



# Adams 14 Course Guide

A comprehensive middle and high school course guidebook, designed to help prepare students for their future plans for college, career and life!



5291 East 60th Avenue  
Commerce City, CO 80022  
303.853.3333

[www.Adams14.org](http://www.Adams14.org)



# A Message from **Superintendent Sánchez**

## **Dear Students and Parents,**

Adams I4 is committed to providing innovative educational opportunities, promoting academic excellence and empowering our students to become leaders in our local, national and global society.

Our nation is facing a crisis in Science, Technology, Engineering and Mathematics (STEM) related fields. In response to this, Adams I4 offers a bold, new approach to education featuring a creative focus in the areas of Science, Technology, Engineering and Math, with a strong foundation in Liberal Arts.

Our goal is to create a seamless transition for secondary students, and become a premier, comprehensive 6 – 12 campus in Colorado where our students not only meet, but exceed required State standards.

As an educational community, Adams I4 offers a wide range of course selections for our students. The courses a student selects in middle and high school can significantly impact his or her options for the future. Our students must take responsibility for making informed choices, paving the pathway to success in middle school, high school and in life. We are committed to helping our students make informed decisions regarding his or her middle and high school programming. This course catalog is designed to assist in that effort by providing a brief description of each course, and content sequencing offered at Adams I4 middle and high schools. There may be minor changes to this Guide; an updated version will be distributed in January of 2014 in time for our students to prepare their 2014-2015 schedules.

As we begin the registration process for next school year, we encourage you to take time to visit our website at [www.adamsi4.org](http://www.adamsi4.org), and seek additional information about specific courses from your teachers, counselors or department coordinators.

We are embarking on an extraordinary time for the entire Adams I4 community. We would like to recognize our staff, students, parents and community members, for your vision and courage towards this paradigm shift regarding higher expectation of students, parents and the community.

Sincerely,

**Patrick Sánchez**  
*Superintendent of Schools*

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# Introduction

# Adams 14 Board of Education



Top row, left to right: **Mr. Adrian Schimpf, Secretary; Mrs. Mary Morton, Director; Mr. David Rolla, Treasurer**  
Seated, left to right: **Mr. Robert Vashaw, President; Mr. Larry Quintana, Vice President**

# Adams 14

## Middle School Profiles



Principal  
**Kathy Heronema**

### **Kearney Middle School**

6160 Kearney Street  
Commerce City, CO 80022  
Phone: 303.287.0261

[www.adams14.org/kearney-middle-school](http://www.adams14.org/kearney-middle-school)

The pride of Kearney Middle School (KMS) begins with our students, staff and community. It is our goal to provide every child with an exemplary education and believe it is our profound responsibility to provide a strong foundation of academic excellence. Understanding the importance of this means creating a culture where students are encouraged and empowered to achieve at the highest level possible. We strive daily to ensure the academic, social and emotional development of all students is met, while maintaining rigorous and culturally responsive curriculum.



Principal  
**Jennifer Skrobela**

### **Adams City Middle School**

4451 East 72nd Avenue  
Commerce City, CO 80022  
Phone: 303.289.5881

[www.adams14.org/adams-city-middle-school](http://www.adams14.org/adams-city-middle-school)

The vision of Adams City Middle School (ACMS) is to develop knowledgeable learners through active inquiry and global awareness, and responsible citizens who maintain respectful relationships with others. The mission is to help our students achieve academic success by: providing students training in organizational skills; teaching students individual and group responsibility, promoting the completion of quality work; preparing students for performance-based assessments that meet Colorado State Standards; and encouraging conduct consistent with a safe and positive learning community.

# Adams 14

## High School Profiles



Principal  
**Bryan White**

### **Adams City High School**

7200 Quebec Parkway  
Commerce City, CO 80022  
Phone: 303.289.3111

[achs.adams14.org](http://achs.adams14.org)

Our mission is to provide each student a diverse education in a safe, respectful and supportive environment that promotes relevant and meaningful learning experiences, which are challenging, engaging and aligned to Colorado State Standards. We work to ensure that the students, staff, parents and community members of Adams City High School (ACHS) work in a collaborative partnership to help students develop the skills necessary to become independent and self-sufficient citizens.



Executive Principal of  
Turnaround and Instruction  
**Anthony Smith**

### **Lester Arnold High School**

6500 East 72nd Avenue  
Commerce City, CO 80022  
Phone: 303.289.2983

[www.adams14.org/lester-arnold-high-school](http://www.adams14.org/lester-arnold-high-school)

Lester Arnold High School (LAHS) is a standards-based alternative high school that provides a supportive learning environment geared to meet the various learning styles and needs of students preparing for the work world and post-secondary education. Lester Arnold High School will be a school of choice that provides a flexible program to meet the individual learning styles and needs of the students in a changing world.



Principal  
**Gianni Thompson**

# How to Use This Guide

This Course Guide has been developed to assist you in planning a course of study for your secondary years and beyond.

## **Selection Procedures**

This Course Guide contains the requirements you must meet to register for classes at Adams 14 middle and high schools. It contains descriptions of all the courses that will be offered, and specifics on which courses will be available each school year.

First, study the graduation requirements, college entrance requirements, Advanced Placement Program information, and the recommended courses for both middle and high schools, depending on the grade level of the student. Then, review the course offerings and plan your own course of study with your parents. Your choice of courses should be based on graduation requirements, teacher recommendations, your interests and abilities, past achievements and your post high school plans.

# How to Use This Guide

## Middle School Selection Process

### Follow These Steps to Register:

1. Review this document – graduation requirements and degree options: Adams I4 School District high school diploma.
2. Each student will receive a Course Guide (this guidebook) for family consideration and will have access to a course description and selection guide online.
3. **(A) Returning and incoming from elementary schools:**
  - All families receive a pre-printed selection packet to review and make any necessary corrections.
  - A staff member visits the elementary schools to talk with the incoming 6th graders about the applied courses here. Students indicate on paper which classes they would like to take as a 6th grader.
  - Courses such as band, strings, honors language arts, honors math, geometry, algebra, ELD, reading intervention, ALEX and Spanish are all chosen by the instructor and entered into Infinite Campus by the registrar. All other classes are randomly selected by the computer selection program.
  - Families need to provide proof of address and immunizations if they are incoming 6th graders.
- (B) New students:**
  - Families are given a selection packet to fill out. If they indicate the student was enrolled in an instructor chosen course (as indicated above) at the previous school (except reading intervention, ALEX or Spanish), the registrar will consult with the instructor at the school and place the student in the most appropriate course. The remaining classes are then chosen according to grade level.
  - Families need to provide a copy of the student's Birth Certificate, immunizations, proof of address and last report card or withdrawal paper.

# How to Use This Guide

## High School Selection Process

### Follow These Steps to Register:

1. Review this document – graduation requirements and degree options: Adams 14 School District high school diploma, Institute of Science and Technology diploma, and Achievement diploma.
2. Each student will receive a Course Guide (this guidebook) for family consideration and will have access to a course description and selection guide online.
3. Each student must complete a pre-selection form indicating the courses desired for the 2013-2014 school year. Parent signature is required and many courses require teacher recommendations and signatures. Students at Adams 14 will complete a computer selection process to input course requests in January/February. Students will meet with counselors and complete a selection packet during the months of February/March.
4. Choose your courses and alternate courses carefully as schedule change opportunities are very limited. It is expected that students will take the courses they request.

Please think carefully about your course selections for next year. Talk to your teachers and counselor if you need advice. Counselors, faculty and administration are available to offer assistance in your decision-making process.



# Graduation Requirements

# Graduation Requirements

Graduation requirements are an expression of the Board of Education's commitment to the development of the full learning potential of all students. Graduation requirements are based on the units of credit earned in grades 9 through 12 or on a combination of units of credit earned and demonstrated achievement of State and District content standards, depending on year of enrollment.

The Board of Education supports student preparation for post secondary education and career, and strongly encourages students to participate in a rigorous academic core curriculum consisting of four years of English, four years of math, three years of science, and three years of social studies and at least one year of a world language as required by the Colorado Commission on Higher Education (CCHE) for admission to four-year public colleges and universities in Colorado. Students may receive counseling services in order to help them develop a plan to meet the requirements for a four-year State university or college.

Public two-year colleges have open enrollment policies, meaning that students applying to these schools do not need to meet the CCHE admissions requirements. Meeting the CCHE admissions requirements does not guarantee admission to a four-year public institution. Colleges and universities may have additional requirements.

Students who complete their graduation requirements in less than eight 16-week terms (or equivalent), shall complete an application for early graduation. This application shall be completed upon the approval of the parent with the guidance of school staff and shall be presented to the high school principal, or his designee, and to the Division of Student Learning for approval. See your counselor for an application.

Transfer students shall attend an Adams County School District 14 (ACSD) high school for a minimum of one full eight-week term (or equivalent) to qualify for graduation. The principal may be petitioned for a waiver. Adjustments in required State and District content shall be identified as soon as possible after enrollment for students who enter the first term of the 10th grade. Those entering by the beginning of 10th grade shall meet all content requirements.

# Graduation Requirements

## Credit Requirements

For students enrolling in 9th grade in August, 2005 and thereafter.

Colorado Commission of Higher Education requirements for students wanting to attend a four-year University in Colorado 2010+ graduate

Subject	Credits	Credits
English Communication Skills	4.0	4.0
Social Studies	3.0	3.0
Mathematics	3.0	4.0
Science	3.0	3.0
Physical Education	1.0	

To graduate from an ACSD 14 school, **a minimum of 23.0 credits is required**; therefore to meet the CCHE requirements a student must take one additional credit in math and one additional credit in foreign language which can be used as “Academic Electives” or as “Other Elective” effective for graduation in 2010 and beyond.

# Seven-Year Individual Career and Academic Plan (ICAP)

All students in grades 6-12 will complete Individual Career and Academic Plans (ICAP). Students will have the ability to use the following web-based programs to help in their 6-12 academic planning. These programs include information that will prove to be helpful with planning for financial aid, scholarships and admission requirements for college during their junior and senior year.

Naviance is the program used for 6th-12th grade. Each student will utilize a web account to plan his or her academic and college goals. A student's ICAP can help ensure completion of graduation requirements, select classes for intended career paths, and target college readiness.

## **Building A Foundation For Success**

Doing well in middle school significantly increases your likelihood of success in high school and eventual high school graduation. All coursework is cumulative, meaning that it builds upon itself, and increases in difficulty throughout one's years in school. To fully understand and earn satisfactory grades in your classes, you must first understand the foundation that is created for you beginning in 6th grade. Hard work in the beginning means a better chance for success in the future. For those students who wish to or need to be challenged beyond the standard content curriculum, we also offer Honors and Advanced courses which can further prepare our students for the stringent coursework at the high school level. Our goal at the middle school level is to not only create a strong foundation of learning, but also a culture of high expectation and performance that adequately prepares our students for success in high school and beyond.

# Middle School Three-Year (ICAP) Planning Guide

Use this template to plan your middle school years. Use course names and numbers as applicable. Be sure to think about your post-high school goals and plan accordingly.

Requirements	Grade 6	Grade 7	Grade 8
<b>English/Language Arts</b> (Required) 3 years			
<b>Social Studies</b> (Required) 3 years			
<b>Math</b> (Required) 3 years			
<b>Science</b> (Required) 3 years			
<b>Electives</b> (Refer to course guide for elective choices, 2 per semester, unless year long elective) 3 years			

# High School Four-Year (ICAP) Planning Guide

See an example of a student using this ICAP template to plan to attend CU-Boulder. The student will reference the number of credits that are recommended for acceptance into the university in each subject and choose courses accordingly. Use this template to plan your high school years. Use course names and numbers as applicable. Be sure to think about your post-high school goals and plan accordingly.

Requirements	Grade 9	Grade 10	Grade 11	Grade 12	College/Career Selected (University of Colorado-Boulder)
<b>English/Language Arts</b> 4.0 Credits Required	Honors English IA & IB	Honors English 2 A & 2 B	English 3: Concurrent Enrollment Class	AP English Literature	<b>4 credits</b>
<b>Social Studies</b> 3.0 Credits Required	World History A & B	U.S. History A & B		AP Economics	<b>3 credits</b>
<b>Math</b> 3.0 Credits Required	Geometry	Algebra II	Trigonometry / Pre-Calculus	Calculus	<b>4 credits</b>
<b>Science</b> 3.0 Credits Required	Earth Science / Physical Science	Biology	Chemistry		<b>3 credits</b>
<b>Physical Education</b> 1.0 Credit Required	Lifetime Sports		Yoga		
<b>Academic Electives</b> 2.0 Credits Required	Spanish I	Spanish II	Spanish III	AP Spanish Language	
<b>Other Electives</b> 7.0 Credits Required	3D Art	Orchestra	CTE Machine Tool	Marketing	<b>3 years world language and AP classes</b>

**A minimum of 23.0 credits are required to graduate.**

# High School Four-Year (ICAP) Planning Guide

**What are your post high school plans?** Look at the ACHS Graduation Requirements and Course Guide to help you make your selection.

Requirements	Grade 9	Grade 10	Grade 11	Grade 12	College/Career Selected
<b>English/Language Arts</b> 4.0 Credits Required					
<b>Social Studies</b> 3.0 Credits Required					
<b>Math</b> 3.0 Credits Required					
<b>Science</b> 3.0 Credits Required					
<b>Physical Education</b> 1.0 Credit Required					
<b>Academic Electives</b> 2.0 Credits Required					
<b>Other Electives</b> 7.0 Credits Required					

**A minimum of 23.0 credits are required to graduate.**

# Sample College Admission Criteria

As you plan your high school years of study at Adams 14, keep in mind not only the graduation requirements but also your post graduate goals. Most colleges and universities require more than is required for high school graduation. This is where it all counts! Use the *Sample College Admission Criteria* on the next page to help you plan your high school years.

**Where do you want to go to college?**

# Sample College Admission Criteria

Colleges/Universities	Minium Core Units						GPA	ACT Scores
	English	Math	Social Studies	Science	World Languages	Advanced Placement		
<b>Most Selective</b>								
U.S. Airforce Academy Stanford University University of Pennsylvania Northwestern University Duke University	4	4	3 to 4	3 to 4	3 to 4	6+	4.2+ Weighted GPA (Academic Courses Only)	33
<b>Very Selective</b>								
Colorado College Colorado School of Mines University of Puget Sound Middlebury College Illinois Wesleyan University Tulane University	4	4	3 to 4	3 to 4	3 to 4	4+	4.0+ Weighted GPA (Academic Courses Only)	31
<b>Selective</b>								
University of Colorado-Boulder University of Denver Colorado State University Regis University Arizona State University American University	4	4	3	3	2 to 3	Highly Recommended	3.5+	26
<b>Competitive I Colleges</b>								
University of Northern Colorado Colorado Christian University University of Colorado at Colorado Springs University of Colorado at Denver Texas Christian University	4	4	3	3	2 to 3	Recommended	3.3+	23
<b>Competitive II Colleges</b>								
Fort Lewis College Adams State University Colorado Mesa University Metropolitan State University of Denver Colorado State University of Pueblo Western State Colorado University Baker University Grambling State University	4	4	3	3	2	--	3.0+	20

# Graduation Requirements

## Participation in Graduation

Students may participate in the Adams 14 graduation ceremony only when all of the above Adams 14 Graduation Requirements have been completed. Students who must attend summer school to complete all of their graduation requirements are eligible to participate in a summer commencement held in August.

## Class Rankings and Grade Point Averages

Graduating seniors shall be ranked within the graduating class upon the basis of grade-point averages for the four-year program, excluding the last semester of the senior year. The process that determines the selection of valedictorian and salutatorian for each high school is promulgated and kept on file in the office of the principal at each school.

Grades for regular classes will be given the following values:

**A=4.0, B=3.0, C=2.0 and D=1.0**

Grades for advanced placement classes, honors classes and college classes will be given the following values: **A=5.0, B=4.0, C=3.0, D=1.0 and F=0.0**

Such grades as pass/fail or satisfactory/unsatisfactory shall not be counted in determining class rank or grade point average.

After a course has been passed, each grade (even if classes are repeated) shall be used to determine class rank or grade point average. The student with the highest class rank will be valedictorian. When more than one student holds the numerical one rank, all students holding the rank will be declared co-valedictorians.

## Credit for College Classes

Academic credit granted for course work successfully completed by a student under the Concurrent Enrollment program shall count as high school credit toward graduation requirements.

## Academic Electives

Acceptable academic electives include additional courses in English, mathematics, natural/physical sciences, social sciences, world languages, art, music, journalism, drama, computer science, honors, advanced placements and Career and Technical Education (CTE) courses that have a Program of Study (POS).

# Graduation Requirements

## **Credit for Physical Education (PE)**

Other than taking PE classes, students may earn up to .5 credit of physical education by successful completion of theatre, lettering in a season of athletics, participating in marching band or ROTC Drill or Rifle Team and Independent Study for physical education.

## **Credit from Other Institutions and Home-Based Education Programs**

All students entering from outside the District must meet the District graduation requirements. All attempts should be made to honor courses which have been transcribed using common course codes. However, the principal shall determine whether credit toward graduation requirements shall be granted for courses taken outside the District. Students who are currently enrolled in the District and wish to obtain credit from outside the District or through “on-line” programs, other than what is offered through ASCD 14, must have prior approval from the principal. Credits will be accepted from other accredited institutions or as evaluated by the principal.

The District shall accept the transcripts from an approved home-based educational program. In order to determine whether the courses and grades earned are consistent with District requirements and District academic standards, the District shall require submission of the student’s work or other proof of academic performance for each course for which credit toward graduation is sought. All students from home-based programs must demonstrate proficiency in the District-adopted content standards at their appropriate placement level before being placed in that particular grade. The District may test the student to determine placement.

## **Independent Study**

Independent study, work experience and experience-based programs approved in advance by the principal may be taken for high school credit. Students must submit a request for approval that includes a summary of the educational objectives to be achieved and monitored by a faculty member.

# Graduation Requirements

## **State and District Content Standards**

The Board of Education recognizes that high expectations and high standards for student achievement are necessary so that students will be well prepared for continuing education and entry into the work force. Therefore, in addition to earning the required number of credits, graduating students will be required to meet State and District content standards.

Students will demonstrate achievement of the required State and District content by meeting the required standard of performance on the assessments and by earning credit in the required areas.

Credit shall be conferred by the Board of Education through its administrative personnel. Each building principal shall exercise professional judgment to meet the individual needs of students.

These performance requirements may be waived by the building principal for a special needs student, but only if consideration of his/her individualized educational plan suggests that a waiver is necessary. Other circumstances which require special consideration such as learning needs, health situations, emergencies and conditions which are beyond the student's ability to control may also be the basis for granting a waiver by the principal, or the creation of an individualized learning plan for the student.

Revised: 8/13/96, 6/14/05, 9/9/08, 3/19/13  
ACSD 14, Colorado

# 9th Grade Graduation Requirements

## 9th Grade Requirements\*

\*Students may take honors or advanced level courses in place of regular education courses that also meet the credit requirements in each subject area.

9th Grade				
Credit Required	First Semester		Second Semester	
	Regular -or-	Honors / Advanced*	Regular -or-	Honors / Advanced*
<b>English</b> (1.0 credit)	English I A	Honors English I A*	English I B	Honors English I B*
<b>Social Studies</b> (1.0 credit)	World History A	Honors World History A*	World History B	Honors World History B*
<b>Science</b> (1.0 credit)	Physical Science (1st or 2nd Semester)	Honors Physical Science*	Earth Science (1st or 2nd Semester)	Honors Earth Science*
<b>Math</b> (1.0 credit)	Algebra I	Intensified Algebra I*, Geometry*, Honors Geometry*, Algebra 2*, Honors Algebra 2*	Algebra I	Intensified Algebra I*, Geometry*, Honors Geometry*, Algebra 2*, Honors Algebra 2*
<b>Physical Education</b> (1.0 credit required in 4 years)	<b>CHOOSE</b>		<b>CHOOSE</b>	
<b>Academic Elective</b> (7.0 credits required in 4 years)	<b>CHOOSE</b>		<b>CHOOSE</b>	

# 10th Grade Graduation Requirements

## 10th Grade Requirements\*

\*Students may take honors or advanced level courses in place of regular education courses that also meet the credit requirements in each subject area.

10th Grade				
Credit Required	First Semester		Second Semester	
	Regular -or-	Honors / Advanced*	Regular -or-	Honors / Advanced*
<b>English</b> (1.0 credit)	English 2 A	Honors English 2 A*	English 2 B	Honors English 2 B*
<b>Social Studies</b> (1.0 credit)	U.S. History A	Honors U.S. History A*	U.S. History B	Honors U.S. History B*
<b>Science</b> (1.0 credit)	Biology A or Chemistry A	Honors Biology A* or Honors Chemistry A*	Biology B or Chemistry B	Honors Biology B* or Honors Chemistry B*
<b>Math</b> (1.0 credit)	Geometry	Honors Geometry*, Algebra 2*, Honors Algebra 2*, Precalculus/Trig*, Honors Precalculus/Trig*	Geometry	Honors Geometry*, Algebra 2*, Honors Algebra 2*, Precalculus/Trig*, Honors Precalculus/Trig*
<b>Physical Education</b> (1.0 credit required in 4 years)	<b>CHOOSE</b>		<b>CHOOSE</b>	
<b>Academic Elective</b> (7.0 credits required in 4 years)	<b>CHOOSE</b>		<b>CHOOSE</b>	

# 11th Grade Graduation Requirements

## 11th Grade Requirements\*

\*Students may take honors or advanced level courses in place of regular education courses that also meet the credit requirements in each subject area.

