

## ASTRONOMY

**Credit: 1**
**Grade Level(s): 9, 10, 11, 12**
**Prerequisite: Highly Recommend Concurrent or Pass Algebra I, but not required.**
**Fees/supplies: None**

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

## BIOLOGY I

**Credit: 1**
**Grade Level(s): 9, 10, 11 12**
**Prerequisite: Earth Science or Physical Science or Teacher/Principal Recommendation**
**Fees/supplies: None**

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

## BIOLOGY II

**Credit: 1**
**Grade level(s): 10, 11, 12**
**Prerequisite: Biology I**
**Fees/supplies: None**

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

## CHEMISTRY I

**Credit: 1**
**Grade Level(s): 10, 11, 12**
**Prerequisite: Physical Science or Biology I or Earth Science I, and Algebra IA and Teacher/Principal Recommendation**
**Fees/supplies: None**

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

**(Note: this course is considered DRY meaning no chemicals will be used and labs will be watched on the internet.)**

## CHEMISTRY II

**Credit: 1**
**Grade Level(s): 10, 11, 12**
**Prerequisite: Passed Chemistry I**
**Fees/supplies: None**

An in-depth course for high school science. It looks at how the scientific method can be used to explore natural phenomena and the cause/effect relationships of those phenomena in the physical world. Topics covered include: Types of Chemical Bonds, Writing Chemical Formulas, Types of Chemical Reactions, The Kinetic-Molecular Theory of States of Matter, The Gas Laws, Concentration of Solutions, Acid-Base Reactions, Acid-Base Titrations, pH, and Thermochemistry. (Note: This course is a requirement for most colleges).

## EARTH SCIENCE I

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**
**Fees/supplies: None**

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

## EARTH SCIENCE II

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**
**Fees/supplies: None**

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

## ENVIRONMENTAL SCIENCE I

**Credit: 1**
**Grade level(s): 10, 11, 12**
**Prerequisite: Earth Science or Physical Science and Biology I or Teacher/Principal Recommendation**
**Fees/supplies: None**

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

## ENVIRONMENTAL SCIENCE II

**Credit: 1**
**Grade level(s): 10, 11, 12**
**Prerequisite: Environmental Science I**
**Fees/supplies: None**

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

## PHYSICAL SCIENCE I

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: Algebra I**
**Fees/supplies: None**