11th Grade				
Credit Required	First Semester		Second Semester	
	Regular -or-	Honors / Advanced*	Regular -or-	Honors / Advanced*
<b>English</b> (1.0 credit)	English 3 A	AP English Literature A*	English 3 B	AP English Literature B*
<b>Social Studies</b> (1.0 credit)	American Government	AP American Government & Politics*	Economics	--
<b>Science</b> (1.0 credit)	Biology A or Chemistry A	Honors Biology A* or Honors Chemistry A*	Biology B or Chemistry B	Honors Biology B* or Honors Chemistry B*
<b>Math</b> (1.0 credit)	Algebra 2	Honors Algebra 2*, College Algebra*, Precalculus/Trig*, Honors Precalculus/Trig*	Algebra 2	Honors Algebra 2*, College Algebra*, Precalculus/Trig*, Honors Precalculus/Trig*
<b>Physical Education</b> (1.0 credit required in 4 years)	<b>CHOOSE</b>		<b>CHOOSE</b>	
<b>Academic Elective</b> (7.0 credits required in 4 years)	<b>CHOOSE</b>		<b>CHOOSE</b>	

# 12th Grade Graduation Requirements

## 12th Grade Requirements\*

\*Students may take honors or advanced level courses in place of regular education courses that also meet the credit requirements in each subject area.

12th Grade				
Credit Required	First Semester		Second Semester	
	Regular -or-	Honors / Advanced*	Regular -or-	Honors / Advanced*
<b>English</b> (1.0 credit)	English 4 A	AP Language & Composition*	English 4 B	AP Language & Composition*
<b>Social Studies</b> (1.0 credit suggested)	<b>CHOOSE</b>		<b>CHOOSE</b>	
<b>Science</b> (1.0 credit suggested)	<b>CHOOSE</b>		<b>CHOOSE</b>	
<b>Math</b> (1.0 credit suggested)	<b>CHOOSE</b> (Must take a math course to attend a four year university)		<b>CHOOSE</b> (Must take a math course to attend a four year university)	
<b>Physical Education</b> (1.0 credit required in 4 years)	<b>CHOOSE</b>		<b>CHOOSE</b>	
<b>Academic Elective</b> (7.0 credits required in 4 years)	<b>CHOOSE</b>		<b>CHOOSE</b>	

# College and Career Planning Calendar

## **Freshman Year**

### **August**

Welcome back to school!

### **September**

During the first quarter of their freshman year, students will begin an Individual Career and Academic Plan (ICAP) on the Naviance website as part of the Freshman Seminar class.

### **September - June**

Discuss with teachers, parents and counselors any concerns about grades, academic achievement and preparation for post-high school goals, career and college exploration.

Parents are encouraged to attend Back-to-School Night and parent conferences.

### **February**

Read and review course offerings in the Course Guide. Discuss questions and concerns with parents, teachers and counselor. Complete selection for sophomore year.

### **March**

Take TCAP exam.

### **May**

Meet with your counselors to ensure you have attained required credits to stay on track towards graduation.

# College and Career Planning Calendar

## Sophomore Year

### August

Welcome back to school!

### September - June

Continue to self-monitor academic progress, seeking help and support when needed.

Parents are encouraged to attend Back-to-School Night and parent conferences.

Continue to explore post-high school options.

Attend college information workshops and any college fairs that are held in the Denver-Metro area.

Complete the Sophomore tasks outlined on the Naviance website.

### October

Take the PLAN test.

### November

Meet with counselors to gain career and post-graduate information utilizing the Naviance website.

### December

Meet with your counselors to ensure you have attained required credits to stay on track towards graduation.

### February

Attend college workshops hosted by school counselors and partner colleges to include:

- post high school opportunities
- college admission tests
- college admission requirements
- Advanced Placement information

Read and review course offerings in the Course Guide. Discuss questions and concerns with parents, teachers and counselor. Complete selection for junior year.

### March

Take TCAP exam.

### May

Take Advanced Placement examinations.

Meet with your counselors to ensure you have attained required credits to stay on track towards graduation.

# College and Career Planning Calendar

## Junior Year

### August

Welcome back to school!

Check out ACT prep study guide or get hooked in to ACT prep software to prepare to take the ACT in April.

### September - June

Continue to self-monitor academic progress seeking help and support when needed.

Parents are encouraged to attend Back-to-School Night and parent conferences.

Take ACT Prep Course if appropriate. Prep materials are available from the school library.

Continue to explore post-high school options. Complete the Junior tasks outlined on the Naviance website.

Attend college information night and college fairs held in the Denver-Metro area.

Meet with college admission representatives during lunches at your school.

### October

Meet with your counselor to review/discuss high school credits and post-high school goals, and begin the college search process utilizing the Naviance website.

### December

Meet with your counselors to ensure you have attained required credits to stay on track towards graduation.

### February

Attend Post Graduation planning workshops.

Workshops hosted by the counselors in partnership with colleges will include the following topics:

- post-high school opportunities
- college admission tests
- college admission requirements
- applications to colleges
- financial aid and scholarships

Read and review course offerings in the Course Guide. Discuss questions and concerns with parents, teachers and counselor.

Complete selection for senior year and continue post graduate planning

### February - August

Make college visits, interview college admissions representatives, and narrow your list of tentative college choices.

### April

Take the ACT test (State mandated).

### May

Take Advanced Placement examinations.

Meet with your counselors to ensure you have attained required credits to stay on track towards graduation.

### June

Take ACT and/or SAT Exams or SAT subject tests if necessary.

# College and Career Planning Calendar

## Senior Year

### August

Welcome back to school! Review schedule for graduation requirements.

### September - June

Continue to self-monitor academic progress seeking help and support when needed.

Take ACT Prep Course if appropriate. Prep materials are available from the school library

Complete the Senior tasks outlined on the Naviance website.

Meet with your counselor to begin college application process and to review summary of high school credits.

Retake ACT and/or SAT I and subject exams if needed.

### October - November

Sign up to retake ACT.

Meet with college admissions counselors and continue to make campus visits.

If necessary, request letters of recommendation from your counselor and from teachers who are familiar with you and your academic potential. Use the letter of recommendation request form available on Naviance.

Finalize college applications.

### January

Complete and file financial aid forms and applications. Submit scholarship applications according to identified deadlines.

### April

Notify college of your choice.

### May

Take Advanced Placement examinations.

Complete senior check-out. Obtain counselor graduation verification.

Request final transcripts to be sent to college of choice.

# Graduate!

# Student and Parent Access To Infinite Campus (IP) and Naviance

## Infinite Campus

Infinite Campus is an online database that the District uses to house student information such as grades and attendance.

### Students

Students can access Infinite Campus by clicking on the Infinite Campus link on the Adams 14 website ([www.adams14.org](http://www.adams14.org)).

The username is the student's school ID number. The password is the student's birth date in the format of MMDDYY (for example, March 15, 1995 is 031595).

### Parents

Parents can access the parent portal by coming in and meeting with the school registrar to sign up. Parents must bring in a current photo ID (such as a driver's license) to sign up for access to Infinite Campus. With this access, parents can see grades, attendance and the student's schedule.

## Naviance

Naviance is a college readiness and career planning tool that students can access to explore careers, colleges and scholarships.

Students in high school can access Naviance through clicking on the Naviance link on the front page of the Adams 14 district website ([www.adams14.org](http://www.adams14.org)):

1. Your username is your high school student number.
2. The password is your birth date in the format of MMDDYY (for example, December 1, 1995 is 120195).

**Log on regularly to [connection.naviance.com/AdamsCity](http://connection.naviance.com/AdamsCity) for all of your college planning needs.**

# Academic Policies

## Definition of Terms

**Credit:** Recognition that a student has fulfilled a requirement leading to high school graduation. ACHS students must earn a minimum of 23 credits in order to graduate.

**One Credit:** A credit equals two successfully completed semesters (36 weeks) of coursework.

**One-half Credit:** One-half credit equals one semester (18 weeks) of successfully completed coursework.

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

**Cumulative Grade Point Average:** The average obtained by dividing the total number of grade points earned in high school by the total number of credits attempted.

**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.

**Grade Points:** Points assigned to each course credit in accordance with the letter grade earned in the course.

**Pre-requisite:** A class or course that is required before taking another class.

**Rank in Class:** A student's relative standing in his or her class. Class rank is determined by comparing the cumulative grade point averages of all students in the class and ranking them in order from highest to lowest.

# Academic Policies

## Definition of Terms (cont.)

**Weighted/Unweighted Grades:** Adams County School District 14 offers students and parents the opportunity for an official transcript that reflects an unweighted and a weighted grade point average. Weighted grades are given in those courses designated as either **Honors** or **Advanced Placement**. The difference between **weighted** and **unweighted** grades in terms of grade point value is as follows:

Grade	%	Unweighted Point Value	Weighted Point Value
<b>A+</b>	98-100	4	5
<b>A</b>	92-97	4	5
<b>A-</b>	90-91	4	5
<b>B+</b>	88-89	3	4
<b>B</b>	82-87	3	4
<b>B-</b>	80-81	3	4
<b>C+</b>	78-79	2	3
<b>C</b>	72-77	2	3
<b>C-</b>	70-71	2	3
<b>D+</b>	68-69	1	1
<b>D</b>	62-67	1	1
<b>D-</b>	60-61	1	1
<b>F</b>	59 and Below	0	0

Adams 14 uses both **weighted** and **unweighted** GPA for honors distinctions and class rankings.

# Higher Education Admission Requirements

The Colorado Commission of Higher Education (CCHE) has created a Pre-Collegiate Curriculum that first impacted the graduating class of 2010 and beyond. To gain admission to any four-year public institution in Colorado (and many out-of-State universities), students must demonstrate successful completion of the following coursework:

<b>Courses</b>	<b>Credit</b>
English	<b>4.0</b>
Math (Algebra I level or higher)	<b>4.0</b>
Natural Sciences (2 credits must be lab-based)	<b>3.0</b>
Social Sciences	<b>3.0</b>
World Language	<b>1.0</b>
Academic Electives (see note below)	<b>2.0</b>
<b>Total Credits</b>	<b>18.0</b>

An academic credit, often referred to as a Carnegie Unit or **one credit**, is equivalent to **one full year** of credit in a specific subject.

# ACT

## College Readiness Benchmarks

All students must take the ACT standardized test the spring semester of their junior year to help quantify career and college readiness.

Most colleges consider this score to determine your acceptance into college. The higher your score the more likely you are to get in to selective universities. Be sure to check out which test score your college will accept. Some will only accept the SAT standardized test, in which case you will need to work with your counselor or go online to take this test.

**More information on these two tests can be found at:**  
[www.act.org](http://www.act.org) / [www.collegeboard.org](http://www.collegeboard.org)

Test	EXPLORE Benchmark	PLAN Benchmark	✓ACT Benchmark
English	13	15	18
Reading	15	17	21
Mathematics	17	19	23
Science	20	21	24

- ✓ Students who meet a Benchmark on the ACT have approximately a 50% chance of earning a B or better in high school and approximately a 75% chance of earning a C or better in the corresponding college course.

# Factors Influencing **College Admissions**

Each year, the National Association for College Admission Counseling (NACAC) surveys colleges and universities to determine the top factors influencing admission decisions. According to the 2011 “State of College Admission Report,” the following factors, in order of importance, were:

- 1. Grades in College Prep Courses**
- 2. Strength of Curriculum**
- 3. Admission Test Scores**
- 4. Grades in All Courses**
- 5. Essay or Writing Sample**
- 6. Student’s Demonstrated Interest**
- 7. Class Rank**
- 8. Counselor Recommendation**
- 9. Teacher Recommendations**
- 10. Subject Test Scores (AP, IB)**
- 11. Interview**
- 12. Extracurricular Activities**
- 13. Portfolio**
- 14. SAT II Scores**
- 15. State Graduation Exam Scores**
- 16. Work**

# Factors Influencing College Admissions

## Academics

- **Choose a rigorous course load.** Seek out courses that are challenging. Colleges would rather see a lower grade in a more challenging course than the “easy A.” But remember the best scenario is good grades in challenging classes.
- **Make sure your courses are appropriate and in logical progression.** Meet with your counselor to ensure you are on the right track.
- **Enroll in at least four core classes** (English, social studies, math, science and world language) each semester.
- **Get to know your counselor and teachers on an individual basis.** These are the people who will be writing your recommendations.
- **Keep your best work.** Colleges may offer you a chance to submit supplementary material that demonstrates your achievements.
- **Establish good study habits.** Grades in the academic core areas (English, math, science, social studies and world language) are the best predictors of success in college.
- **Read!** Studies have shown that one of the best preparations for the college admission tests (SAT and ACT) is to read as much as possible.

## Extracurricular

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

# NCAA Eligibility Center

Students who wish to participate in collegiate athletics at the Division I or II level must apply for certification with the National Collegiate Athletic Association (NCAA) Eligibility Center during the spring of their junior year of high school. Adams City High School counselors can assist students in completing the paperwork necessary in this process.

## **Division I – 16 Required Core Courses:**

- 4 years of English
- 3 years of mathematics (algebra I or higher)
- 2 years of natural/physical science (including 1 year of lab if offered by the high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any category above or world language, non-doctrinal religion or philosophy)

**Earn minimum GPA and test score on Index** (See next page).

## **Division II – 14 Required Core Courses:**

- 3 years of English
- 2 years of mathematics (algebra I or higher)
- 2 years of natural/physical science (including 1 year of lab if offered by the high school)
- 2 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 3 years of additional courses (from any category above, or world language, non-doctrinal religion or philosophy)
- Beginning with the class of 2013, students will be required to complete 16 core courses. (See NCAA website - [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net))

**Earn at least a 2.5 GPA for Core courses, SAT ≥ 820, ACT sum ≥ 68** (See next page).

# NCAA Eligibility Center

## New Core GPA/Test Score Index

Core GPA	SAT*	ACT**
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58

Core GPA	SAT*	ACT**
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

\*Sum of Critical Reading and Math Scores

\*\*Sum of English, Math, Reading and Science Scores

# NCAA Eligibility Center

## List of NCAA Approved Core Courses

The NCAA Eligibility Center has approved courses for use in establishing the certification status of student-athletes from Adams City High School. If you intend to participate in college athletics, please see your counselor concerning how this list affects your selection for classes.

We strongly encourage student-athletes and parents to consult the list of Approved Core Courses early in their academic planning to ensure that approved courses are selected.

### For more information on eligibility requirements:

- Go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- Click on "Resources"
- Click on "Guide for the College-Bound Student-Athlete," which provides specific information on the eligibility process.

## Clearinghouse Contact Information

### NCAA Eligibility Center

P.O. Box 7136

Indianapolis, IN 46207

877-262-1492 (toll-free)

317-968-5100 (fax)

[www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

# Concurrent Enrollment (CE) College Class Opportunities

## What is Concurrent Enrollment?

For students who are on track to graduate, have earned a GPA of 2.5 or higher, are at grade level according to assessment scores at ACHS, and score into English 090 and Reading 090 on the Accuplacer (college entrance test) college classes in high school are a wonderful option. Students can earn high school and college credit for the classes they pass with a grade of C or higher.

Adams City High School has a post-secondary enrollment agreement with Front Range Community College (FRCC) and the Community College of Aurora (CCA)

### Front Range Community College (FRCC)

Students typically begin taking FRCC college classes in the fall of their junior year and continue through their senior year. Juniors complete the FRCC college classes at the high school, with college instructors from FRCC. Students remain on the high school campus, so they have easier access to support as they build their college skills. For the FRCC academic courses, students usually complete the Accuplacer testing in the fall of their sophomore year.

#### Current FRCC classes that are being taught at ACHS are:

- US History
- Psychology
- Interpersonal Communications
- English
- Reading

### Community College of Aurora (CCA)

Students may begin in the 10th grade if they are focused on the Community College of Aurora Multimedia and Graphic Design (MGD) program, which is taught at the high school. Sophomores can begin the MGD sequence in the fall of their sophomore year, as the intention is for a student to start classes in 10th grade and continue through their senior year. If a student does follow through and complete the MGD classes they will be able to complete a web design certificate by the time they graduate. To fully complete the graphic design certificate, seniors may need to take one to two classes on the CCA college campus. Students complete the Accuplacer in the spring of their freshman year, and should have a declared interest in web design, graphic design and computers.

#### Current CCA MGD classes that are taught at ACHS are:

- Intro to Multimedia
- Adobe Illustrator
- Creativity and Visual Thinking
- Adobe Photoshop
- Web Design I
- Motion Graphic Design I
- Graphic Design I

# Concurrent Enrollment (CE) College Class Opportunities

Seniors who have completed the majority of their high school credits, and have transportation, are eligible to take college classes at the college campuses. As transportation is a significant concern when considering a class off the ACHS campus, it is important that the parent and student understand how the schedule works and have a concrete plan for making sure the student will make it to college to attend classes.

## **Upon qualifying for college classes, students must complete the following:**

- 1.** Apply to FRCC or CCA.
- 2.** Sign up for the College Opportunity Fund (or COF).
- 3.** Sign the Textbook Agreement form that states all textbooks must be returned to ACHS or students will be required to pay for the cost of the textbooks.
- 4.** Sign the Tuition Agreement form that states that students must earn a grade of “C” or higher in each of the college classes. Students that earn a grade of “D” or “F” are required to pay back the cost of the tuition for the college classes. Students that fail to make arrangements to pay back the cost of the classes will not be allowed to walk for graduation.

All paperwork must be completed and returned with all signatures by the deadline set each semester. Failure to return the paperwork by the deadline will result in the student not being able to enroll in classes for the upcoming semester.

# Concurrent Enrollment (CE) College Class Opportunities

## **Below are some additional facts you should know:**

- The student will also receive high school graduation credit for their CE course.
- The student must be enrolled in this class for the entire semester or year and finish with a grade of C or higher.
- Students are required to complete a Concurrent Enrollment application for each course. A Concurrent Enrollment application form shall include, but need not be limited to, the following: Assurance of consent by the Qualified Student and parent or legal guardian to the following: The Qualified Student will register for the College Opportunity Fund (COF) stipend and understands that credits earned will be deducted from the COF lifetime account (145.0 credit hours) for courses being taken at Institutions of Higher Education that participate in the College Opportunity Fund, with the exception of basic skills credits.
- The college credit will be awarded through FRCC or CCA. Students should check with their transferring institution regarding the transferability of the course.

**To ensure that all paperwork is completed by the required deadlines, please talk to your counselor for more information.**



# Advanced Coursework Opportunities

# Adams City High School

## **Advanced Placement Program**

Adams City High School offers a comprehensive Advanced Placement Program (AP). Students who earn satisfactory grades on AP exams may be granted credit by their college or university. Students may also be eligible for AP Scholar awards which recognize high school students who demonstrate college-level achievement on specified numbers of AP exams. The Advanced Placement Program charges a fee for each examination taken. Please be aware that some AP courses may require one or more pre-requisites.

### **Advanced Placement Courses**

AP classes are year-long classes that are taught at the pace of a college level class. They have a final test at the end of the year which can offer the student an opportunity to earn college credit or advanced standing at most of the nation's colleges. The Program, sponsored by the College Board, is an intensive program of college-level courses and examinations offered in high school. AP examinations are graded on a scale of 1 to 5, with 1 indicating "no recommendation" and 5 indicating "extremely well qualified." The College Board, the Advanced Placement Program and the American Council on Education concur that grades of 3, 4 and 5 should be considered qualifying grades by colleges and universities. The Advanced Placement Program charges a fee for each examination taken. Most AP courses offered at Adams City High School have prerequisite coursework and require a teacher recommendation. Talk to your counselor if you would like to register for an Advanced Placement course.

# Adams City High School

## **Advanced Placement Program**

### **AP courses usually include the following type of coursework:**

- Intensive reading and writing in the content area.
- The use of higher-order thinking skills during questioning and discussion periods.
- A significant amount of rigorous homework, beyond that of a regular high school class.
- Greater depths of understanding, self-directed learning and higher expectations.
- A focus on preparing students for the AP exam.
- The rigor of an AP class is comparable to college-level class work.

### **Credit for AP Courses**

- AP credit will be awarded to transfer students, regardless of whether ACHS offers the AP class in question.

It is important to note that some of the Advanced Placement (AP) and elective courses listed in this guide may not be offered if the number of students requesting the course is insufficient. Select some alternate elective choices in case your first choice cannot be offered.