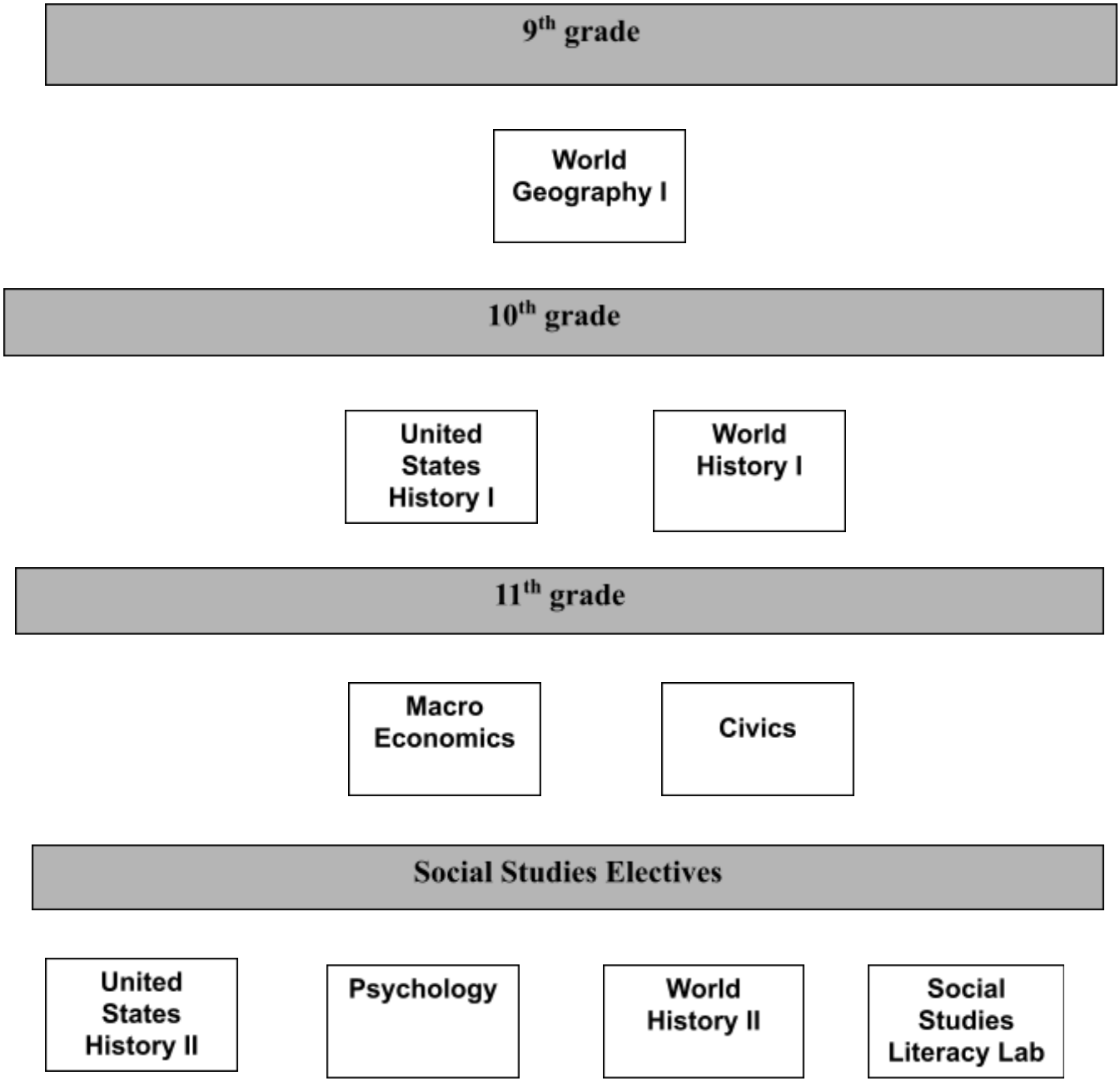
This is an introductory course to high school science. It looks at how the scientific method can be used to explore natural phenomena and the cause/effect relationships of those phenomena in the physical world. Topics covered include: The Nature of Science and the Scientific Method, Simple Machines,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

## PHYSICAL SCIENCE II

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: Physical Science I**
**Fees/supplies: None**

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

# SOCIAL STUDIES



| Current Events | Music History I | Intro to Philosophy (with monsters) |
|---|---|---|

# SOCIAL STUDIES

## CIVICS

**Credit: 1**
**Grade level(s): 11 or 12**
**Prerequisite: None**

Civics is the study of what it means to be an American citizen. The class is divided into 2 parts: government and citizenship. Learners will examine historical documents, study Supreme Court cases, read biographies of historical leaders, make global connections, and use technology to stay informed. Students will also learn ways to be active in their communities, obey the laws established by our government, and even volunteer their time and effort to strengthen our democracy. One of the biggest purposes of Civics is to create well educated citizens that give back to society.

## CURRENT EVENTS

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

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

## INTRODUCTION TO PHILOSOPHY (with Monsters)

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

This course dives into fundamental, philosophical questions about what defines reality and the meaning of life, but with a twist: we'll explore these questions through the lens of "monstrous" creatures in literature and film. This course asks students to consider how we define monsters and what role monsters play in society. We'll examine why monsters fascinate and terrify us and, delving more deeply, how they challenge our ideas about what it means to be “human” and to be “good”. Students will explore an introduction to epistemology (the branch of philosophy that considers how we define “truth” and determine what knowledge is valuable) and ethics (how societies establish the differences between right/good and wrong/bad actions and beliefs). Students will critically and creatively apply their philosophical understanding to analyze monsters in various media, ultimately grappling with the complex question: What does it truly mean to be "monstrous"?