# Advanced Placement Course Offerings

Please refer to course description section of the guide to check for pre-requisites prior to registering for AP classes. Courses will only be offered if 15 or more students select the course and meet all prerequisites.

Course	Description
<b>AP English Literature</b>	The AP English Literature course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.
<b>AP Language and Composition</b>	The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.
<b>AP World History</b>	This course is equivalent to a full-year college course in World History. It focuses primarily on the past thousand years of global experience. Students gain facility in crafting historical arguments from historical evidence, engaging in chronological reasoning, comparing and conceptualizing ideas and events, and utilizing historical interpretation and synthesis. Students will take the AP World History Exam in the spring.
<b>AP U.S. History</b>	This course is equivalent to a full-year college course in U.S. History. The program prepares students for intermediate and advanced college courses and is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with issues and events in U.S. History. Students learn to assess the reliability and importance of historical materials and the relevance of such material to the current event as well as learn how to weigh the evidence and interpretations presented in historical scholarship. Students will take the AP U.S. History test in the spring. This course meets the U.S. History requirement for graduation.

# Advanced Placement Course Offerings

Course	Description
<b>Government and Politics: United States</b>	This course is equivalent to a full-year college course in American Government. It is an intensive study for both informal and formal structure of the United States national government and the political spectrum. By looking at historical changes, constitutional procedures, policy choices and comparative perspectives students will see how institutions and policies of the U.S. government have grown. Students will take the AP American Government and Politics test in the spring.
<b>AP Statistics</b>	This course draws connections between all aspects of the statistical process, including design, analysis and conclusions. Additionally, using the vocabulary of statistics this course will teach students how to communicate statistical methods, results and interpretations. Students will learn how to use graphing calculators in an effort to enhance the development of statistical understanding.
<b>AP Calculus AB</b>	AP Calculus AB contains topics comparable to a semester Calculus college course which includes a review of functions and graphs, an in-depth look at limits, continuity and derivatives with applications of each. College credit for calculus may be earned by a satisfactory performance on the Advanced Placement Examination.
<b>AP Calculus BC</b>	AP Calculus BC contains topics comparable to a full year's worth of Calculus (I and II) at the college level, which includes a review of functions and graphs, an in-depth look at limits and continuity, as well as differential and integral calculus. College credit for calculus may be earned by a satisfactory performance on the Advanced Placement Examination.
<b>AP Studio Art</b>	The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP Studio Art is for highly motivated students who are seriously interested in the study of art; the program demands significant commitment. Students must take Drawing 1 and 2 or Painting 1 and 2 in order to take this course. Instruction focuses on a solid foundation developing speaking, writing, listening and reading skills.
<b>AP Psychology</b>	The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

# Advanced Placement Course Offerings

Course	Description
<b>AP Biology</b>	The AP Biology course shifts from a traditional “content coverage” model of instruction to one that focuses on enduring, conceptual understandings and the content that supports them. This approach will enable students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and will help them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology. Students who take an AP Biology course will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines and connecting concepts in and across domains.
<b>AP Environmental Science</b>	In both breadth and level of detail, the content of AP Environmental Science reflects what is found in many introductory college courses in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving or preventing them.
<b>AP Chemistry</b>	The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. AP Chemistry students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students’ abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic.
<b>AP Physics B</b>	This is a college level introductory physics class that will build upon the conceptual understandings gained in pre-requisite Physics classes. Students will further examine nine areas of physics: Newtonian mechanics, electricity, magnetism, fluid mechanics, thermal physics, waves, optics, atomic and nuclear physics. This course is a non-calculus based class that will emphasize problem solving and help students to develop a deeper understanding of physics concepts. It will prepare students for AP Physics C or college courses in physics. Upon completion of this course, students will take the AP Physics B exam and possibly qualify for college credit.
<b>AP Physics C</b>	Offered in the 2015-2016 School Year

# Advanced Placement Course Offerings

Course	Description
<p><b>AP Spanish Language</b></p>	<p>An AP Spanish Language course is comparable to an advanced level (fifth- and sixth-semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar and composition. You will be able to understand Spanish, develop an active vocabulary sufficient for reading newspaper and magazine articles; express yourself by describing, narrating, both orally and in writing, using different strategies for different audiences and communicative contexts. There is an emphasis on the use of authentic source materials and the integration of language skills. Therefore, you should receive extensive training in combining listening, reading and speaking (or listening, reading and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials.</p>
<p><b>AP Spanish Literature and Culture</b></p>	<p>The AP Spanish Literature and Culture course is designed to provide you, the student, with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces you to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides you the opportunity to demonstrate your proficiency in Spanish across the three modes of communication (interpersonal, interpretive and presentational) and the five goal areas (communication, cultures, connections, comparisons and communities). The overarching aims of the course are to provide you with ongoing and varied opportunities to further develop your proficiencies across the full range of language skills—with special attention to critical reading and analytical writing—and to encourage you to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.</p>
<p><b>AP French Language and Culture</b></p>	<p>The AP French Language and Culture course promotes proficiency in French and enables you to explore culture in contemporary and historical contexts. AP French focuses on global challenges with themes including personal and public identities, science and technology, beauty and aesthetics, contemporary life and families and communities. It also focuses on communication such as interpersonal, interpretive and presentational in French. AP French also encourages cultural awareness about television and film, books, newspapers, music, laws and institutions, customs, traditions, values, attitudes and beliefs. The course helps you develop language skills that can be applied beyond the French course in further French study and everyday life as well as prepare you for the AP French Exam.</p>

# Adams City High School Career Academy Model

## Freshman Academy

- Assists in transition from middle school to high school
- Creates Personal Environment of learning
- Teachers team together to ensure student success
- Separated from other grades, bringing sense of security and belonging

### Activities

- Career and College Exploration
- Planning for the future
- Participate in summer transition program
- Select pathway of interest
- Create and/or revise Contextual and Service Learning Goals

### Career Pathways

- Arts/Photography
- Graphic Design
- Culinary
- Business/Accounting
- Marketing

### Career and Tech Education Certificates

- Culinary
- Business/Tax Help
- Graphic Design

Designed for students who are focused on careers in the arts, education, and/or business. Classes foster artistic and scholarly practices, working with their imagination, creatively solving problems.

## Arts and Humanities Academy

## Engineering and Energy Academy

### Career Pathways

- Engineering and Design
- Renewable Energy
- Machining and Automotive
- Construction

### Career and Tech Education Certificates

- Fabrication
- Construction
- OSHA Certification

Designed for students inter-ested in careers in engineering, design, and renewable energy. Focused on discovering the WHY and HOW something works.

### Career Pathways

- Medical Care
- Biomedical Research
- Physical Therapy
- Homeopathic Therapy

### Career and Tech Education Certificates from Community College Partners

- Certified Nurse Assistant
- Physical Therapy
- Emergency Medical Technician

Designed for students who are focused on careers in healthcare and medical research. Projects based learning experiences incorporate health and research standards.

## Health Science Academy



# Adams 14

## Educational Experience

P	K	I	2	3	4	5	6	7	8	9	10	11	12	13+
Foundational							Explore			Pathway Selection	Prepare			Post-Secondary

### Foundational (P-5)

During the foundational years, also known as elementary school, students are exposed to a wide variety of educational experiences and occupational opportunities.

### Explore (6-8)

During the middle level years, also known as Explore, students explore careers with similar skills, connecting careers to common industry groupings and their personal interests. Experience real work context through extended learning opportunities.

### Pathway Selection (9)

As freshmen in high school, students will explore different career choices as they relate to the academy structure in the building. Students will have hands-on experiences, opportunities to tour surrounding community college campuses, and formalize their Individual Career and Academic Plan as it relates to high school courses.

### Prepare (9-12)

Through both academic and elective courses, students experience real work context through extended learning opportunities.

### Post-Secondary

Students will have the opportunity to attend college classes from community colleges and local trade schools.

# Agreements and Partnerships With Four-Year Institutions



**Colorado State University**

## **Colorado State University (CSU)**

711 Oval Drive

Ft. Collins, CO 80523-1062

Phone: 970.491.6909

[www.colostate.edu](http://www.colostate.edu)

### **Educational Talent Search (ETS)**

This program assists eligible middle school and high school students in reaching their educational goals through fun and interactive college preparation workshops. ETS staff members meet with program participants about once a month during the school year at the school site. During the summer break, ETS sponsors college study tours and on-campus college preparation and academic programs.

All events are free of charge. Students must have legal status to apply. Students who are interested complete an application in the fall of their 7th grade year. Once accepted, students must maintain a 1.8 GPA to remain in the program. Students who successfully complete the program through their senior year will have the opportunity to receive a \$10,000 scholarship if they attend Colorado State University.

### **Reach Out**

Reach Out Colorado State University is a comprehensive, early outreach pipeline program, operating through partnerships with public schools, that develops the talents of both CSU undergraduate students and Colorado's historically underserved middle school students and their families. This program offers different opportunities for students to explore college and career goals, such as visiting the CSU campus and attending workshops led by CSU students. These events are provided to students at the middle school level, with the goal of improving the life chances of students who otherwise would not have them, increasing attendance and retention rates of diverse students at CSU.

# Agreements and Partnerships With Four-Year Institutions



Colorado State University

## **CSU-Alliance and the Alliance Award**

### **CSU Alliance**

The Alliance High School Partnership unites students, families, high school personnel and the Colorado State University community in a common goal: to envision education beyond high school and send a greater number of Colorado students to college. By working together, we can elevate the expectations of students and their families regarding the importance, access and attainability of higher education. The goal of the Alliance Partnership is to influence the culture of a community by responding to their needs and together creating an environment where there's an expectation of students pursuing their education beyond high school. Through this collaboration, the community defines its needs and we endeavor to respond by providing the necessary tools and resources. Whether it be enhancing curriculum to improve academic rigor in the classroom, or increasing the retention of students from middle school to high school, or addressing concerns of parents and families, Colorado State strives to provide services tailored specifically to address the requests and needs of each member school.

### **Alliance Award**

Colorado State is committed to increasing attendance and retention for students admitted from Alliance high schools who choose to attend Colorado State and to ensure they are successful at the University. A key component of this commitment is the Alliance Award. Students from Alliance schools will receive a base award of \$2,500 per academic year (for up to four years, based on satisfactory progress towards a degree) and may receive an increased award, up to the amount of Colorado resident tuition and fees, based on the student's documented financial need. A companion award is also available for Alliance high school graduates who attend a Colorado community college prior to transferring to Colorado State University.

More information is available at

<http://accesscenter.colostate.edu/alliance>

# Agreements and Partnerships With Four-Year Institutions



University of Colorado  
Boulder

## **University of Colorado at Boulder**

2055 Regent Drive

Boulder, CO 80309

Phone: 303.492.1411

[www.colorado.edu](http://www.colorado.edu)

### **Pre-Collegiate Program**

This program is primarily designed for first generation college students – those students whose parents have not had a chance to graduate from college with a Bachelor's Degree. This program educates both students and parents on how to plan for college. Students in this program are required to attend one meeting per semester on the CU campus in Boulder. The program also offers a five-week summer program where students stay on the CU campus and have an opportunity to earn college credit. All events are free, including field trips. This program is available to undocumented students. Students interested in this program may complete an application in the fall of their 7th grade year with their school counselor, and will then participate in a short interview with the CU program coordinator. Once accepted, students must maintain a GPA of 2.75 in middle school in order to remain in the program.

# Agreements and Partnerships With Four-Year Institutions



University of Colorado  
Denver

## **University of Colorado Denver**

1250 14th Street

Denver, CO 80217

Phone: 303.556.2400

[www.ucdenver.edu](http://www.ucdenver.edu)

### **CU Denver Scholars Program**

The CU Denver Scholars Program is an early college enrollment program for college bound, high-achieving first generation students who enroll in college courses on campus during their senior year of high school. Students begin their college studies by taking one course at CU Denver during the fall and spring semesters of their senior year in high school. The credit earned in the course can be applied toward a bachelor's degree at the institution the student will attend. While enrolled in the program, students participate in Saturday Academies. Workshops at these academies are designed to prepare students for college study and introduce them and their parents to the rigors of a college environment.

# Agreements and Partnerships With Four-Year Institutions



COLORADO SCHOOL OF MINES®

## Colorado School of Mines

1500 Illinois Street

Golden, CO 80401

Phone: 800.446.9488

[www.mines.edu](http://www.mines.edu)

### Guaranteed Admission Agreement

Colorado School of Mines and Adams County School District 14 have established an agreement by which any student satisfactorily meeting the admissions requirements set forth below will be guaranteed admission to the Colorado School of Mines upon on-time high school graduation.

#### Colorado School of Mines Guaranteed Admission: \*\*

- Demonstrated academic scholarship in at least three AP courses
- Achieved a cumulative unweighted GPA of 3.75 or above by the end of seven semesters; 3.72 unweighted GPA or above (at graduation)
- Demonstrated evidence of 100 hours of community service
- Demonstrated evidence of school involvement in the arts, in student activities or in athletics
- Demonstrated good citizenship (no major violations within school policy)
- Complete a four-year ICAP with a concentration in Health Sciences or Engineering and Technical Sciences
- Completion of Senior Project/Internship course with minimum 3.0 unweighted GPA
- Top 1/3 class rank
- ACT Composite 28 and/or SAT (Verbal and Math) 1250
- AP Calculus B/C, A/B, concurrent enrollment or dual enrollment
- AP Physics B or AP Physics C
- Choose one or more of the following electives:
  - Computer Programming
  - Architectural or Engineering Drafting
  - AP Chemistry
  - AP English
  - AP Social Studies

**\*\*Criteria may adjust based on the School of Mines entry requirements.** We encourage students to meet regularly with their school counselor to ensure completion of requirements for guaranteed admission.

# Agreements and Partnerships With Four-Year Institutions



## **Metropolitan State University of Denver**

P.O. Box 173362

Denver, CO 80217-3362

Phone: 303.556.2400

[www.msudenver.edu](http://www.msudenver.edu)

### **Excel Pre-Collegiate Program**

Adams City High School is one of five schools in the State in partnership with Metropolitan State University of Denver's Excel Pre-Collegiate Program. This unique program provides Adams City High School students and parents additional assistance with the college-going process. The goals of the MSU Excel Pre-Collegiate Program are:

1. Assist students in reaching their higher education goals.
2. Support the high school's college-going culture.
3. Enhance parent awareness and involvement in their student's education.

### **The MSU Excel Pre-Collegiate Program provides:**

- Eligibility for any student and/or parent guardian at Adams City High School to participate in and access the program's services and resources.
- A MSU Denver Excel Outreach Counselor and Excel Pre-Collegiate Ambassador who visits Adams City High School one day a week. The outreach counselor will assist in the college application/enrollment process, Accuplacer testing, financial aid assistance, scholarship search and application process, college essay support and bilingual (English/Spanish) parent workshops. (Other services will be provided, depending on needs of students and staff.)

# Agreements and Partnerships With Four-Year Institutions



## **Why you should join the Excel Pre-Collegiate Program:**

- Receive information on higher education options, regardless of which college you decide to attend.
- Assistance in the financial aid application process (FAFSA).
- Assistance in the scholarship search and application process.
- Assistance in the MSU Denver application process and waiving of application fee.
- Once you've been accepted to MSU Denver, receive guidance on placement testing, orientation, academic advising and more.
- Get information regarding student support services available on the Auraria Campus, such as computer labs, child care, Access Center for Disabilities and writing center.
- Enhance parent knowledge and options regarding higher education possibilities.
- Workshops for students and parents.
- Support for school personnel in establishing a college-going culture.

# Agreements and Partnerships

## GEAR UP

### **What is GEAR UP?**

Colorado GEAR UP is a Federal grant that is funded by the U.S. Department of Education and managed by the Colorado Department of Higher Education on behalf of the Governor's Office. To learn more about the GEAR UP grant, visit [ed.gov](http://ed.gov).

The Vision of GEAR UP is to engage students by providing the knowledge, tools, guidance and support for postsecondary access and success. Paradoxically (and disproportionately), Colorado's highly educated population includes far too few of Colorado's high school graduates. Our Mission is to close the Colorado Achievement Gap, as it relates to college admissions and graduation, to prepare students to meet rigorous expectations and to level the playing field for all students.

The Colorado GEAR UP program focuses on college readiness, access and success in postsecondary. The program's model and curriculum is designed to provide students with early exposure, exploration and experience in postsecondary. Prior to high school graduation, Colorado GEAR UP students will have the opportunity to complete remedial coursework, earn concurrent enrollment credit and earn college credit through CLEP exams. In 2011, Colorado GEAR UP and Adams State University developed a partnership to offer school districts an early remediation intervention. This intervention will allow students the opportunity to matriculate without the need for remedial coursework. Students will enroll in concurrent enrollment courses beginning sophomore year and our bilingual students will take advantage of the Spanish CLEP exam, with many earning up to 16 college credits while in high school. Colorado GEAR UP students will have a jumpstart in their college education with the potential of earning an associate's degree at the time of high school graduation. Colorado GEAR UP high school graduates also qualify for a scholarship to help pay for the cost of college.

Adams 14 School District is honored to be a recipient of this grant. The participating schools are Kearney Middle School, Adams City Middle School and Adams City High School.

<http://www.coloradogearup.org/public/index.html>

# Department and Course Offerings **Language Arts**

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
6th Grade Language Arts 6th Grade Honors Language Arts	7th Grade Language Arts 7th Grade Honors Language Arts	8th Grade Language Arts 8th Grade Honors Language Arts	English 1 A & 1 B Honors English 1 A & 1 B (w)	English 2 A & 2 B Honors English 2 A & 2 B (w)	English 3 A & 3 B <b>Choose Additional</b>	English 4 A & 4 B <b>English Electives</b>
				<b>English Electives:</b> AP English Literature (w) AP Language and Composition (w) Journalism Creative Writing Public Speaking Yearbook Technical Writing Non-Fiction Writing		

# Language Arts / Acquisition Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>Language Arts</b>	6th	--	1 Year	No Signature Required	No
<p><b>Course Description:</b> In 6th grade Language Arts students read the novels <i>The Circuit</i>, <i>The Lightning Thief</i>, and <i>Among the Hidden</i>. We also focus on reading poetry, various articles and short stories. In Writer's Workshop 6th grade writing includes: a research project about an inspirational female figure, personal narrative/memoir, a personal poetry book collection and a five paragraph essay.</p>			<p>Some of the major skills we work on include: main idea/supporting details, identifying and writing figurative language, reading and coding strategies, context clues, inferring, author's purpose and grammar.</p>		
<b>Language Arts</b>	7th	--	1 Year	No Signature Required	No
<p><b>Course Description:</b> This course is designed to have 7th grade students master foundational critical reading skills: main idea, inferring, drawing conclusions and context clues, through short stories, non-fiction text, poetry, novels and plays.</p>			<p>This course will also develop students' writing skills through daily writing, grammar, vocabulary application and use, and extended essays.</p>		
<b>Language Arts</b>	8th	--	1 Year	No Signature Required	No
<p><b>Course Description:</b> In 8th grade, students will get ready for high school by refining their reading, writing and critical thinking skills as they read and analyze poetry, short stories, novels and non-fiction texts in each of six thematically-based units. Specifically, students will read the novels <i>Twisted</i> by Laurie Halse Anderson, <i>A Long Way Gone</i> by Ishmael Beah, and <i>Of Mice and Men</i> by John Steinbeck as well as independent novels, as they continue to identify and analyze figurative language, literary elements, text features, grammar and mechanics and relevant vocabulary.</p>			<p>Students will also write in various genres, including persuasive, compare and contrast, cause and effect and critical essays, to demonstrate their ability to make connections between their lives and literature, the lives of others and the world around them.</p>		
<b>Honors Language Arts</b>	6th	--	1 Year	Signature Required	Proficient/Advanced Scores on Reading TCAP
<p><b>Course Description:</b> Sixth grade honors Language Arts is the first step students take in preparation for a four-year college track. It will set these students up for being placed in honors classes throughout middle school, into the high school, and into college level (AP) classes. The class will provide extensions to the regular 6th grade curriculum, and therefore have advanced expectations for the quality of work produced.</p>			<p>The reading will be above grade-level with a variety of novels, short stories and poems. The writing requirements will be accelerated towards the seventh grade requirements. Students will be creating research papers, personal narratives, poetry, letters and other forms of writing that will all benefit their future academic success.</p>		

# Language Arts / Acquisition Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>Honors Language Arts</b>	7th	--	1 Year	Signature Required	Proficient/Advanced Scores on Reading TCAP
<b>Course Description:</b> This course is designed to go above and beyond the foundational skills developed in 7th grade language arts by developing students' abilities to analyze increasingly complex literature through rigorous reading and writing exercises. This course moves at a rapid pace and requires one hour of daily homework or reading.					
<b>Honors Language Arts</b>	8th	--	1 Year	Signature Required	Proficient/Advanced Scores on Reading TCAP and MAP Tests
<b>Course Description:</b> This class is designed to advance students to the Advanced Placement program in high school where they can receive college credits. Students will be required to acquire and show growth with reading skills including: analysis, inference, drawing conclusions and judgment. Additionally, they will be required to write in the following genres: expository, research, narrative and literary analysis.			Students will read a variety of short stories, poems, articles and novels which provide students with more opportunity to constantly advance their skills in all areas of language including speaking and listening.		
<b>English Language Development 1-2</b>	6th - 8th	--	Depends on Growth	No Signature Required	NEP 1 or 2 Scores on State Language Exam
<b>Course Description:</b> The purpose of the ELD class for levels 1&2 is to accelerate the language proficiency of the students. The ELD class teaches English Language Learners the vocabulary, sentence structure and grammar that they need to be able to effectively use the language every day – within both school and real-world context.			The learning objectives are guided by the Systematic ELD Instruction that focuses on a solid foundation developing the speaking, writing, listening and reading domains. The support materials used in this course are Side by Side 1 and 2, Grammar and Beyond (Cambridge), Inside the USA and several different websites.		
<b>English Language Development 3</b>	6th - 8th	--	Depends on Growth	No Signature Required	LEP 3 Score on State Language Exam
<b>Course Description:</b> This course is designed to accelerate language development for intermediate English language learners who have agility with social interactional English while lacking the academic language to meet grade-level communicative norms. Our ELD curriculum is guided by the Systematic ELD approach and English 3D.			Both programs propel students to learn new academic vocabulary and language functions, provide opportunities for discussion and writing, and teach specific grammar points through high-interest, engaging topics that are relevant to adolescents' lives and concerns.		

# Language Arts / Acquisition Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>English Language Development 4</b>	6th - 8th	--	Depends on Growth	No Signature Required	LEP 4 Score on State Language Exam
<b>Course Description:</b> This course is designed for students with an intermediate to high level of English comprehension in the domains of speaking, listening, reading and writing. The students demonstrate their abilities through scores on school, District and State exams. At this level, vocabulary, reading, writing, listening and speaking are reinforced and supported in order to teach academic and formal registers of the English language.			Using Systematic ELD and English 3D as guides, we strive to incorporate relevant themes into strategic language development, such as cyber bullying, teen driving and many more engaging topics. Our goal is to propel students to full language proficiency through maximizing students' verbal and written engagement.		
<b>Literacy I</b>	6th - 8th	--	I Semester	No Signature Required	Unsatisfactory or Low Partial Proficient Scores on Reading TCAP
<b>Course Description:</b> The Literacy I class is designed to improve students' reading fluency, comprehension, vocabulary, phonics and phonemic awareness. Students use a program designed to help them improve their reading confidence, fluency and abilities.					
<b>Literacy II</b>	6th - 8th	--	I Semester	No Signature Required	Partially Proficient Scores on Reading TCAP
<b>Course Description:</b> The Literacy II class is designed to improve students' comprehension, vocabulary and oral language skills so that they may succeed in all other academic courses. Students read novels, complete projects and give a variety of presentations.					
<b>Reading Lab</b>	6th - 8th	--	I Year	No Signature Required	Unsatisfactory or Low Partial Proficient Scores on Reading TCAP
<b>Course Description:</b> Reading Lab is an intensive language arts class that instructs students in phonemic awareness, grammar, reading comprehension and spelling. Designed for students who cannot easily access the special education curriculum, Language!, Reading Lab is a small group, differentiated and rigorous class designed to solidify decoding, comprehension and spelling skills.			Students are instructed in a variety of modalities to ensure deeply ingrained knowledge. The course utilizes a variety of learning methodologies including Ticket to Read, an online reading comprehension curriculum; F.A.S.T., a phonics and decoding curriculum; and Visualizing, Verbalizing, a vocabulary-building curriculum.		

# Language Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>English I A</b>	0.5	No	I Semester	No	Yes	Yes
<p><b>Course Description:</b> The course is designed to improve basic language skills in reading and writing through the study of literature and extensive practice in writing. The writing program stresses the application of language skills in a variety of compositions with an emphasis on clarity, specificity and inclusion of citations. The reading program develops skill in recalling, summarizing, making predictions and making inferences through both fiction and non-fiction. Activities focus on reading strategies useful for a wide range of materials.</p>				<p><b>Themes:</b> Society and culture influences personal experience and worldview, change, oppression, good vs. evil.</p> <p><b>Topics of study include:</b> Reading fiction, memoir, horror, writing a personal narrative, compare/contrast and persuasive essay as well as grammar study of sentence parts, sentence types, mechanics and subject/verb agreement.</p>		
<b>English I B</b>	0.5	No	I Semester	No	Yes	Yes
<p><b>Course Description:</b> The course is designed to improve basic language skills in reading and writing through the study of literature and extensive practice in writing. The writing program stresses the application of language skills in a variety of compositions with an emphasis on clarity, specificity and inclusion of citations. The reading program develops skill in recalling, summarizing, making predictions and making inferences through both fiction and non-fiction. Activities focus on reading strategies useful for a wide range of materials.</p>				<p><b>Themes:</b> Society and culture influences personal experience and worldview, change, oppression, good vs. evil.</p> <p><b>Topics of study include:</b> Reading nonfiction, short stories and literature circles (focused on dystopian literature); Shakespeare; writing argumentative, informational and cause/effect essays; grammar study of context clues, sentence structure and variety and reference sources.</p>		
<b>Honors English I A</b>	0.5	Yes - 4.5 Scale	I Semester	No	No	No
<p><b>Course Description:</b> This accelerated course examines a variety of demanding literary works from a number of perspectives. Reading skills are developed through class in the study of literature and independent study. The composition program includes experience in both creative and critical writing and is focused on technical aspects of writing such as format and textual citations. Standard conventions are briefly reviewed and students are expected to have the strength of command in their writing to add to the variety and voice in their assignments in this course.</p>				<p><b>Themes:</b> The single story.</p> <p><b>Topics of study include:</b> <i>The Book Thief</i>, <i>Hiroshima</i>, supplemental historical documents, writing theme analysis, perspective, short constructed responses, grammar and sentence style, advanced parts of speech, phrases.</p>		

# Language Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Honors English I B</b>	0.5	Yes - 4.5 Scale	I Semester	No	No	No
<p><b>Course Description:</b> This accelerated course examines a variety of demanding literary works from a number of perspectives. Reading skills are developed through class in the study of literature and independent study. The composition program includes experience in both creative and critical writing and is focused on technical aspects of writing such as format and textual citations. Standard conventions are briefly reviewed and students are expected to have the strength of command in their writing to add to the variety and voice in their assignments in this course.</p>				<p><b>Theme:</b> Influence of society. <b>Topics of study include:</b> <i>Lord of the Flies</i>, <i>Merchant of Venice</i>, persuasive essay, analysis essay, comparative, grammar study of advanced punctuation, sentence structure, sentence diagramming.</p>		
<b>English II A</b>	0.5	No	I Semester	No	Yes	Yes
<p><b>Course Description:</b> English II focuses on furthering students' development in reading, writing and speaking. In particular, students will strengthen their abilities to identify claims, rhetorical appeals and valid sources. Through analyzing various pieces of literature and non-fiction, students will strengthen their writing abilities to incorporate textual references and researched materials while incorporating the six traits of writing. Standard conventions will be reviewed with additional material being introduced as students master previous skills.</p>				<p><b>Themes:</b> Mythology, flaws in human nature are present across culture, culture affects the government and vice versa. <b>Topics of study include:</b> Reading selections from mythology, <i>Othello</i>, US seminal documents, quest narrative, character analysis, analysis of persuasion, grammar study parts of speech, punctuation, capitalization, commas, apostrophes, dialogue, independent and dependent clauses, sentence types, sentence purpose, coordinating/subordinating conjunctions, prepositions, clauses, pronoun, antecedent, subject/verb agreement, parallel structure, objects, transitive/intransitive verbs.</p>		
<b>English II B</b>	0.5	No	I Semester	No	Yes	Yes
<p><b>Course Description:</b> English II focuses on furthering students' development in reading, writing and speaking. In particular, students will strengthen their abilities to identify claims, rhetorical appeals and valid sources. Through analyzing various pieces of literature and non-fiction, students will strengthen their writing abilities to incorporate textual references and researched materials while incorporating the six traits of writing. Standard conventions will be reviewed with additional material being introduced as students master previous skills.</p>				<p><b>Themes:</b> Positive and negative outcomes occur when cultures interact, literature reflects culture, different cultures share universal themes. <b>Topics of study include:</b> Reading evaluation of information (various articles), Lit Circles, Genre study: poetry, shorts story, non-fiction essay writing persuasive research paper, literary analysis, response to literature: Thematic analysis, grammar study transition, editing, predicate nominatives, adjectives, clauses and phrases, MLA formatting, ellipses, colons, dashes, hyphens, brackets, parenthesis, gerund, participles, infinitives and their phrases.</p>		

# Language Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Honors English II A</b>	0.5	Yes - 4.5 Scale	I Semester	No	No	No
<p><b>Course Description:</b> Students in this accelerated course are introduced to a variety of literary elements in different types of literature. The writing program emphasizes analysis, argumentation and historical connections. Course content emphasizes critical thinking skills in reading and writing as well as increased awareness of APA format with special attention to references. Standard conventions are emphasized as recourses to increase maturity of writing.</p>			<p><b>Themes:</b> Historical influence on literature.  <b>Topics of study include:</b> <i>Othello, Animal Farm</i>, writing a commentary, historical perspective essay, portfolio, grammar sentence structure and variety.</p>			
<b>Honors English II B</b>	0.5	Yes - 4.5 Scale	I Semester	No	No	No
<p><b>Course Description:</b> Students in this accelerated course are introduced to a variety of literary elements in different types of literature. The writing program emphasizes analysis, argumentation and historical connections. Course content emphasizes critical thinking skills in reading and writing as well as increased awareness of APA format with special attention to references. Standard conventions are emphasized as recourses to increase maturity of writing.</p>			<p><b>Themes:</b> Individual vs. society.  <b>Topics of study include:</b> <i>A Separate Peace, Brave New World</i>, writing persuasively, character analysis, timed writing and grammar.</p>			
<b>English III A</b>	0.5	No	I Semester	No	Yes	Yes
<p><b>Course Description:</b> This course includes extensive work on both writing and the study of American literature. Students will be encouraged to think critically and to write logically about American Literature presented chronologically from the Native Americans through modern literature. They will learn research skills, complete several research projects, and write comparative, analytical and persuasive compositions based on the variety of literature studied. Students will be expected to adhere to standard conventions and be assessed on their abilities to manipulate conventions to add depth and voice to their writing.</p>			<p><b>Themes:</b> Individual and of the universal experience.  <b>Topics of study include:</b> Reading Native American Literature, Booker T. Washington and W.E.B. DuBois, Transcendentalism to Naturalism, writing a compare and contrast essay, persuasive essay, comparative literary analysis, grammar study of dependent clauses, sentence types, comma rules, participles and gerunds.</p>			

# Language Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>English III B</b>	0.5	No	I Semester	No	Yes	Yes
<p><b>Course Description:</b> This course includes extensive work on both writing and the study of American literature. Students will be encouraged to think critically and to write logically about American Literature presented chronologically from the Native Americans through modern literature. They will learn research skills, complete several research projects, and write comparative, analytical and persuasive compositions based on the variety of literature studied. Students will be expected to adhere to standard conventions and be assessed on their abilities to manipulate conventions to add depth and voice to their writing.</p>				<p><b>Themes:</b> Ideals of Democracy -Promise and Limitations.</p> <p><b>Topics of study include:</b> Reading <i>The Great Gatsby</i>, <i>Fences</i>, contemporary American literature, writing cause/effect essay, character essay, narrative life challenge essay, research paper, grammar study of adjective dependent clauses, sentence variety and citations.</p>		
<b>English IV A</b>	0.5	No	I Semester	No	Yes	Yes
<p><b>Course Description:</b> English IV is designed to be a culminating English class that provides a practical application of reading and writing standards for seniors who are preparing to enter post secondary endeavors. Critical reading skills are integrated into literature studies and practical writing is applied to postsecondary models. Students will be expected to adhere to standard conventions in a manner which adds variety to their writing and present their ideas in various forms.</p> <p><b>Themes:</b> Individual's place in society and Individuality in a world of social media.</p>				<p><b>Topics of study include:</b> Reading <i>Beowulf</i>, <i>Macbeth</i>, <i>1984</i>, writing a college essay, compare/contrast literary analysis, literary analysis, grammar study of sentence fluency, sentence variety, long sentences with shorter sentences and the punctuation entailed therein. An emphasis on using dependent clauses to create complex sentence and to avoid repetition at the beginning of sentences. Integrating quotes smoothly into writing using academic introduction and explanation of quotes that are punctuated correctly. A variety of ways to introduce and explain quotes for variety and voice, punctuated correctly (use of comas, colons, quotation marks, parenthesis, etc).</p>		
<b>English IV B</b>	0.5	No	I Semester	No	Yes	Yes
<p><b>Course Description:</b> English IV is designed to be a culminating English class that provides a practical application of reading and writing standards for seniors who are preparing to enter post secondary endeavors. Critical reading skills are integrated into literature studies and practical writing is applied to postsecondary models. Students will be expected to adhere to standard conventions in a manner which adds variety to their writing and present their ideas in various forms.</p> <p><b>Themes:</b> Contemporary issues and the individuals relation/obligation to them as a world citizen, Individual values in connection/context of world values via different cultures, Individual perspective in the context of a "world perspective" and the perspective of world cultures.</p>				<p><b>Topics of study include:</b> Reading non-fiction academic articles via library database on a world issue of student choice, background/historical articles on various world cultures and issues, background/historical articles on various authors in world literature, news articles and critical responses and fiction reading of various examples of world literature. Writing a research paper on world issue, problem/solution critical response essay, world literature comparative analysis and grammar study of APA style citation of academic text, continue to develop students' unique voices via their uses of a variety of sentences (dependent and independent clauses, short sentences for emphasis, punctuation for flow).</p>		

# Language Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>AP English Literature</b>	0.5	Yes - 5.0 Scale	I Year	Yes	No	No
<b>Course Description:</b> The AP English Literature course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers.			As they read, students should consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.			
<b>AP Language &amp; Composition</b>	0.5	Yes - 5.0 Scale	I Year	Yes	No	No
<b>Course Description:</b> The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes.			Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.			
<b>Journalism</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> Journalism involves students learning the process of gathering information, finding sources and obtaining interviews, prioritizing and sorting through the facts, and ultimately working with the information to provide readers with the most newsworthy and relevant information. Areas covered include news, feature and sports writing, grammatical and style correctness, photojournalism, page design and computer layout for school newspapers.			Through analysis and discussion of their classmates' work and the work of reporters from both local and national newspapers and magazines, students are exposed to differences in style, technique and purpose. Students will be required to present their work in various formats and work collaboratively with all other members of the class.			
<b>Creative Writing</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> Students learn to recognize and use techniques such as description characterization and narration as they progress from specific assignments to independent creative compositions.			Students write works of short fiction, creative non-fiction, poetry, drama and screenplays. Publication is an integral part of the curriculum with students encouraged to submit their writing to various contests.			

# Language Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Poetry</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> After introduction and exposure to poetic techniques and genres, students will look analytically at the elements of poetry through a variety of authors spanning various cultures and time periods.			Students will then create poetry with attention to detail, craft, and the process as well as the product. Reflection will be an integral aspect of the course, as students will need to make connections between their own writing and the poetry being studied.			
<b>College Prep Writing</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This course emphasizes the planning, writing and revising of compositions, including the development of critical and logical thinking skills. The course includes a minimum of five compositions that stress analytical, evaluative and persuasive/argumentative writing.			Within each piece of writing, emphasis is placed on the importance of research skills, inclusion of findings and APA/MLA formatting. Students are exposed to research methods via academic online journals that will support the content of their writing.			
<b>Public Speaking</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This course is designed to provide students with the practical skills of public speaking. Emphasis is placed on gaining confidence before a group, methods of communication, listening, organizing ideas and persuading an audience. Students participate in a variety of exercises, including informative and persuasive speeches. The course concentrates on group dynamics, discussion and debate.						
<b>Yearbook</b>	0.5	No	I Year	Yes - Instructor Approval	No	No
<b>Course Description:</b> The course covers training for journalism skills, developing effective writing, critical thinking and group participation. The course content includes but is not limited to: layout, construction, critical thinking article and body copy development, use of graphic designs, time management, business procedures, publish requirements and photo appreciation.			Students will be expected to conduct interviews, document important events and conduct themselves as members of the yearbook appropriately.			

# Language Arts

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Technical Writing</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> Offered in the 2014-2015 school year.						
<b>Non-Fiction Writing</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> Offered in the 2014-2015 school year.						

# Department and Course Offerings

## Social Studies

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
6th Grade Humanities	7th Grade Humanities	8th Grade Humanities	World History Honors World History (w)	U.S. History A & B AP U.S. History (w)	American Government & Economics  AP American Government & Politics (w)	Choose from Social Studies Electives
				<b>Social Studies Electives:</b> Latin American Studies      Intro to Law European History            Psychology AP World History (w)        AP Psychology (w) World Religions                Sociology		

# Social Studies/Humanities Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>Humanities</b>	6th	--	I Year	No Signature Required	No
<p><b>Course Description:</b> 6th grade Humanities is a survey course of geography, history, civics and economics. The first semester begins with the establishment of fundamental geography skills that serve as a foundation for the exploration of the globe. Once students have gained a spatial awareness of the world, students discover the ancient histories of the western hemisphere, specifically the Maya, Aztec and Inca. Second semester starts with a focus on literacy skills with a study of the novel <i>Wolf Brother</i> by Michelle Paver.</p>			<p>Upon completion, students will move through basic economic and civic understanding of global issues. The semester ends with an in-depth look at the North American Native population and the cultural clash of European Exploration. Overall, Humanities will provide students with an understanding of the world around them so that they may make a positive impact in our community and beyond.</p>		
<b>Humanities</b>	7th	--	I Year	No Signature Required	No
<p><b>Course Description:</b> 7th Grade Humanities is a course where students learn about the history, geography, economics and governments of early histories of the Eastern Hemisphere. Specifically, students learn about Mesopotamia and the beginnings of history, Egypt, Greece, Rome, The Middle Ages, India and Asia, and Islam and Europe.</p>			<p>Skills focused on in the class include reading comprehension, writing and critical thinking as well as map reading, how to interpret primary and secondary sources, how to interpret graphs and charts and how to persuade, summarize and problem solve. The goal is to develop critical thinking and writing communication skills that will help the student become a successful and contributing member of society.</p>		
<b>Humanities</b>	8th	--	I Year	No Signature Required	No
<p><b>Course Description:</b> In 8th grade Humanities students will become more proficient readers, writers and thinkers. Students will study American History from the American Revolution through the Reconstruction period after the Civil War. Throughout these units, students will parallel the experience of those in the past with the struggles that people endure throughout the world today.</p>			<p>Included in the curriculum is a novel study, a focus on analyzing primary and secondary sources and developing the skill to make a judgment or argument and to support that using evidence.</p>		

# Social Studies

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>World History</b>	1.0	No	1 Year	No	Yes	Yes
<b>Course Description:</b> This course surveys world history from the beginning of the Renaissance to the present day. Students will study political, social, economic, and cultural forces in both Western and non-Western histories.			<b>Topics of study include:</b> Renaissance, Reformation, Age of Exploration, Global Conflict, Revolution.			
<b>Honors World History</b>	1.0	Yes - 4.5 Scale	1 Year	Proficient Test Scores and/or Approval From Instructor	No	No
<b>Course Description:</b> This course critically analyzes and evaluates world history from the beginning of the Renaissance to the present day. Through the implementation of projects, students will investigate political, social, economic and cultural forces in both Western and non-Western histories. An emphasis will be placed on written expression and depth of understanding.			<b>Topics of study include:</b> Renaissance, Reformation, Age of Exploration, Global Conflict, Revolution.			
<b>U.S. History A &amp; B</b>	1.0	No	1 Year	World History	Yes	Yes
<b>Course Description: U.S. History A</b> - This course is required of all 10th grade students. Students will use processes of historical inquiry to explore major eras and issues in United States History from the period of industrialization to the end of World War II. <b>Topics of study include:</b> The impact of industrialization, WWI and the emergence of America as a world power; social and economic change during the 1920's, the Great Depression and the changing role of government, and America's involvement in WWII.			<b>Course Description: U.S. History B</b> - Students will use processes of historical inquiry to explore major eras and issues in United States History from the period of the Cold War to the emergence of modern America. <b>Topics of study include:</b> Causes and impact of the Cold War; the civil rights movement, social change during the 60's, emergence of modern America.			
<b>American Government</b>	0.5	No	1 Semester	U.S. History	Yes	Yes
<b>Course Description:</b> This course will teach students civic competency. It focuses on the vital role of the citizen in a democratic society. Students gain an understanding of government in the United States and participate actively in the political process. This course covers the foundation of American government; political behavior; the legislative, executive and judicial branches; and Colorado State and local government.			<b>Topics of study include:</b> Political thought, Constitutional principles, and branches of government, political parties, and elections.			