## MACRO ECONOMICS

**Credit: 1**
**Grade level(s): 10, 11, 12**
**Prerequisite: None**

Economics will show how scarcity, supply and demand, and competition affect the everyday decisions of people, businesses, and government. Students will learn the different economic decisions that can lead to individual economic health, but also economic systems on a national and international scale.

## MUSIC HISTORY I

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

This is a survey course focusing on the development of music in the Western world from the ancient world through the late modern era. (circa 50,000 B.C.E. - present). This music course, aligned with Colorado academic standards for music education, is designed to increase awareness, appreciation and skill in listening to, responding to, and analyzing a variety of music. Students will trace the development of Western musical genres through an exploration of the lives of composers and the historical and social contexts of the times. Whether we are listening, performing, or creating, music is a constant force in our world crossing borders, cultures, and beliefs. As an ever-present part of our lives, music functions as a universal language to express human experiences and values. As such, a foundational grounding in the history of music expands our understanding of human culture globally. Students will learn that all music has value and meaning, even if it differs from an individual's personal preferences. Additionally, every musical era is influenced by and indebted to the period and innovations that preceded it. This is true even as aesthetics may change with culture, time, and milieu. Through each period covered, we will focus on the following questions: Who...was composing/performing/listening?; What...music were they composing/performing/listening to?; Where...were they composing/performing/listening?; When...was this music taking place?; Why...was music being composed/performed/listened to?; and, finally, How...was music being composed/performed/listened to?

## PSYCHOLOGY

**Credit: 1**
**Grade level(s): 11, 12**
**Prerequisite: Teacher or Principal Recommendation**

Psychology is designed to challenge those students who have mastered the typical social studies curriculum involving civics, history, and world geography. Students will learn the history of the science as well as the influential people that shaped its study. The class covers infancy, adolescence, adulthood, and old age. We will look at research, cognitive processes, personality, abnormalities, social, and educational subject headings. Nature verses nurture is a common theme running throughout the class.

## SOCIAL STUDIES LITERACY LAB

**Credit: 1**
**Grade levels(s): 9, 10, 11, 12**
**Prerequisite: Teacher or Principal Recommendation**

The Social Studies Literacy Lab is a literacy intervention course designed to accelerate reading skills across the curriculum. The course utilizes the Reading Horizons Elevate® (RHE) system to address foundational decoding gaps for students in grades 9-12. For this course, direct instruction in the components of language comprehension and word recognition skills are brought together to develop reading fluency (Scarborough 2001). This course is based on a blended learning model consisting of 1:1 direct instruction and individualized software practice. The RHE curriculum is paired with reading practice sessions to engage students with texts from across various social studies disciplinary areas (history, civics, geography, economics) to increase comprehension, critical thinking, academic vocabulary, and reading confidence. Student progress is monitored through informal and formal measures, including formative assessments (Lexile growth tracking and phonetic skill mastery reports) and summative assessments

## US HISTORY I

**Credit: 1**
**Grade levels(s): 10**
**Prerequisite: None**

United States History 1 is a class spanning the beginnings of life for the earliest Americans to the start of the Civil War. It is chronologically based, for organization. The class offers biographies of famous Americans, detailed events of historical significance, document-based readings, ties to civics, economics, technology, as well as other cross-curricular subjects. Geography and maps are also included, and students are encouraged to explore topics in more depth throughout the class using various methods of technology.

## US HISTORY II

**Credit: 1**
**Grade levels(s): 10**
**Prerequisite: US History I**

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

## WORLD GEOGRAPHY

**Credit: 1**
**Grade level(s): 9**
**Prerequisite: None**

World Geography is a class that teaches both the physical and human elements of geography. It is organized utilizing both a global and regional approach to studying the world in its entirety. Students will become more competent at a variety of skills in this class including: graphs and charts, maps skills, reading strategies, and an assortment of cross-curricular activities associated with cultural elements, physical and political boundaries, economic activity, and environmental issues. The class culminates with a final exam that includes identifying the major landforms and political boundaries of earth as well as a summary of the semester.