# Social Studies

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Economics</b>	0.5	No	I Semester	No	Yes	Yes
<b>Course Description:</b> This course introduces students to the terminology and philosophy of modern economics. Students will study the fundamentals of micro/macro economics and personal finance.			<b>Topics of study include:</b> The distribution of resources, economic systems, production, markets, supply and demand, trade, consumer issues, and investing and planning for retirement.			
<b>AP World History</b>	1.0	Yes	I Year	Proficient Test Scores and/or Approval From Instructor	No	No
<b>Course Description:</b> This course is equivalent to a full-year college course in World History. It focuses primarily on the past thousand years of global experience.			Students gain facility in crafting historical arguments from historical evidence, engaging in chronological reasoning, comparing and conceptualizing ideas and events, and utilizing historical interpretation and synthesis. Students will take the AP World History Exam in the spring.			
<b>AP U.S. History</b>	1.0	Yes	I Year	Proficient Test Scores and/or Approval From Instructor	No	No
<b>Course Description:</b> This course is the equivalent of a full-year college survey course in United States History. The program prepares students for intermediate and advanced college courses and is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with issues and events in U.S. History.			Students learn to assess the reliability and importance of historical materials and the relevance of such material to the current event as well as learn how to weigh the evidence and interpretations presented in historical scholarship. Students will take the A.P. U.S. History test in the spring. This course meets the U.S. History requirement for graduation.			
<b>Latin American Studies</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This semester-long course offers a survey of the historical and modern societies of Mexico, Brazil, Argentina, Cuba, Puerto Rico and other Latin American and Caribbean nations. Cultural, social, political, geographic, military and economic features of the region will be examined.			<b>Topics of study include:</b> Native Peoples European Conquest, The Columbian Exchange, Colonial Society Independence Movements, Conflict with the US, Revolutions, Art and Culture, Chicano Civil Rights Movements, Current events.			

# Social Studies

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>European History</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This course will chronicle the history of Europe from 1500 to present and the impact that extremist ideologies and modern industrial warfare have had on that continent. Reading skills and the methods used in historical research will be emphasized.			<b>Topics of study include:</b> Middle Ages, Renaissance and Reformation, The Enlightenment and Revolutions, Imperialism, WWI and WWII, Post Cold War Europe.			
<b>World Religions</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This course will explore the nature of religion in human life by investigating the diversity of religious experience and expression across several cultures. Students will examine the central ideas behind the world's great religions and discuss them in the classroom.			<b>Topics of study include:</b> Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity and Islam. Theism, atheism, polytheism, animism, etc. Religious law and ethics, varieties of religious experience, and the role of geography in the rise and spread of the major religions.			
<b>Intro to Law</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This one-semester course analyzes the purpose and application of the legal system above and beyond the basics of a government class. Through engaging and interactive “real-life” case studies and “hands-on” investigations about law and the legal system, students will acquire practical legal skills and be empowered to become active, legally-savvy contributors to society.			<b>Topics of study include:</b> Criminal law, torts, consumer and contract law, family and juvenile law, property law, immigration law, and basic Constitutional/civil rights law.			
<b>Psychology</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This course explains human behavior by exploring the unique way each individual learns.			<b>Topics of study include:</b> The scientific method, learning, frustration, intelligence, personality, and social and moral development.			

# Social Studies

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Sociology</b>	0.5	No	I Semester	No	No	No
<p><b>Course Description:</b> Sociology is the study of social life, social change and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. This course provides a broad overview of sociology and how it applies to everyday life.</p>			<p><b>Topics of study include:</b> Culture, deviance, inequality, social change and social class, as well as the influences of social institutions, such as religion, education, healthcare, government, economy, and family.</p>			
<b>AP Psychology</b>	1.0	Yes	I Year	Approval from Instructor	No	No
<p><b>Course Description:</b> The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals.</p>			<p>Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.</p>			

# Department and Course Offerings Science

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
6th Grade Science	7th Grade Science	8th Grade Science	Physical Science & Earth Science  Honors Physical Science (w) & Honors Earth Science (w)	Biology A & Biology B or Chemistry A & B  Honors Biology A & Biology B (w) or Honors Chemistry A & B (w)	Biology A & Biology B or Chemistry A & B  Honors Biology A & Biology B (w) or Honors Chemistry A & B (w)  <i>Choose Additional Science Electives</i>	Choose from Science Electives  <i>Choose Additional Science Electives</i>
				<b>Science Electives:</b> Physics AP Biology (w) Anatomy & Physiology Microbiology Forensic Science Colorado Ecology AP Environmental Science (w) AP Chemistry (w) AP Physics A-B (w) AP Physics B-C (w)		

# Science Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
Science	6th	--	1 Year	No Signature Required	No
<b>Course Description:</b> The 6th grade science curriculum spirals an introduction to the nature of science throughout the year as students focus on six different key content areas.			The specific units that will be taught include: Earth's structure and natural processes, ecosystems and energy flow, phases of matter, water cycle and natural resources, atoms and molecules, followed by measurement.		
Science	7th	--	1 Year	No Signature Required	No
<b>Course Description:</b> The focus of science in the 7th grade is to provide students with inquiry based experiences that allow students to develop their mastery of key common core content standards while they expand their scientific process and analysis skills throughout academic term.			Direct Instruction and guided inquiry will be used as students study scientific concepts in the following curriculum: cells, photosynthesis, and cellular respiration; human anatomy; plate tectonics and geological processes; geologic time and the fossil record; evolution and adaptations; characteristic properties of matter. Our middle school science curriculum emphasizes the skills of scientific inquiry, scientific literacy and the use of 21st century skills in these explorations.		
Science	8th	--	1 Year	No Signature Required	No
<b>Course Description:</b> Concepts 8th graders will explore are chemical and physical changes, energy and waves, genetics, weather, climate, human impact on the environment, the solar system, along with synthesizing students' middle school science knowledge in a unique unit focused on the nature of science.			8th grade science students will develop critical thinking skills and techniques to conduct independent scientific investigations and analyze data.		

# Science High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Physical Science</b>	0.5	No	I Semester	No	Yes	Yes
<b>Course Description:</b> Physical Science will strengthen students' abilities to identify basic concepts of physics and general chemistry.			<b>Topics of study include:</b> Atoms, molecules, matter, forces, energy and Newton's laws of motion. Students are required to practice safe and productive laboratory procedures following the scientific method and present their ideas in various scientific forms.			
<b>Honors Physical Science</b>	0.5	No	I Semester	Proficient Test Scores and/or Approval From Instructor	No	No
<b>Course Description:</b> Honors Physical Science is a more rigorous course and provides more in depth study for students who excel in scientific processes and desire future AP courses.			<b>Topics of study include:</b> Creating more presentations as well as self-directed learning via designing and implementing laboratory experiments.			
<b>Earth Science</b>	0.5	No	I Semester	No	Yes	Yes
<b>Course Description:</b> Earth Science will strengthen students' abilities to identify patterns through the Universe.			<b>Topics of study include:</b> Astronomical processes (star formation and life cycle), plate tectonics (how the Earth has changed over its life), and how humans are affecting the natural processes of the world. Students will be required to practice safe and productive laboratory procedures following the scientific method and present their ideas in various scientific forms.			
<b>Honors Earth Science</b>	0.5	No	I Semester	Proficient Test Scores and/or Approval From Instructor	No	No
<b>Course Description:</b> Honors Earth Science is a more rigorous course and provides more in depth study for students who excel in scientific processes and desire future AP courses.			<b>Topics of study include:</b> Creating more presentations as well as self-directed learning via designing and implementing laboratory experiments.			

# Science High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Biology A</b>	0.5	No	I Semester	No	No	Yes
<b>Course Description:</b> Biology A will strengthen students' abilities to identify patterns in nature and to begin applying those patterns to living systems. Through analyzing various forms and locations of life, students will strengthen their understanding of the world and the cycles that are present throughout it. Students are required to practice safe and productive laboratory procedures following the scientific method and present their ideas in various scientific forms.			<b>Topics of study include:</b> Cell structures and processes, biomolecules, homeostasis, photosynthesis and cellular respiration. Students will focus on the cellular structures necessary for life.			
<b>Honors Biology A</b>	0.5	No	I Semester	Proficient Test Scores and/or Approval From Instructor	No	No
<b>Course Description:</b> Honors Physical Science is a more rigorous course and provides more in depth study for students who excel in scientific processes and desire future AP courses.			<b>Topics of study include:</b> Creating more presentations as well as self-directed learning via designing and implementing laboratory experiments.			
<b>Biology B</b>	0.5	No	I Semester	No	No	Yes
<b>Course Description:</b> Biology B will strengthen and continue skills learned in Biology A including the ability to identify patterns in nature and to begin applying those patterns to living systems. Through analyzing various forms and locations of life, students will strengthen their understanding of the world and the cycles that are present throughout it. Students are required to practice safe and productive laboratory procedures following the scientific method and present their ideas in various scientific forms.			<b>Topics of study include:</b> DNA and heredity, evolution and ecosystems.			
<b>Honors Biology B</b>	0.5	No	I Semester	Proficient Test Scores and/or Approval From Instructor	No	No
<b>Course Description:</b> Honors Earth Science is a more rigorous course and provides more in-depth study for students who excel in scientific processes and desire future AP courses.			<b>Topics of study include:</b> Creating more presentations as well as self-directed learning via designing and implementing laboratory experiments.			

# Science High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Chemistry A</b>	0.5	No	I Semester	Successful Completion of Physical Science	No	No
<p><b>Course Description:</b> Chemistry A introduces traditional concepts of chemistry. Chemistry is the study of atoms, how they arrange themselves into compounds and the changes they undergo. The course includes a review of measurement and the metric system, study of atomic structure, investigation of the periodic table and its meaning, study of various types of chemical bonding and investigation into different chemical compounds and properties which define their behavior. Conceptual and mathematical understanding of chemistry will be stressed. Problem-solving skills, test-taking skills, hands on activities, time-on-task, problem based learning, critical thinking situations and activity and lab based learning will be incorporated throughout the course.</p>			<p><b>Topics of study include:</b> The structure of matter, atoms, molecules and atomic theory followed by chemical equations and conservation of mass. Students will be introduced to chemistry laboratory procedure and will begin designing and conducting experiments.</p>			
<b>Honors Chemistry A</b>	0.5	No	I Semester	Proficient Test Scores and/or Approval From Instructor	No	No
<p><b>Course Description:</b> Honors Physical Science is a more rigorous course and provides more in depth study for students who excel in scientific processes and desire future AP courses.</p>			<p><b>Topics of study include:</b> Creating more presentations as well as self-directed learning via designing and implementing laboratory experiments.</p>			
<b>Chemistry B</b>	0.5	No	I Semester	Successful Completion of Physical Science	No	No
<p><b>Course Description:</b> This course introduces traditional concepts of chemistry. Chemistry is the study of atoms, how they arrange themselves into compounds and the changes they undergo. The course will include a review of measurement and the metric system, study of atomic structure, investigation of the periodic table and its meaning, study of various types of chemical bonding and investigation into different chemical compounds and properties which define their behavior. Conceptual and mathematical understanding of chemistry will be stressed. Problem-solving skills, test-taking skills, hands on activities, time-on-task, problem based learning, critical thinking situations and activity and lab based learning will be incorporated throughout the course.</p>			<p><b>Topics of study include:</b> Chemistry of solutions, acids and bases, and gas laws. Students will explore in the laboratory how chemicals react and will be calculating the outcomes of chemical reactions before actually testing those results.</p>			

# Science High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Honors Chemistry B</b>	0.5	No	I Semester	Proficient Test Scores and/or Approval From Instructor	No	No
<b>Course Description:</b> Honors Physical Science is a more rigorous course and provides more in depth study for students who excel in scientific processes and desire future AP courses.			<b>Topics of study include:</b> Creating more presentations as well as self-directed learning via designing and implementing laboratory experiments.			
<b>Physics</b>	1.0	No	I Year	Successful Completion of Algebra I with a Grade of C or Better	No	No
<b>Course Description:</b> Physics is a laboratory science course that examines the relationship between matter and energy and how they interact. This course will have a strong emphasis in the mathematics of physics. Students will explore physics concepts through an inquiry approach applying their knowledge of the scientific method to real world problems.			<b>Topics of study include:</b> Newtonian laws, gravitation, projectile motion, energy transfer waves.			
<b>AP Biology</b>	1.0	Yes - 5.0 Scale	I Year	Successful Completion of Biology with a Grade of B or Better	No	No
<b>Course Description:</b> The AP Biology course shifts from a traditional “content coverage” model of instruction to one that focuses on enduring, conceptual understandings and the content that supports them. This approach will enable students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and will help them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology.			<b>Topics of study include:</b> Developing advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. **			

# Science High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Anatomy and Physiology</b>	1.0	No	I Year	Successful Completion of Biology	No	No
<b>Course Description:</b> Anatomy and Physiology is a laboratory based science course that includes an in-depth study of the body systems that maintain homeostasis from anatomical, physiological and histological perspectives. Students explore anatomical and physiological concepts through an inquiry-based approach. Students will be expected to participate in dissections including a full cat dissection. This course is designed for college preparation especially for biology and health career majors.				<b>Topics of study include:</b> Students will still be required to adhere to standards of laboratory procedure and methodology and will present their theories in various scientific forms.		
<b>Microbiology</b>	1.0	No	I Year	Successful Completion of Biology	No	No
<b>Course Description:</b> This course is an in-depth study of microbiology. Topics studied include historical microbiology, growth and metabolism of microbes, identification of bacteria, controlling microbial growth, viruses, eukaryotic microbes, pathogenics, epidemiology, food microbiology, soil/water microbiology and diseases caused by microbes by body system.				<b>Topics of study include:</b> HS level lab based science course, strong math skills, strong work ethic, knowledge in writing lab reports, strong background in biological sciences.		
<b>Forensic Science</b>	0.5	No	I Year	Successful Completion of Biology	No	No
<b>Course Description:</b> Offered in the 2014-2015 School Year.						
<b>Colorado Ecology</b>	0.5	No	I Year	Successful Completion of Biology	No	No
<b>Course Description:</b> Offered in the 2014-2015 School Year.						

# Science High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>AP Environmental Science</b>	1.0	Yes - 5.0 Scale	1 Year	Successful Completion of Physical and Earth Sciences, Biology and Chemistry  Teacher Recommendation Required	No	No
<b>Course Description:</b> In both breadth and level of detail, the content of AP Environmental Science reflects what is found in many introductory college courses in environmental science.			<b>Topics of study include:</b> Providing students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving or preventing them. **			
<b>AP Chemistry</b>	1.0	Yes - 5.0 Scale	1 Year	Successful Completion of Algebra I, Recommended Successful Completion of Algebra II  Teacher Recommendation Required	No	No
<b>Course Description:</b> The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.			<b>Topics of study include:</b> Attaining a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. **			

# Science High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>AP Physics A-B</b>	1.0	Yes - 5.0 Scale	1 Year	Successful Completion of Physics and Geometry Teacher Recommendation Required	No	No
<b>Course Description:</b> This is a college level introductory physics class that will build upon the conceptual understandings gained in pre-requisite physics classes. Students will further examine nine areas of physics: Newtonian mechanics, electricity, magnetism, fluid mechanics, thermal physics, waves, optics, atomic and nuclear physics. This course is a non-calculus based class that will emphasize problem solving and help students to develop a deeper understanding of physics concepts.			<b>Topics of study include:</b> Preparing students for AP Physics C or college courses in physics. Upon completion of this course, students will take the AP Physics B exam and possibly qualify for college credit.**			
<b>AP Physics B-C</b>	1.0	Yes - 5.0 Scale	1 Year	Successful Completion of AP Physics A-B Teacher Recommendation Required	No	No
<b>Course Description:</b> Offered in the 2014-2015 School Year						

# Department and Course Offerings

## Math

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Math 6 Math 6/7 Math 7/8 College Prep Math	Math 7 Math 7/8 Algebra I College Prep Math	Math 8 Algebra I Geometry College Prep Math	Algebra I Intensified Algebra I	Geometry Honors Geometry (w)	Algebra 2 Honors Algebra 2 (w)  <i>Choose Additional Math Electives</i>	Choose from Math Electives
				<b>Math Electives:</b> Precalculus/Trigonometry Honors Precalculus/Trigonometry (w) College Algebra AP Statistics (w) AP Calculus AB (w) AP Calculus BC (w)		Algebra Lab College Prep Math Geometry Lab

# Math Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>Math 6</b>	6th	--	1 Year	No Signature Required	No
<b>Course Description:</b> In Math 6, instructional time will focus on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;			(3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; and (5) reasoning about relationships among shapes to determine area, surface area and volume.		
<b>Math 6/7</b>	6th	--	1 Year	Signature Required	Teacher Recommendation, Proficient/Advanced Math Scores
<b>Course Description:</b> In Math 6/7, instructional time will focus on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) developing understanding of and applying proportional relationships; (3) completing understanding of division of fractions and developing understanding of rational numbers and of operations with rational numbers;			(4) reasoning about relationships among shapes to determine area, surface area and volume; (5) writing, interpreting, and using expressions and equations; and (6) developing understanding of statistical thinking and drawing inferences about populations based on samples.		
<b>Math 7</b>	7th	--	1 Year	No Signature Required	No
<b>Course Description:</b> In Math 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations;			(3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.		
<b>Math 7/8</b>	6th or 7th	--	1 Year	Signature Required	Teacher Recommendation, Successful Completion of Math 6/7
<b>Course Description:</b> In Math 7/8, instructional time will focus on four critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships;			(3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem; and (4) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.		

# Math Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>Math 8</b>	8th	--	1 Year	No Signature Required	No
<p><b>Course Description:</b> In Math 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;</p>			<p>(2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.</p>		
<b>Algebra I</b>	7th or 8th	--	1 Year	Signature Required	Teacher Recommendation, Successful Completion of Math 7/8
<p><b>Course Description:</b> Algebra I expands on the foundation of algebraic thinking laid in middle school by requiring explanations of reasoning and adding linear inequalities and polynomials. Multiple representations of exponential and quadratic functions are analyzed to contrast with the linear models studied in middle school.</p>			<p><b>Topics of study include:</b> Algebraic reasoning, functions, linear functions, statistical models, solving linear equations and inequalities, systems of linear equations and inequalities, exponential functions, quadratic functions and quadratic equations.</p>		
<b>Geometry</b>	8th	--	1 Year	Signature Required	Teacher Recommendation, Successful Completion of Algebra I
<p><b>Course Description:</b> Geometry develops the tools of geometry, including transformations, proof, and constructions, and uses them throughout the course to explore geometric situations and deepen explanations of geometric relationships, moving towards formal mathematical arguments.</p>			<p><b>Topics of study include:</b> Geometry transformations, angles and lines, triangles, triangle congruence, similarity transformations, right triangle trigonometry, quadrilaterals, circles, geometric modeling and three dimensional modeling.</p>		
<b>College Prep Math</b>	6th, 7th or 8th	--	1 Year	Signature Required	Teacher Recommendation
<p><b>Course Description:</b> This course is designed to be taken concurrently with a math course in the regular sequence. The purpose of this course is to provide the needed support to prepare students for college preparatory math courses. Topics are selected to meet students' individual needs.</p>					

# Math High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Algebra I</b>	1.0	No	1 Year	Teacher Recommendation	No	No
<b>Course Description:</b> Algebra I expands on the foundation of algebraic thinking laid in middle school by requiring explanations of reasoning and adding linear inequalities and polynomials. Multiple representations of exponential and quadratic functions are analyzed to contrast with the linear models studied in middle school.			<b>Topics of study include:</b> Algebraic reasoning, functions, linear functions, statistical models, solving linear equations and inequalities, systems of linear equations and inequalities, exponential functions, quadratic functions and quadratic equations.			
<b>Intensified Algebra I</b>	1.0	No	1 Year	Teacher Recommendation	No	No
<b>Course Description:</b> Intensified Algebra I in conjunction with Algebra Lab provides a robust Algebra I curriculum that includes embedded review-and-repair support for the many dimensions of learning mathematics, including social, affective, linguistic, and cognitive learning strategies.			<b>Topics of study include:</b> Algebraic reasoning, functions and equations, rate of change, linear functions, solving linear equations and inequalities, systems of linear equations, exponential functions, quadratic functions, quadratic equations, and motivational strategies based on psychological and learning sciences research.			
<b>Geometry</b>	1.0	No	1 Year	Successful Completion of Algebra I	No	No
<b>Course Description:</b> Geometry develops the tools of geometry, including transformations, proof, and constructions, and uses them throughout the course to explore geometric situations and deepen explanations of geometric relationships, moving towards formal mathematical arguments.			<b>Topics of study include:</b> Geometry transformations, angles and lines, triangles, triangle congruence, similarity transformations, right triangle trigonometry, quadrilaterals, circles, geometric modeling and three dimensional modeling.			
<b>Honors Geometry</b>	1.0	Yes	1 Year	Successful Completion of Algebra I	No	No
<b>Course Description:</b> Honors Geometry develops the tools of geometry, including transformations, proof, and constructions, and uses them throughout the course to explore more complex geometric situations and deepen explanations of geometric relationships, moving towards formal mathematical arguments. Proofs and real-world applications are emphasized.			<b>Topics of study include:</b> Geometry transformations, angles and lines, triangles, triangle congruence, similarity transformations, right triangle trigonometry, quadrilaterals, circles, geometric modeling and three dimensional modeling.			

# Math High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Algebra 2</b>	1.0	No	1 Year	Successful Completion of Algebra I, Geometry	No	No
<b>Course Description:</b> Algebra 2 introduces a wide variety of functions which are represented and analyzed with the purpose of modeling the real world, and solving problems.			<b>Topics of study include:</b> Analysis of functions including quadratic, polynomial, rational, radical, exponential, logarithmic and trigonometric; arithmetic and geometric sequences, probability, and designing and interpreting data from statistical studies.			
<b>Honors Algebra 2</b>	1.0	Yes	1 Year	Successful Completion of Algebra I, Geometry, Teacher Recommendation	No	No
<b>Course Description:</b> Algebra 2 introduces a wide variety of functions which are represented and analyzed with the purpose of modeling the real world, and solving problems. The honors course includes more complex problem solving situations and deeper exploration of the characteristics of the various types of functions.			<b>Topics of study include:</b> Analysis of functions including quadratic, polynomial, rational, radical, exponential, logarithmic and trigonometric; arithmetic and geometric sequences, conic sections, probability, and designing and interpreting data from statistical studies.			
<b>Precalculus/Trigonometry</b>	1.0	No	1 Year	Successful Completion of Algebra 2	No	No
<b>Course Description:</b> Precalculus/Trigonometry explores the characteristics of function families, including transformations, inverse functions and composition of functions and uses functions to model the world. Right triangle trigonometry is expanded into circular trigonometric functions and identities.			<b>Topics of study include:</b> Trigonometric functions and their applications, analytic geometry, sequences, series, conic sections, polynomial equations and logarithmic functions.			
<b>Honors Precalculus/Trigonometry</b>	1.0	Yes	1 Year	Successful Completion of Honors Algebra 2, Teacher Recommendation	No	No
<b>Course Description:</b> Honors Precalculus/Trigonometry explores the characteristics of function families, including transformations, inverse functions and composition of functions and uses functions to model the world. Right triangle trigonometry is expanded into circular trigonometric functions and identities. Additional topics from Calculus A are included to prepare students for AP Calculus BC.			<b>Topics of study include:</b> Trigonometric functions and their applications, analytic geometry, sequences, series, conic sections, polynomial equations, logarithmic functions, limits and derivatives.			

# Math High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>College Algebra</b>	1.0	No	I Year	Successful Completion of Algebra 2	No	No
<b>Course Description:</b> College Algebra is intended to be a senior-year elective course for students who may not be prepared to take Pre-Calculus or Trigonometry but want to continue their mathematical studies. Students will draw upon their experiences in Algebra I and Algebra II to reach a deeper understanding of algebraic concepts.			<b>Topics of study include:</b> Equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants, conic sections and sequences and series.			
<b>AP Statistics</b>	1.0	Yes	I Year	Successful Completion of Precalculus/Trig or Exemplary Performance in Algebra 2	No	No
<b>Course Description:</b> The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. College credit for statistics may be earned by a satisfactory performance on the Advanced Placement Examination.			<b>Topics of study include:</b> (1) Exploring Data: Describing patterns and departures from patterns; (2) Sampling and Experimentation: Planning and conducting a study; (3) Anticipating Patterns: Exploring random phenomena using probability and simulation; (4) Statistical Inference: Estimating population parameters and testing hypotheses.			
<b>AP Calculus AB</b>	1.0	Yes	I Year	Successful Completion of Precalculus/Trig, Teacher Recommendation	No	No
<b>Course Description:</b> AP Calculus AB is a college level course emphasizing a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. College credit may be earned by a satisfactory performance on the Advanced Placement Examination.			Functions, graphs and limits; interpretation, computation, graphing and application of derivatives; and interpretation, computation, graphing and application of integrals.			
<b>AP Calculus BC</b>	1.0	Yes	I Year	Successful Completion of Honors Precalculus/Trig, Teacher Recommendation	No	No
<b>Course Description:</b> AP Calculus BC is a college level course emphasizing a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. College credit may be earned by a satisfactory performance on the Advanced Placement Examination.			Functions, graphs and limits; interpretation, computation, graphing and application of derivatives; interpretation, computation, graphing and application of integrals; polynomial approximations and series.			

# Math High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Algebra Lab</b>	1.0 Elective	No	1 Year	Teacher Recommendation	No	No
<p><b>Course Description:</b> This course is an elective course designed to provide students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The students will have the opportunity to apply their conceptual understanding of algebra content while practicing necessary fundamental skills.</p>			<p>This course will correlate with what is taught in their core class: algebraic language and applications, the development of the real number system, variables, mathematical expressions, linear equations, problem solving, inequalities, polynomials, special products and factoring, graphs, relations and functions, quadratic equations, rational and radical expressions, and basic statistics and probability.</p>			
<b>College Prep Math</b>	1.0 Elective	No	1 Year	Teacher Recommendation	No	No
<p><b>Course Description:</b> This course is an elective course designed to provide structured, computer-based support to high school students for strategic intervention concurrently enrolled in Algebra I. This course will help students build their conceptual understanding of algebra content while practicing necessary fundamental skills using the ALEKS computer-based program.</p>			<p>This course will reinforce what is taught in their core class: algebraic language and applications, the development of the real number system, variables, mathematical expressions, linear equations, problem solving, inequalities, polynomials, special products and factoring, graphs, relations and functions, quadratic equations, rational and radical expressions, and basic statistics and probability.</p>			
<b>Geometry Lab</b>	1.0 Elective	No	1 Year	Teacher Recommendation	No	No
<p><b>Course Description:</b> This course is an elective course designed to provide intensive support to high school students for strategic intervention concurrently enrolled in Geometry. This course will help students build their conceptual understanding of geometry content while practicing necessary fundamental skills.</p>			<p>This course will reinforce what is taught in their core class: geometric transformation, angles and lines, triangles and congruence and quadrilaterals.</p>			



# Department and Course Offerings

## **Electives**

# Electives Program

## Middle School

6th Grade	7th Grade	8th Grade
Technology AVID Band Choir (ACMS only) Orchestra Art Multi-Media (ACMS only) Physical Education Spanish I Spanish for Spanish Speakers Robotics Careers / World of Work	Technology AVID Intermediate Band Advanced Band Choir (ACMS only) Orchestra Art Multi-Media (ACMS only) Physical Education Spanish I Spanish for Spanish Speakers Robotics Careers / World of Work	Technology AVID Intermediate Band Advanced Band Jazz Band (KMS only) Choir (ACMS only) Orchestra Art Multi-Media (ACMS only) Physical Education Spanish I Spanish for Spanish Speakers Robotics Careers / World of Work GEAR UP

# Electives Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>AVID</b>	6th	--	3 Quarters	Application, Teacher Recommendation and Signature Required	No
<p><b>Course Description:</b> Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. It is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center; tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.</p>			<p>The 6th grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note-taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research.</p>		
<b>AVID</b>	7th	--	1 Year	Application, Teacher Recommendation and Signature Required	No
<p><b>Course Description:</b> Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. It is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center; tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.</p>			<p>The 7th grade AVID Elective course builds upon the components of the AVID philosophy. Students will refine short and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete self-evaluations and peer evaluations, related to reading, writing, organization and speaking. In broadening their writing practice, students will begin considering audience, purpose and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options.</p>		

# Electives Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>AVID</b>	8th	--	I Year	Application, Teacher Recommendation and Signature Required	No
<p><b>Course Description:</b> Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. It is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center; tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.</p>			<p>The 8th grade AVID Elective course is the year of preparation for high school. The students will regularly exhibit and utilize the skills and strategies learned in the 6th and 7th grade AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they will attend.</p>		
<b>Technology</b>	6th	--	I Semester	No Signature Required	No
<p><b>Course Description:</b> The students learn several applications in MS Office. MS Word is the focus for most of the semester. Students will be able to format a Word document using different font styles, WordArt, graphics (ClipArt/photographs), and tables. Students will have some exposure to MS PowerPoint, Excel and how to navigate the web for research purposes.</p>					
<b>Technology</b>	7th	--	I Semester	No Signature Required	No
<p><b>Course Description:</b> Students will spend more time using the internet for research in order to create products in MS Office. Students will create a multipage document in MS Word using different font styles, WordArt, and graphics (ClipArt/photographs). Students will develop a PowerPoint Presentation on a selected topic that uses different Slide layouts, images from the web, transitions, animations and sounds.</p>			<p>Finally students will use cameras to create a short "Stop Motion Video" in Windows Movie Maker. Students utilize the design cycle in this project, requiring individuals to investigate, plan, create and then evaluate their final product.</p>		

# Electives Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>Technology</b>	8th	--	I Semester	No Signature Required	No
<b>Course Description:</b> Students will spend more time using the internet for research in order to create products in MS Office. Students will create a multipage document in MS Word using different font styles, WordArt, and graphics (ClipArt/photographs). Students learn how to use MS Excel for data collection, developing tables and creating various graphs.			Simple formulas are used to calculate data. PowerPoint is used in a number of projects that require the students to use custom animations, triggers, action buttons and hyperlinks in order to make a PowerPoint “interactive.” This project also utilizes the design cycle.		
<b>Band</b>	6th	--	I Year	Signature Required	No
<b>Course Description:</b> 6th grade band classes teach basic musical rhythms, counting rhythm, instrument maintenance and care, fundamental pitches for the band instruments, basic music vocabulary, basic improvisation, basic aural skills such as singing and ear training, and basic breathing techniques.			The band instruments are tuba, trumpet, electric bass, trombone, baritone/ euphonium, percussion (drums, auxiliary and mallets), flute, clarinet and saxophone.		
<b>Intermediate Band</b>	7th	--	I Year	Signature Required	No
<b>Course Description:</b> The 7th grade Intermediate Band class will continue development from 6th grade band adding more complex rhythms and really developing a strong tone, range, basic conducting, and an expansion of the musical vocabulary. This class is for those who want to participate in band but need more time to focus on fundamentals.					
<b>Intermediate Band</b>	8th	--	I Year	Signature Required	No
<b>Course Description:</b> Syncopation and other more complex rhythms are emphasized. Range and tone production will be strengthened for the possibility of playing in high school. Basic conducting skills will be reinforced. Also the music vocabulary will be moved to more advanced concepts in music. It is more performance based than 6th and 7th grade band.					

# Electives Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>Advanced Band</b>	7th	--	1 Year	Signature Required	Strong Music Skills and Teacher Recommendation
<b>Course Description:</b> The 7th grade Advanced Band class moves forward quickly while still focusing on fundamentals of playing. It builds on the fundamentals moving forward to strengthening skills in rhythm, tone, range, basic conducting and expanding the musical vocabulary.					
<b>Advanced Band</b>	8th	--	1 Year	Signature Required	Strong Music Skills and Teacher Recommendation
<b>Course Description:</b> The 8th grade Advanced Band class is intended for those that are looking to pursue music at the high school level or even with the aspiration of a music career. Complex rhythms and syncopation is taught. Also tone and range expectations will be elevated to that of high school level standards. Basic conducting skills will be reinforced.			The music vocabulary will become more advanced and cover more complex topics in the music world. A variety of musical styles will be explored for performance enhancement.		
<b>Jazz Band</b> (KMS Only)	8th	--	1 Year	Signature Required	Teacher Recommendation and Audition
<b>Course Description:</b> Students will play advanced music in different styles. Swing, blues and other forms will be introduced. Improvisation will be emphasized.					
<b>Choir</b>	6th	--	1 Year	Signature Required	No
<b>Course Description:</b> The mission of the Adams City Middle School Chorus Program is to serve as a link between the elementary and high school music programs. The middle level will provide an educational experience in which students will increase their skills and knowledge in singing technique.			6th grade chorus students will learn basic music vocabulary and beginning music theory. They will begin to learn the process of singing in multiple parts using a variety of styles of choral music.		

# Electives Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>Choir</b>	7th	--	1 Year	Signature Required	No
<b>Course Description:</b> The mission of the Adams City Middle School Chorus Program is to serve as a link between the elementary and high school music programs. The middle level will provide an educational experience in which students will increase their skills and knowledge in singing technique.			7th grade chorus students will learn higher level music theory including scales and syncopated rhythms. They will begin to sing in two or three part harmony of mixed voices.		
<b>Choir</b>	8th	--	1 Year	Signature Required	No
<b>Course Description:</b> The mission of the Adams City Middle School Chorus Program is to serve as a link between the elementary and high school music programs. The middle level will provide an educational experience in which students will increase their skills and knowledge in singing technique.			8th grade chorus students will learn advanced music theory including complex rhythms and multiple/mixed meters. They will begin to sing in three or four part harmony of mixed and unison voices.		
<b>Orchestra</b>	6th	--	1 Year	Signature Required	No
<b>Course Description:</b> The mission of the Adams City Middle School Orchestra Program is to serve as a link between the elementary and high school music programs. The middle level will provide an educational experience in which students will increase their skills and knowledge in string playing technique.			6th grade orchestra students will learn basic music vocabulary and beginning music theory. They will begin to learn the process of instrument position and bow hold; pizzicato, arco bowing and double stops. Memorization of the D major scale is learned.		
<b>Orchestra</b>	7th	--	1 Year	Signature Required	No
<b>Course Description:</b> The mission of the Adams City Middle School Orchestra Program is to serve as a link between the elementary and high school music programs. The middle level will provide an educational experience in which students will increase their skills and knowledge in string playing technique.			7th grade orchestra students will learn higher level music theory including scales and syncopated rhythms. They will begin to play new finger positions as well as using advanced bowing techniques; staccato, accent and spiccato. Memorization of the G major and C major scales is learned.		

# Electives Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>Orchestra</b>	8th	--	I Year	No Signature Required	No
<b>Course Description:</b> The mission of the Adams City Middle School Orchestra Program is to serve as a link between the elementary and high school music programs. The middle level will provide an educational experience in which students will increase their skills and knowledge in string playing technique.			8th Grade orchestra students will learn advanced music theory including complex rhythms and multiple/mixed meters. They will begin to play concert level repertoire using previously learned finger patterns and bowing techniques. They will also learn the broader range of dynamics and tone color. Scales include E, A, B, and D minor. Bowing techniques includes hooked, brush and tremolo.		
<b>Art</b>	6th	--	I Semester	No Signature Required	No
<b>Course Description:</b> In 6th grade art we focus on learning the elements of art which are the working tools of the artist: line, shape color, texture, form, space and value. We apply these concepts to art production, art aesthetics through class critiques and art history.			Exploring the variety of approaches cultures have to creating art based on their time and place in the world.		
<b>Art</b>	7th	--	I Semester	No Signature Required	No
<b>Course Description:</b> In 7th grade art we focus on learning skills, techniques required to handle different media, how artists approach using materials and equipment through personal exploration and the creative process.			The units of medium are: drawing, painting, collage, printmaking, digital media, sculpture and crafts.		
<b>Art</b>	8th	--	I Semester	No Signature Required	No
<b>Course Description:</b> In 8th grade there is an emphasis on learning and applying the principles of design: contrast, rhythm, unity, movement, balance, pattern and emphasis.			We apply these concepts to art production, art aesthetics through class critiques, art history through exploring different styles of art and the historical context that informs them.		
<b>Physical Education</b>	6th - 8th	--	I Semester	No Signature Required	No
<b>Course Description:</b> The mission of our Physical Education department is to involve all students in a variety of physical activities and promote a desire to participate in lifetime recreational sports and physical fitness. The goal of our PE class is to cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living.			Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness. PE also serves to promote intercultural awareness, since physical education is a reflection of elements of history, culture and values. It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and teamwork.		

# Electives Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>Journalism</b>	8th	--	I Semester	No Signature Required	No
<b>Course Description:</b> Journalism is a web-based platform designed to teach digital and technology information skills. It is a balanced approach to digital literacy education designed to integrate safety and security, digital citizenship, respecting creative work and research information literacy through media creation.			The students are expected to create a magazine, video and museum exhibit in the course of this semester class. The class will empower students to build digital literacy skills for life.		
<b>Multi-Media</b>	6th	--	I Semester	No Signature Required	No
<b>Course Description:</b> This course is designed to build proper keyboarding skills by using the online program <a href="http://www.typingweb.com">www.typingweb.com</a> .			Once students have completed the three levels of typing: beginner, intermediate and advanced, they will begin to practice their keyboarding by producing articles and other non-fiction text on the computer.		
<b>Spanish I</b>	6th - 8th	--	I Semester	No Signature Required	No
<b>Course Description:</b> This is a semester-long course where students are introduced to Spanish as a second language. They will learn basic introductory vocabulary and grammar. By the end of the course, they will know how to introduce themselves and others and ask basic questions about who people are and where they are from.			Students will also learn the numbers 0-100, how to tell time, the verb Ser (to be), how to describe themselves and others and how to say what they like and dislike. Daily memorizing of vocabulary through conversation and skits will be required. They will also study the cultures and geography of various Spanish-speaking countries.		
<b>Spanish for Spanish Speakers</b>	6th - 8th	--	I Semester	No Signature Required	Moderate to High Proficiency in Speaking Spanish
<b>Course Description:</b> This is a semester-long course where students whose first language is Spanish, build upon their reading and writing skills in Spanish, learn more academic vocabulary as well as learn about their heritage and culture of the 22 countries that speak Spanish.			The focus of this course is on improving their Spanish skills which will also allow them to improve their English skills. The students must be able to speak, read and write in Spanish to be successful in this class.		
<b>Robotics</b>	7th	--	I Semester	No Signature Required	No
<b>Course Description:</b> This course will allow students to develop skills in the robotics field by studying programming, electronics, pneumatics, hydraulics, and mechanical systems. Robotics applications and career exploration in the robotics industry are incorporated in this course.			Students will apply Physical Science, Mathematics, and Technology while getting hands on experience designing, constructing and testing robots. This course will be of interest to students planning careers in automated manufacturing, advanced mathematical applications and engineering.		

# Electives Program

## Middle School

Course Name	Grade Level	Credit	Course Length	Registration	Prerequisite
<b>Gear-Up Program</b>	8th	--	1 Year	Signature Required	Students Must Apply to Participate in the Gear-Up Program
<b>Course Description:</b> Gear-Up is a Federally funded program that focuses on college readiness, access and success in postsecondary programs. Prior to high school graduation Gear-Up students have the opportunity to complete remedial coursework, earn concurrent enrollment credit and earn college credit.			Gear-Up students have the potential of earning an associate's degree at the time of high school graduation. Gear-Up high school graduates qualify for a college scholarship.		
<b>Careers</b>	6th	--	1 Semester	No Signature Required	No
<b>Course Description:</b> Students will first explore self-awareness and self-advocacy through a series of writing prompts and activities. They will progress into the teamwork unit where they will acquire skills to function in a team and understand the importance of working with others. Unit projects will continue with teaching communication skills, decision making and personal responsibility. Throughout the course, students will be exposed to jobs, post-secondary options and skills needed to maintain work after high school.					
<b>Careers</b>	7th	--	1 Semester	No Signature Required	No
<b>Course Description:</b> Students will continue to build upon the skills of self-awareness, personal responsibility, communication and teamwork. Units will focus on goal setting and linking middle school to high school readiness. Students will acquire a deeper understanding of linking school to job readiness through a series of journaling, individual projects, group projects and discussion with guest speakers.					
<b>Careers</b>	8th	--	1 Semester	No Signature Required	No
<b>Course Description:</b> Students will focus on self-advocacy, linking middle school to high school readiness, linking high school to post-secondary education, and will begin mapping out their career goals. Students will enter high school with a deliberate and mindful selection of courses to further explore their career goals. In this course, students will be exposed to financial planning, specific career exploration, resume writing, interview skills, dress for success, post-secondary planning and a deeper focus on self-awareness. This course concludes with a mock interview with adult volunteers to practice interview skills.					

# AVID

## High School

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
AVID	AVID	AVID	AVID 1A & 1B	AVID 2A & 2B	AVID 3A & 3B	AVID 4A & 4B

### **AVID Description**

AVID, Advancement Via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning and acts as a catalyst for systemic reform and change.