## WORLD HISTORY I

**Credit: 1**
**Grade level(s): 11**
**Prerequisite: None**

World History 1 is a chronologically ordered class spanning prehistory to the 17$^{th}$ century. The class offers a number of educational opportunities among the historical frameworks. Additional offerings include timelines, maps, charts, graphs, political cartoons, in-depth research, and distinguishing fact from opinion. Students can expect to learn about the major historical events, civilizations, literature, religions, and cultures of the first half of written human history. Additional research is an option as students are also encouraged to explore events and people to their fullest and connect this information to our modern world.

## WORLD HISTORY II

**Credit: 1**
**Grade level(s): 11**
**Prerequisite: World History I**

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

# ADVISORY & CAPSTONE

## ADVISORY 1A – 4B

**Credit: 1 credit/semester**
**Grade level: 9, 10, 11, 12**
**Grading: Pass/Fail**

This class includes both individual, small and large group activities that incorporate but are not limited to: Goal Setting, Postsecondary Workforce Readiness, Additional Academic Assistance, and Social/Emotional well-being. Students will receive a grade based on completion for this course. This course helps fulfill the graduation requirement pertaining to ICAP and post-secondary work force readiness. All students are expected to participate in Advisory.

## CAPSTONE

**Credit: 1 credit**
**Grade level: 9, 10, 11, 12**
**Grading: Pass/Fail**
**Fees/supplies: Project dependent**

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

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

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

# FOREIGN LANGUAGE

## AMERICAN SIGN LANGUAGE

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

This course will be an introduction to American Sign Language. Students will be introduced to and build their confidence level in basic hand signs. Students will use a textbook provided by the teacher along with flashcards and help from the teacher. By the end of this course students will be confident enough to be able to sign the entire alphabet in sign language, sign their name, and be able to hold a simple conversation in which they can ask questions and understand the hand signs the other person is signing.

## SPANISH

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Prerequisite: None**

This course introduces students to the four basic language skills: listening comprehension, speaking, reading, and writing, within a cultural context. Students will be required to exemplify comprehension through daily journal and conversation activities with their peers and the teacher. Students will also develop skills that can be applied daily in a diversified community.

# SPECIAL PROGRAMS

## Classroom Assistant

## Work Experience

## Resource Learning

## Edgenuity Classes

## CTE & Concurrent Enrollment Classes (MCC)

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

# SPECIAL PROGRAMS

## CLASSROOM ASSISTANT

**Credit: 1 per semester**
**Grade level(s): 9, 10, 11, 12**
**Grading: Pass/Fail**
**Prerequisite: Instructor approval**

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

## EDGENUITY COURSES

**Credit: 1**
**Grade level(s): 9, 10, 11, 12**
**Pre-approval required**

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

## WORK EXPERIENCE I - VI

**Credit: Limit is 6 credits**
**Grade level: 10, 11, 12**
**Grading: Pass/Fail**
**Prerequisite: Teacher Approval**

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

## RESOURCE LEARNING

**Credit: Limit is 2 credits**
**Grade level: 9, 10, 11, 12**
**Prerequisite: Teacher Recommendation and Principal Approval**

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

## INDEPENDENT STUDY

**Credit: Limit is 2 credits**
**Grade level: 11, 12**
**Prerequisite: Teacher and Principal Approval**

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

## SPECIAL PROGRAMS – CAREER AND TECHNICAL EDUCATION

# CAREER AND TECHNICAL EDUCATION PROGRAMS AT MORGAN COMMUNITY COLLEGE

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

## HEALTH SCIENCE TECH I

**Semester/Year: Year**
**Credit: 4**
**Prerequisite: Interested in Health Occupations, Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance.**
**Fees/supplies: HOSA Dues: $25.00/CRIMINAL BACKGROUND CHECKS**