# AVID

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>AVID IA</b>	0.5	No	I Semester	Interview with Instructor	No	No
<b>Course Description:</b> An elective course designed for students with at least a 2.5 GPA who are motivated to do well and have the desire to attend a four-year college after graduation. AVID elective courses at grades 9-12 are designed to prepare students for entrance into four-year colleges and universities.			The courses emphasize rhetorical reading, analytical writing, public speaking, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.			
<b>AVID IB</b>	0.5	No	I Semester	Completion of AVID IA or Interview with Instructor	No	No
<b>Course Description:</b> An elective course designed for students with at least a 2.5 GPA who are motivated to do well and have the desire to attend a four-year college after graduation. AVID elective courses at grades 9-12 are designed to prepare students for entrance into four-year colleges and universities.			The courses emphasize rhetorical reading, analytical writing, public speaking, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.			
<b>AVID 2A</b>	0.5	No	I Semester	Completion of AVID IB or Interview with Instructor	No	No
<b>Course Description:</b> An elective course designed for students with at least a 2.5 GPA who are motivated to do well and have the desire to attend a four-year college after graduation. AVID elective courses at grades 9-12 are designed to prepare students for entrance into four-year colleges and universities.			The courses emphasize rhetorical reading, analytical writing, public speaking, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.			
<b>AVID 2B</b>	0.5	No	I Semester	Completion of AVID 2A or Interview with Instructor	No	No
<b>Course Description:</b> An elective course designed for students with at least a 2.5 GPA who are motivated to do well and have the desire to attend a four-year college after graduation. AVID elective courses at grades 9-12 are designed to prepare students for entrance into four-year colleges and universities.			The courses emphasize rhetorical reading, analytical writing, public speaking, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.			

# AVID

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>AVID 3A</b>	0.5	No	1 Semester	Completion of AVID 2B or Interview with Instructor	No	No
<b>Course Description:</b> An elective course designed for students with at least a 2.5 GPA who are motivated to do well and have the desire to attend a four-year college after graduation. AVID elective courses at grades 9-12 are designed to prepare students for entrance into four-year colleges and universities.			The courses emphasize rhetorical reading, analytical writing, public speaking, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.			
<b>AVID 3B</b>	0.5	No	1 Semester	Completion of AVID 3A or Interview with Instructor	No	No
<b>Course Description:</b> An elective course designed for students with at least a 2.5 GPA who are motivated to do well and have the desire to attend a four-year college after graduation. AVID elective courses at grades 9-12 are designed to prepare students for entrance into four-year colleges and universities.			The courses emphasize rhetorical reading, analytical writing, public speaking, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.			
<b>AVID 4A</b>	0.5	No	1 Semester	Completion of AVID 3B or Interview with Instructor	No	No
<b>Course Description:</b> An elective course designed for students with at least a 2.5 GPA who are motivated to do well and have the desire to attend a four-year college after graduation. AVID elective courses at grades 9-12 are designed to prepare students for entrance into four-year colleges and universities.			The courses emphasize rhetorical reading, analytical writing, public speaking, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.			
<b>AVID 4B</b>	0.5	No	1 Semester	Completion of AVID 4A or Interview with Instructor	No	No
<b>Course Description:</b> An elective course designed for students with at least a 2.5 GPA who are motivated to do well and have the desire to attend a four-year college after graduation. AVID elective courses at grades 9-12 are designed to prepare students for entrance into four-year colleges and universities.			The courses emphasize rhetorical reading, analytical writing, public speaking, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.			

# World Languages High School

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Spanish I Spanish for Spanish Speakers	Spanish I Spanish for Spanish Speakers	Spanish I Spanish for Spanish Speakers	<b>Available 9th - 12th Grades:</b> Spanish IA & IB Spanish 2A & 2B Spanish 3A & 3B AP Spanish Language & Composition (w) AP Spanish Literature (w)			
<b>Choose no less than one year of World Language classes for four college entrance requirements</b>			<b>Available 9th - 12th Grades:</b> French IA & IB French 2A & 2B French 3A & 3B AP French Language & Composition (w)			

# World Languages

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Spanish IA</b>	0.5	No	I Semester	No	No	Yes
<b>Course Description:</b> Spanish IA introduces students to the basics of reading, writing, speaking and listening in Spanish. Culture will also be incorporated into class and provide a stable foundation for upper level Spanish classes and meet State and District expectations.			<b>Topics of study include:</b> Basic greetings, numbers, letters and classroom objects as well as verb conjugations in the present with AR, ER and IR verbs as well as emphasis on the basics of communication in the language.			
<b>Spanish IB</b>	0.5	No	I Semester	Spanish IA	No	Yes
<b>Course Description:</b> Spanish IB is a continuation of Spanish IA.			<b>Topics of study include:</b> Food, travel, shopping and clothing vocabulary as well as irregular verb conjugations in the present and simple past and present progressive conjugations with AR, ER and IR verbs as well as emphasis on the basics of communication in the language.			
<b>Spanish IIA</b>	0.5	No	I Semester	Spanish IB	No	Yes
<b>Course Description:</b> Spanish IIA continues to emphasize the basics of reading, writing, speaking and listening in Spanish. Culture will also be incorporated into class and provide a stable foundation for upper level Spanish classes and meet State and District expectations.			<b>Topics of study include:</b> Likes and dislikes, commands, house and chores, a continuation of preterite, adjectives and irregular preterite as well as the basics of communication in the language.			
<b>Spanish IIB</b>	0.5	No	I Semester	Spanish IIA	No	Yes
<b>Course Description:</b> Spanish IIB is a continuation of Spanish IIA.			<b>Topics of study include:</b> Irregular verb study in preterite and imperfect conjugations with AR, ER and IR verbs as well as emphasis on the basics of communication in the language.			
<b>Spanish IIIA</b>	0.5	No	I Semester	Spanish IIB	No	No
<b>Course Description:</b> Spanish IIIA continues to emphasize the basics of reading, writing, speaking and listening in Spanish as well as emphasize more intermediate skills. Culture will also be incorporated into class and provide a stable foundation for upper level Spanish classes and meet State and District expectations.			<b>Topics of study include:</b> Review of Spanish I and II, vacations, preterite, intentions, present perfect, architecture and subjunctive.			

# World Languages

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Spanish IIIB</b>	0.5	No	I Semester	Spanish IIIA	No	No
<b>Course Description:</b> Spanish IIIB is a continuation of Spanish IIIA.				<b>Topics of study include:</b> Media, expressing doubt and certainty, professions, legends and fairy tales, por vs. para and various subjunctive clauses.		
<b>AP Spanish Language &amp; Composition</b>	1.0	Yes - 5.0 Scale	I Year	Spanish IIIB or Fluency in Spanish with Approval of Instructor	No	No
<b>Course Description:</b> An AP Spanish Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar and composition. You will be able to understand Spanish, develop an active vocabulary sufficient for reading newspaper and magazine articles, express yourself by describing, narrating both orally and in writing, using different strategies for different audiences and communicative contexts.				There is an emphasis on the use of authentic source materials and the integration of language skills. Therefore, you should receive extensive training in combining listening, reading and speaking (or listening, reading and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials.		
<b>AP Spanish Literature</b>	1.0	Yes - 5.0 Scale	I Year	AP Spanish Language and Composition with Approval of Instructor	No	No
<b>Course Description:</b> The AP Spanish Literature and Culture course is designed to provide you, the student, with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces you to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides you the opportunity to demonstrate your proficiency in Spanish across the three modes of communication (interpersonal, interpretive and presentational) and the five goal areas (communication, cultures, connections, comparisons and communities).				The overarching aims of the course are to provide you with ongoing and varied opportunities to further develop your proficiencies across the full range of language skills—with special attention to critical reading and analytical writing—and to encourage you to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.		

# World Languages

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>French IA</b>	0.5	No	I Semester	No	No	Yes
<b>Course Description:</b> French IA introduces students to the basics of reading, writing, speaking and listening in French. Culture will also be incorporated into class and provide a stable foundation for upper level French classes and meet State and District expectations.			<b>Topics of study include:</b> Greetings, basic commands, classroom objects, opinions, dates and times, ER verbs, the verb aimer and avoir.			
<b>French IB</b>	0.5	No	I Semester	French IA	No	Yes
<b>Course Description:</b> French I B is a continuation of French I A.			<b>Topics of study include:</b> Pastimes, the verbs faire, aller, venir, food, IR verbs, passé compose, chores and past participle.			
<b>French IIA</b>	0.5	No	I Semester	French IB	No	Yes
<b>Course Description:</b> French IIA continues to emphasize the basics of reading, writing, speaking and listening in French. Culture will also be incorporated into class and provide a stable foundation for upper level French classes and meet State and District expectations.			<b>Topics of study include:</b> Adjectives, different forms of etre and avoir, indirect and direct objects, holiday and party vocabulary, reflexive verbs, imperatives, school places and partitive.			
<b>French IIB</b>	0.5	No	I Semester	French IIA	No	Yes
<b>Course Description:</b> French IIB is a continuation of French IIA.			<b>Topics of study include:</b> Imperfect, childhood vocabulary, nature, the future, conditional, subjunctive, media and body parts.			
<b>French IIIA</b>	0.5	No	I Semester	French IIB	No	No
<b>Course Description:</b> French IIIA continues to emphasize the basics of reading, writing, speaking and listening in French as well as build to the intermediate level. Culture will also be incorporated into class and provide a stable foundation for upper level French classes and meet State and District expectations.			<b>Topics of study include:</b> Review of French I and II, vacations, preterite, intentions, present perfect, architecture and subjunctive.			

# World Languages

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>French IIIB</b>	0.5	No	I Semester	French IIIA	No	No
<b>Course Description:</b> French IIB is a continuation of French IIIA.				<b>Topics of study include:</b> Media, expressing doubt and certainty, professions, legends and fairy tales.		
<b>AP French Language and Composition</b>	1.0	Yes - 5.0 Scale	I Year	French IIIB or Fluency in French with Approval of Instructor	No	No
<b>Course Description:</b> The AP French Language and Culture course promotes proficiency in French and to enable you to explore culture in contemporary and historical contexts. AP French focuses on global challenges with themes including personal and public identities, science and technology, beauty and aesthetics, contemporary life and families and communities. It also focuses on communication such as interpersonal, interpretive and presentational in French.				AP French also encourages cultural awareness about television and film, books, newspapers, music, laws, institutions, customs, traditions, values, attitudes and beliefs. The course helps you develop language skills that can be applied beyond the French course in further French study and everyday life as well as prepare you for the AP French Exam.		

# Visual Arts High School

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Art	Art	Art	<b>Available 9th - 12th Grades:</b> Drawing I Painting I Photography I Ceramics I Sculpture			
				Honors Studio Art	AP Studio Art	

# Visual Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Drawing I</b>	0.5	No	I Semester	No	No	Yes
<b>Course Description:</b> This course introduces drawing as the common denominator to all art-making media. We will draw from a wide variety of subject matter, including still-life displays, the human figure and nature. Drawing is a physical skill, that will be practiced if an artist wants to improve.			Anyone, if they have the determination, can become a competent artist.			
<b>Drawing II</b>	0.5	No	I Semester	Drawing I	No	Yes
<b>Course Description:</b> This course is for students to advance to a higher level of understanding and skill development in drawing. Drawing 2 builds upon the skills and knowledge learned in Drawing I. Stronger emphasis is placed on composition and the creation of original artworks for portfolios. The general areas of study included in this course are a focus on art history, recognizing works and artists from different periods of art history and world cultures.			Students will be expected to express their ideas in a variety of styles and methods. Students will participate in class discussion, discuss works of art, study styles of art through slides and videos and create projects that illustrate these styles.			
<b>Painting I</b>	0.5	No	I Semester	No	No	Yes
<b>Course Description:</b> This course is an introduction to painting techniques, materials and processes with a focus on watercolor paints. The effects of color mixing and creating meaning are discussed and put into practice as they begin to explore different painting techniques and styles by famous artists as they relate to their own work.						
<b>Painting II</b>	0.5	No	I Semester	Painting I	No	No
<b>Course Description:</b> This course is a continuation of Painting I. Students continue to refine their painting skills with the use of acrylic paints as well as alternative techniques and materials. Presentation and display will become increasingly important as students refine their personal style of painting.						

# Visual Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Sculpture</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This class is an introduction to sculpture. Students begin by studying the differences between two-dimensional and three-dimensional artworks through the art they create.			The principles of three-dimensional design are used as different sculptural materials and techniques such as clay, wax, paper mache, wire and plaster are introduced. Sculpture is explored as a hands-on way to experience and express ideas.			
<b>Honors Studio Art</b>	0.5	No	I Semester	Drawing I and II or Painting I and II	No	No
<b>Course Description:</b> In Honors Studio Art, students gain deep understanding of how people have used art as a form of communication and how art has actually changed history. This course is for students who show strong interest and talent in visual art. Students present their own personal point of view while creating unique works for portfolios and exhibitions. Students are required to maintain a working sketchbook/journal in addition to their class work.			Students will enter their work in competitions and exhibitions. Students will be required to recognize works and artists from different periods and styles, communicate ideas about works of art through writing and speaking, submit a writing piece suitable for inclusion in their writing portfolio, study styles of art through slides and videos, and create projects that illustrate these styles in order to earn credit for this course.			
<b>AP Studio Art</b>	0.5	No	I Semester	Art III	No	No
<b>Course Description:</b> The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP Studio Art is for highly motivated students who are seriously interested in the study of art; the program demands significant commitment.			Students must take Drawing I and 2 or Painting I and 2 in order to take this course. Instruction focuses on a solid foundation developing speaking, writing, listening and reading skills.			
<b>Photography I</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This course will introduce students to the art of black and white photographic image making and printing. Students will learn to see and appreciate light in a new way, learn to see and design shapes in the frame, and will learn how to make fine black and white prints and finish them to the matted presentation. In this course, students will learn how to properly expose film, how to develop film and to make beautiful exhibition quality black and white prints. This is not merely a technical course however.			The most important thing that a student can bring away from this course is a new sense of seeing; to have a finer appreciation of light in its numerous manifestations, to discover meaning in images rather than words, and most importantly, how to make images that are important and powerful in their own right, rather than merely "take pictures." Students in this course will be required to check out a camera from the school unless they already have a film camera at home.			

# Visual Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Photography II</b>	0.5	No	I Semester	Photography I	No	No
<p><b>Course Description:</b> This course refines and extends the skills of Photography I. This class will push students towards working on greater challenges both technical and aesthetic. In addition to engaging with equipment to capture, edit and print, students will study the works of contemporary and historical photographers to broaden their experience and understanding of photography throughout history. This is a course in making expressive and meaningful photographs with the goal of creating art. Individuality is expected.</p>				<p>Some technical quality is assumed because of past experience, but students should never hesitate to ask for review or assistance. Most students work with 35 mm single lens reflex camera. This is an advanced class, so it is assumed that basic film processing, printing and camera controls are familiar.</p>		
<b>Ceramics I</b>	0.5	No	I Semester	No	No	No
<p><b>Course Description:</b> This course is an introduction to clay. Each major project is based on the basic clay building techniques of pinching, coils and slabs. Students work with low fire glazes and acrylic paints to decorate their artworks. Students create both decorative and functional works of art.</p>						
<b>Ceramics II</b>	0.5	No	I Semester	Ceramics I	No	No
<p><b>Course Description:</b> This course is a continuation of Ceramics I. Students explore more advanced building and surface decoration techniques such as the throwing wheel, additive and subtractive sculptures, under glazes, and colored slips. Students are challenged to think creatively and inventively as they progress.</p>						

The background features a large, semi-transparent blue star logo, which is the emblem of the United States Marine Corps. The star is positioned on the left side of the slide, with its points extending towards the center and right.

Marine Corps  
Junior Reserve Officers'  
Training Corps (MCJROTC)  
**High School**

# Marine Corps Junior Reserve Officers' Training Corps (MCJROTC) High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>ROTC Lead 1 A/B</b>	1.0	No	1 Year	No	No	No
<b>Course Description:</b> Leadership 1A and 1B are the entry level JROTC courses that instill high school students with the value of citizenship, service to the United States, personal responsibility and a sense of accomplishment. The program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens.			The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community and nation. As first year Cadets they will learn how to respect and follow the direction of their senior Cadets.			
<b>ROTC Lead 2 A/B</b>	1.0	No	1 Year	ROTC Lead 1 A/B	No	No
<b>Course Description:</b> Leadership 2A and 2B introduces the Cadets to small unit leadership where they will serve as both Team Leaders (four Cadets) and Squad Leaders (13 Cadets) leading first-year Cadets in various activities. The leadership education focuses on the roles of both Commissioned and Non-Commissioned Officers.			Throughout this year, Cadets are learning about and developing skills in Marine Corps Leadership Principles. During the course, Cadets are introduced to land navigation and orienteering as an avenue for building self-confidence in outdoor skills and leading to competitive orienteering.			
<b>ROTC Lead 3 A/B</b>	1.0	No	1 Year	ROTC Lead 2 A/B	No	No
<b>Course Description:</b> During their third year, Cadets serve on the Battalion Staff and work collaboratively to plan events conducted by the battalion. Throughout the year they will develop skills that will prepare them to serve in leadership positions of greater responsibility in their fourth year.			During this year the depth of their study in Marine Corps history as well as an introduction to various leadership styles will continue their leadership development.			
<b>ROTC Lead 4 A/B</b>	1.0	No	1 Year	ROTC Lead 3 A/B	No	No
<b>Course Description:</b> In their final year Cadets will serve as class leaders working alongside their instructors to manage the day-to-day operations of the classroom. Cadets will serve at the Company and Battalion-level leading the program.			Class leaders will also demonstrate their self confidence gained over the previous three years by demonstrating some of the basic military skills to younger Cadets. During physical training class leaders will lead the class in calisthenics.			

# Marine Corps Junior Reserve Officers' Training Corps (MCJROTC) High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>ROTC PE/Drill Team</b>	1.0	No	1 Year	Enrollment in an ROTC Lead Course at the same time.	Yes	No
<p><b>Course Description:</b> The object of close order drill is to teach Cadets by exercise to obey orders and to do so immediately in the correct way. Close order drill is one foundation of discipline and esprit de corps. Additionally, it is still one of the finest methods for developing confidence and troop leading abilities in our subordinate leaders. This process is the first step that transforms the students into a Marine Cadet and then develops the teamwork and unit cohesion.</p>			<p>Furthermore, it allows the cadet to participate in interscholastic drill team competitions and to be able to apply their leadership skill learned in the JROTC program. Students earn PE credit for graduation.</p>			
<b>ROTC PE/Rifle Team A/B</b>	1.0	No	1 Year	Enrollment in an ROTC Lead Course at the same time.	Yes	No
<p><b>Course Description:</b> The Rifle Team allows Cadets to learn the fundamentals of firearms safety and competitive marksmanship by firing sporter-class air rifles both in class and during interscholastic air rifle competitions. Marksmanship is an Olympic sport that requires tremendous discipline and dedicated practice to perfect the skill. Students earn PE credit for graduation.</p>						

# Physical Education High School

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Physical Education	Physical Education	Physical Education	<b>Available 9th - 12th Grades:</b> Lifetime Sports Beginning Swimming Dance Sports Medicine I Weight Training			
			Team Sports Advanced Swimming Advanced Dance Sports Medicine II Advanced Weight Training		Health Yoga	

# Physical Education

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Lifetime Sports</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> Emphasis for this course is placed upon students learning, comprehending and analyzing effective skills, movement patterns, strategies and rules needed to participate in team activities and dual/individual activities.			<b>Topics of study include:</b> Team sports (volleyball, basketball, etc.), dual sports (tennis, pickle ball, etc.), individual sports/activities (swimming, weight training).			
<b>Team Sports</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> Emphasis for this course is placed upon students learning, comprehending and analyzing effective skills, strategies and rules needed to participate in team activities.			<b>Topics of study include:</b> Volleyball, basketball, soccer, flag football, floor hockey, team handball, softball, etc.			
<b>Health</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> Emphasis for this course is placed upon students developing the ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of classroom instructional strategies, students practice the development of obtaining and understanding health concepts and information; determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice and maintain health-enhancing behaviors.			<b>Topics of study include:</b> Promoting all five components of health (mental, emotional, social, physical and environmental), promoting safety and preventing unintentional injury and illness, communicable and non-communicable diseases, nutrition and development of fitness programs, development of a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and knowledge of human/sexual development and family health.			
<b>Beginning Swimming</b>	0.5	No	I Semester	Lifetime Sports or Team Sports	No	No
<b>Course Description:</b> Emphasis for this course is placed upon introducing students to general swimming, and survival skills. Students will learn the major strokes and skills associated with swimming, and survival techniques. Students will also play a series of swimming games to help improve their swimming skills and overall physical conditioning.						