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

## HEALTH SCIENCE TECH II

**Semester/Year: Year**
**Credit: 4**
**Perquisite: Level I Med Prep**
**Fees/Supplies: HOSA dues: $25.00**

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

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

## MULTIMEDIA DESIGN I

**Semester/Year: Year**
**Credit: 4**
**Prerequisite: Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance**
**Fees/supplies: None**

The Multimedia I curriculum presents conceptual and hands-on training in Digital Media. Major topics include: photo manipulation, graphic design and web design, beginning animation and video. The majority of the classes are project-based and by the end of the two-year program students will have a digital portfolio to use as evidence of competence in design for a job or entrance into a university design program. We use the industry standard Adobe Creative Suite products including Photoshop, Illustrator, Dreamweaver and Flash. All assignments in this program resemble actual working scenarios and the goal is to prepare students for employment in the industry. Up to 15 college credits may be earned toward a certificate or multimedia degree.

## MULTIMEDIA DESIGN II

**Semester/Year: Year**
**Credit: 4**
**Prerequisite: Multimedia I**
**Fees/supplies: None**

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

## AUTO SERVICE TECHNOLOGY I

**Semester/Year: Year**
**Credit: 4**
**Prerequisite: Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance**
**Fees/supplies: Shop coveralls**

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

## AUTO SERVICE TECHNOLOGY II

**Semester/Year: Year**
**Credit: 8**
**Prerequisite: Satisfactory completion of Auto Tech I - Instructor Approval**
**Fees/supplies: Shop coveralls, textbooks**

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

## AUTOMOTIVE COLLISION REPAIR TECHNOLOGY I

**Semester/Year: Year**
**Credit: 4**
**Prerequisite: Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance**
**Fees/supplies: Shop coveralls, protective boots, approximate cost $60.00.**

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

## AUTOMOTIVE COLLISION REPAIR TECHNOLOGY II

**Semester/Year: Year**
**Credit: 8**
**Prerequisite: Satisfactory completion of Collision Repair Technology I – Instructor approval**
**Fees/supplies: Shop coveralls, protective boots, workbooks, and safety equipment - approximate cost $200.00**

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

## CARPENTRY: FRAMING & EXTERIORS OR INTERIOR CARPENTRY

**Semester/Year: Year**
**Credit: 8**
**Prerequisite: None**
**Fees/supplies: TBD**

Gain the hands-on skills, technical knowledge, and confidence to start a rewarding career in the construction industry. MCC's Construction Trades program prepares you for in-demand jobs in carpentry, framing, remodeling, and more—while teaching the professional and safety standards that make you worksite-ready. This program gives you the training to join the workforce quickly or build toward an Associate of Applied Science (A.A.S.) in Carpentry/Construction. Earn one or more certificates to get started fast—or complete the full A.A.S. degree for advanced skills and management training.
Certificates available: Framing & Exterior Carpentry or Interior Carpentry
Each certificate can stand alone or stack toward the A.A.S. in Carpentry/Construction, giving you flexible options to match your goals. Apply what you learn in hands-on labs and internships with local contractors. From tool safety to blueprint planning, you'll graduate ready to build homes, remodel spaces, and manage projects with confidence.

## WELDING I

**Semester/Year: Year**
**Credit: 4**
**Prerequisite: Completion of welding course at FMHS and Accuplacer Test prior to entrance, Department Approval and Satisfactory Attendance**

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

## WELDING II

**Semester/Year: Year**
**Credit: 8**
**Prerequisite: Satisfactory completion of Welding I**
**Fees/supplies: Shop coveralls**

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

## PRECISION AGRICULTURE

**Semester/Year: Year**
**Credit: 8**
**Prerequisite: None**
**Fees/supplies: TBD**

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

## INDUSTRIAL ELECTRICAL/MECHANICAL MAINTENANCE

**Semester/Year: Year**
**Credit: 8**
**Prerequisite: None**
**Fees/supplies: TBD**

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