# Physical Education

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Advanced Swimming</b>	0.5	No	I Semester	Beginning Swimming	No	No
<b>Course Description:</b> Emphasis for this course is placed upon learning basic water safety along with introducing students to the basic swimming strokes (freestyle, back, breast, side and butterfly). Students will also benefit from exposure to deep water skills along with basic diving skills and water games.						
<b>Dance</b>	0.5	No	I Semester	Lifetime Sports or Team Sports	No	No
<b>Course Description:</b> Emphasis for this course is placed upon students developing basic knowledge and skills of various dance styles and techniques. Students will benefit from movement patterns that aid in the development of balance, coordination, and flexibility.			<b>Units of study include:</b> Yoga, hip-hop, jazz, ballet, aerobics, etc.			
<b>Advanced Dance</b>	0.5	No	I Semester	Dance	No	No
<b>Course Description:</b> Continuation of skills and concepts as listed in Dance description.						
<b>Sports Medicine I</b>	0.5	No	I Semester	Health	No	No
<b>Course Description:</b> Emphasis is placed on class work and practical hands-on application in the following areas: prevention, treatment and rehabilitation of sports injuries, taping and wrapping of injuries, first aid/CPR, emergency procedures and sports medicine careers.						
<b>Sports Medicine 2</b>	0.5	No	I Semester	Sports Medicine I	No	No
<b>Course Description:</b> Continuation of concepts listed in Sports Medicine description along with topics including personal training and the psychology of sports and fitness.						

# Physical Education

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Weight Training</b>	0.5	No	I Semester	Lifetime Sports or Team Sports	No	No
<b>Course Description:</b> Emphasis for this course is placed upon students developing basic knowledge of weight room safety, and lifting forms and techniques for various muscle groups. Students will benefit from exposure to numerous lifting programs and be able to develop an individual workout regimen specified to their needs and abilities.						
<b>Advanced Weight Training</b>	0.5	No	I Semester	Weight Training	No	No
<b>Course Description:</b> Emphasis for this course is placed upon students expanding their knowledge of lifting routines and emphasizing Olympic lifting techniques and adding greater rigor to each workout.						
<b>Yoga</b>	0.5	No	I Semester	Lifetime Sports or Team Sports	No	No
<b>Course Description:</b> Emphasis for this course is placed upon introducing students to basic yoga postures, poses, breathing techniques and relaxation methods. Students will begin to experience the benefits of stretching, moving and breathing freely as they relieve built up stress, learn to relax and ultimately get more out of day-to-day life.						

# Performing Arts High School

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Band Choir Orchestra	Intermediate Band Advanced Band Orchestra	Intermediate Band Advanced Band Orchestra Jazz Band (KMS)	<b>Available 9th - 12th Grades:</b> Freshman Band Wind Ensemble Women's Chorus Women's Symphonic Chorus Intro to Theatre Auditioned Theatre Concert Band Concert Orchestra Men's Chorus Technical Theatre Improv Theatre Acting I Acting II Acting III Mariachi			
			<b>Audition Only:</b> Jazz Ensemble Eagle Aires Chamber Orchestra Advanced Mariachi			

# Performing Arts

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Freshmen Band</b>	1.0	No	1 Year	Middle School Band Experience	No	No
<b>Course Description:</b> This ensemble is for all freshmen and sophomores with minimal previous junior high band experience. Performing opportunities include: marching band events, solo and ensemble festivals, District and State Music Clinics, and pep band.			This class emphasizes teaching the instrumental musician upper level playing skills including: sight reading, tone production, musical technique and performance skills. The Band will perform alone, with the Concert Band, and as part of the Marching and Pep Bands.			
<b>Concert Band</b>	1.0	No	1 Year	Middle School Band Experience	No	No
<b>Course Description:</b> This performance ensemble is composed of experienced 9th – 12th grade woodwind and brass musicians. Freshman may participate if they have completed all three years of middle school band. Students must demonstrate a thorough knowledge and ability of musical skills required to perform challenging literature from the band idiom. Three to four years' prior rehearsal experience is generally required for admission into this ensemble. All performances are required.			Students in this band also perform with the Marching and Pep bands during the corresponding seasons. First quarter is devoted to the Marching Band. Students have the opportunity to audition for the CHSAA All-State band, as well as participating in various festivals and out of town activities. Students in this class also comprise the wind section of the Symphonic Orchestra.			
<b>Wind Ensemble</b>	1.0	No	1 Year	Teacher Signature Only	No	No
<b>Course Description:</b> Wind Ensemble is for advanced high school and starts off with Marching Band. This performance ensemble is composed of experienced 9th – 12th grade Woodwind and Brass musicians. Students must demonstrate a thorough knowledge and ability of musical skills required to perform challenging literature from the band idiom. Three to four years' prior rehearsal experience is generally required for admission into this ensemble. All performances are required.			Students in this band also perform with the Marching and Pep bands during the corresponding seasons. First quarter is devoted to the Marching Band. Students have the opportunity to audition for the CHSAA All-State band, as well as participating in various festivals and out of town activities. Students in this class also comprise the wind section of the Symphonic Orchestra.			
<b>Jazz Ensemble</b>	1.0	No	1 Year	Audition Only	No	No
<b>Course Description:</b> This performing ensemble is only available for experienced 10th – 12th grade musicians who have demonstrated advanced musical knowledge and skill. Students study and perform a variety of jazz styles including blues, swing and ballad. This ensemble performs numerous times during the school year. All performances are required.			Admission is by audition only. Students will have the opportunity to play at different festivals and competitions throughout the region. Concurrent enrollment in another concert level performance group is required.			

# Performing Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Concert Orchestra</b>	1.0	No	1 Year	Middle School Orchestra Experience	No	No
<b>Course Description:</b> This full-year course is open to all students who have had previous experience on a string instrument. In addition to working toward concert performances, time is spent studying style, bowings, positions and basic theory knowledge.			Students attend the annual State String clinic, perform at District Festival, and play for the school musical and school concerts. Attendance is required at all scheduled concerts.			
<b>Chamber Orchestra</b>	1.0	No	1 Year	Chamber Orchestra A	No	No
<b>Course Description:</b> Students in this advanced class will work on standard chamber orchestra music, solo performance techniques and advanced musical knowledge and skills. Students will perform throughout the year.			Students attend the annual State String clinic, perform at District Festival, and play for the school musical and school concerts. Attendance at all performances is required.			
<b>Women's Chorus</b>	1.0	No	1 Year	No	No	No
<b>Course Description:</b> This non-audition all-girls ensemble is open to any freshmen lady who has the desire to sing. Emphasis will be placed on appropriate choral technique, music literacy and performance practice that is specific to the developing female vocal mechanism.			Students will have the opportunity to sing a wide variety of choral styles and genres. Minimal outside the school day performances required.			
<b>Eagle Aires</b>	1.0	No	1 Year	Audition Only	No	No
<b>Course Description:</b> This audition-only group is open by application, audition and instructor signature to any lady who has significant past choral experience and a basic level of music literacy.			Emphasis will be placed on higher level music literacy, performance practice and exceptional choral technique. Significant outside of the school day performances are required.			
<b>Men's Chorus</b>	1.0	No	1 Year	No	No	No
<b>Course Description:</b> This non-audition ensemble is open to any young man with a desire to sing. Emphasis will be placed on appropriate choral technique, music literacy and performance practice that is specific to the male, developing vocal mechanism.			Students will have the opportunity to sing a wide variety of choral styles and genres. Minimal outside the school day performances required.			

# Performing Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Women's Symphonic Chorus</b>	1.0	No	1 Year	Previous Singing Experience or Instructor Approval	No	No
<b>Course Description:</b> This non-audition ensemble is open to any sophomore, junior or senior lady who has a desire to sing. Emphasis will be placed on appropriate choral technique, music literacy and performance practice.			Students will have the opportunity to sing a wide variety of choral styles and genres. Ideally, ladies enrolling in the class will have had one year of choral singing prior to enrollment. Minimal outside the school day performances required.			
<b>Mariachi</b>	1.0	No	1 Year	Previous Instrumental and/or Vocal Experience	No	Yes
<b>Course Description:</b> This year-long course is designed for students who have both one year of previous mariachi experience and have passed an audition. Students will continue to build technique and repertoire that is appropriate to play, from memory, at community performances.			Students will be expected to be able to sight-read, be willing to solo, and be willing to be worked into the performance rotation for community performances as ability and experience dictate. Outside the school day performances required.			
<b>Advanced Mariachi</b>	1.0	No	1 Year	Audition Only	No	Yes
<b>Course Description:</b> This year long course is for the experienced student of mariachi who can read music and has a willingness and desire to play higher level music from memory in a rigorous performance schedule outside of school hours.			Students will be expected to practice regularly and to participate in development events such as workshops and guest artists, and to strive to represent the best of ACHS both on and off campus. Admission into this course is by application, audition and instructor signature. Significant outside the school performances required.			
<b>Introduction to Theatre</b>	0.5	No	1 Semester	No	No	No
<b>Course Description:</b> Introduction to theatre is the first level theatre course at Adams City High School. This course is designed for students who want to pursue a career in theatre, learn how to gain more confidence, and/or explore aspects of themselves that they cannot express in a normal classroom.			This class will teach students the basic terminology of theatre, how to interact with others and how to feel comfortable in front of other people. Students will explore the roles of audience, critic, researcher, playwright, actor, director, designer, and technician in theatre.			

# Performing Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Technical Theatre</b>	0.5	No	I Semester	Carpentry IA and/or any CTE Class with a Safety Unit	No	No
<b>Course Description:</b> The course provides students with safety training for working with equipment used in the theatre, as well as hands-on experience in the following areas: stage lighting, set construction, stage properties, costuming and stage makeup. Students will understand the interrelationship between the different aspects of technical theatre, and how those aspects help enrich a stage performance and a director's vision.			Students will also demonstrate and understand the collaborative nature of theatre and the functions of the various roles associated with it, and will be able to identify the basic technical concepts used in other mediums, such as films and various types of presentations (concerts, lectures, plays, etc.).			
<b>Acting I</b>	0.5	No	I Semester	Introduction to Theatre	No	No
<b>Course Description:</b> This course will build on the Directing and Acting units from Intro to Theatre to develop the basic techniques of acting. Students will understand their role as an actor to tell the story by making choices to express their characters thoughts and feelings.						
<b>Acting II</b>	0.5	No	I Semester	Acting I	No	No
<b>Course Description:</b> Students will develop acting believably through the development of several scenes and monologues using scene study techniques to build meaningful characters and create believable scenes.			Students will explore imagination, concentration, motivation, observation, characterization, and relaxation techniques to develop scenes and meaningful characters.			
<b>Acting III A</b>	0.5	No	I Semester	Acting II	No	No
<b>Course Description:</b> This course will provide students with opportunities for in-depth examinations of advanced performance techniques, dramatic text and cinematic analyses, research, theatrical design and personal reflection related to individual and collective stagecraft experiences.			Students are required to explore theatre from the perspective of dramaturge, director, performer, designer and spectator.			

# Performing Arts High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Acting III B</b>	0.5	No	I Semester	Acting III A	No	No
<b>Course Description:</b> This course is designed to be a performance-based class. Students will take on the role of director, actor, designer, technician, dramaturge, and playwright to develop a one-act play that is written, performed and produced by the class.						
<b>Improv Theatre</b>	0.5	No	I Semester	TBD	No	No
<b>Course Description:</b> Students will become masters of improv. They will work as an ensemble to make and receive offers, develop characters and think creatively.						
<b>Auditioned Theatre</b>	0.5	No	I Semester	Intro to Theatre, Acting I or Tech Theatre, and Audition/Teacher Approval	No	No
<b>Course Description:</b> Students will choose or write a play to produce with the class. They will take on roles of playwright, director, actor, stage manager, light designer, costume designer, set designer, sound designer, tech director, prop manager, make-up designer, head of marketing, etc.			The class will decide the audience and students will take on their roles and be fully and solely responsible for their area of production as professional theater artist to prepare to enter various theatre fields.			



# Career and Technical Education **High School**

# Career and Technical Education

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Auto Collision I A Basic</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This course is designed to introduce students to basic automotive and auto body skills. Topics include: safety: hazardous materials, refinish, and personal safety; careers; tools: hand tools, power tools, metal straightening tools and measuring tools; basic dent repair and techniques, sanding and abrasive materials, application and sanding of body filler materials, and introduction to refinishing equipment and materials.			Introduction to tires and wheels, engine parts and components, raising and supporting a vehicle, and vehicle restraints.			
<b>Auto Collision I B Basic</b>	0.5	No	I Semester	Auto Collision I A	No	No
<b>Course Description:</b> This course provides training in non-structural repairs which include: outer-body panel repairs, bolt on panels and alignment, introduction to exterior and interior trim, hardware and fasteners; metal finishing: introduction to welding equipment and procedures, and cutting equipment and techniques.			Filling Materials: mixing and applications; refinishing application and techniques: introduction of refinishing materials, mixing and application. Students will practice skills and demonstrate techniques on assigned projects.			
<b>Auto Collision II A Intermediate</b>	0.5	No	I Semester	Auto Collision I A & B	No	No
<b>Course Description:</b> This course provides advanced training in non-structural repairs which include: outer-body panel repairs, replacement and adjustments. Metal finishing, body filling; removable glass and hardware removal and installation; advanced Mig and Tig welding, fabrication applications and use of equipment. Introduction to plastic welding repairs, plastic adhesive repair; adhesive bonding materials and repair. Introduction to basic masking materials and applications, advanced refinishing applications, and use of equipment and VOC regulations/corrosion protection.			Introduction to basic vehicle maintenance. Students will practice skills and demonstrate techniques on assigned projects and lab exercises.			

# Career and Technical Education

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Auto Collision II B Intermediate</b>	0.5	No	I Semester	Auto Collision II A	No	No
<b>Course Description:</b> This course provides advanced training in spray gun operations, surface preparation, paint mixing, color matching, color theory and blending, custom paint techniques and materials, vinyl graphic design and advanced masking skills. Students receive instruction on automotive panel painting and complete automobile painting techniques. Students will use computers and paint mixing software to retrieve paint codes/formulas, and will demonstrate by correctly mixing formulas using the mixing bank and scale.			Students are also provided training in cutting and polishing using polishing equipment and procedures and final detailing. Students will be introduced to stationary glass and hardware, estimating procedures and terminology, and vehicle identification. Students will practice and demonstrate techniques on lab exercises.			
<b>Auto Collision III A Advanced</b>	0.5	No	I Semester	Auto Collision II A & B	No	No
<b>Course Description:</b> This course provides advanced MIG and TIG welding applications and procedures related to panel replacements on specific steel and aluminum components and structural materials and introduction to structural measuring equipment.			At this level, students will be introduced to basic electrical and circuit repairs, anti-lock brake and traction control systems, heating and cooling systems, basic mechanical repairs such as steering and suspension components, wheel alignment, air conditioning systems, brake systems, fuel and exhaust systems, drive train and engine mount, and starting and charging systems. This course will also include an advanced estimating program using both manual and electronic estimating procedures.			
<b>Auto Collision III B Advanced</b>	0.5	No	I Semester	Auto Collision III A	No	No
<b>Course Description:</b> This course provides advanced training in electrical and circuit repairs, heating and cooling systems, mechanical repairs such as steering and suspension components, wheel alignment, air conditioning systems, brake systems, fuel and exhaust systems, drive train and engine mount, and starting and charging systems. This course will also introduce basic frame rack procedures and operation and measuring systems and how to understand manufacturer specifications related to these measuring systems. Introduce advanced restraint systems including interior, side and rear impact air bag systems.			Students will be expected to diagnose and repair mechanical and electrical problems with Instructor supervision. On-the-job training or job shadowing programs may be an option for students who have completed all phases of the Auto Collision program and with Instructor recommendation.			

# Career and Technical Education

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Auto Collision IV A Advanced</b>	0.5	No	I Semester	Auto Collision III B	No	No
<b>Course Description:</b> The instructor will introduce different types of heavy and medium duty vehicles, recreational vehicles and aviation to expand on the range of employment opportunities by introducing these other areas that are related, and can be repaired with the same skill knowledge taught in the collision repair program. This course will identify body and mechanical components, various types of materials, terminology, procedures and equipment used in these areas.			Students will take prior learned course knowledge and apply and demonstrate on a variety of motorized vehicles or other modes of transportation. There may also be opportunities to have industry led trainings, dent less repair training, as well as the possibility of training completion certificates.			
<b>Carpentry I A</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This is a foundation course to basic woodworking techniques. Students will gain foundational knowledge of basic tools, measurement, blueprint reading and safety. Students will complete small personal projects during the course.						
<b>Carpentry I B</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> Home repair and improvement is a hands-on and performance-based course that covers a broad range of topics within the home improvement and repair field. This program will allow students to explore the exciting world of construction while giving them the confidence and knowledge to tackle many home improvement-related projects which would require one to hire a handyman or professional to complete.			Applicable math concepts will be taught and utilized throughout this course.			
<b>Carpentry II A</b>	0.5	No	I Semester	Carpentry I A and B	No	No
<b>Course Description:</b> Carpentry II A focuses on the basic operation of hand and power tools including stationary tools. This course emphasizes a hands-on approach to proper and safe use of these tools as it applies to the construction industry. It develops skills through tool utilization to pass competency and safety tests for each tool. Students will learn and practice structural framing of floors, walls, ceilings and roofs.			Students will demonstrate competencies that are nationally recognized by the construction industry. Students will be required to pass competency and safety tests for each tool. This course provides a basic introduction to construction work for all crafts. Applicable math concepts will be taught and utilized throughout this course.			

# Career and Technical Education

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Carpentry II B</b>	0.5	No	I Semester	Carpentry I A and B	No	No
<b>Course Description:</b> The course covers floor, wall, windows and roof framing. It will also introduce students to residential wiring and plumbing. Students will focus more on large framing, electrical, plumbing, furniture building and finishing work.						
<b>Carpentry III A</b>	0.5	No	I Semester	Carpentry II A and B	No	No
<b>Course Description:</b> This course covers the commercial print reading, tools and framing techniques. Topics will include constructing footings, foundations, framing and exterior siding. Students will also learn procedures for building stairs and installing different types of flooring.						
<b>Carpentry III B</b>	0.5	No	I Semester	Carpentry II A and B	No	No
<b>Course Description:</b> This advanced course will include constructing include drywall, taping, texturing, painting, installing trim, installing cabinets and installing different types of flooring. Students will also utilize hands-on techniques to illustrate exterior moisture, trim and exterior door and window installation.						
<b>Manufacturing I A</b>	0.5	No	I Semester	No	No	No
<b>Course Description:</b> This course is an introduction to lathes and mills and includes theory and laboratory instruction about the basics of machine tool. Topics include: time recording, history, careers, safety, machine trades math, measurement, blueprint, machine trades tools, material cutoff, bench work, cutting tools, bench grinders and belt sanders, drill press and lathe and mill. Students will practice skills and demonstrate intro machining techniques on assignments and projects as required.						
<b>Manufacturing I B</b>	0.5	No	I Semester	Manufacturing I A	No	No
<b>Course Description:</b> This course is an intermediate level of machine tool training and intermediate use of lathes and mills. Topics include: time recording, making of a machinist, career search, safety review, machine trades math, measurement, blueprint, machine trades tools, power and pneumatic tools, material cutoff, bench work, speeds and feeds, screw threads, twist drills, lathe, mill and drill press. Students will practice skills and demonstrate intro machining techniques on assignments and projects as required.						

# Career and Technical Education

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Manufacturing II A</b>	0.5	No	I Semester	Manufacturing I B	No	No
<p><b>Course Description:</b> This course introduces students to an advanced level of lathe and mill applications, which will teach complex machining applications. Safety considerations for appropriate behavior are reinforced throughout this course. Students will work on assigned projects that incorporate advanced levels of precision and difficulty throughout this course. Students will gain experience in the proper use, application and care of different measuring instruments.</p>				<p>They will gain experience in advanced blueprint reading, understand and apply appropriate mathematical formulas and calculations, and determine settings of speeds and feeds. In addition students will receive instruction on twist drills geometry and learn how to correctly and accurately sharpen a twist drill.</p>		
<b>Manufacturing II B</b>	0.5	No	I Semester	Manufacturing II A	No	No
<p><b>Course Description:</b> This course introduces the student to the basics of plasma cutting and gas metal arc welding applications. Students will learn to perform welds in various positions for five types of welding joints. Students will be instructed on appropriate shop safety practices, which include the importance of maintaining a clean, safe work area.</p>				<p>They will also be required to follow written and verbal instructions as necessary to complete all assignments. After completing the basic weld joint projects, students will be expected to complete additional assigned fabrication projects. This course may be taken up to three times.</p>		
<b>Manufacturing III A</b>	0.5	No	I Semester	Manufacturing II B	No	No
<p><b>Course Description:</b> This course reinforces the students learning of plasma cutting and gas metal arc welding applications. Students will reinforce learning by re-performing welds in various positions for five types of welding joints. Students will receive reinforced instructed on appropriate shop safety practices, which includes the importance of maintaining a clean, safe work area.</p>				<p>They will also be required to follow written and verbal instructions as necessary to complete all assignments. After completing the basic weld joint projects, students will be expected to complete additional assigned fabrication projects. This section will be more projects based. This course may be taken up to three times.</p>		
<b>Manufacturing III B</b>	0.5	No	I Semester	Manufacturing III A	No	No
<p><b>Course Description:</b> This course introduces the student to computer numerical control (CNC) lathe and mill operations using a HASS Mini Mill, TLI Lathe, Bridgeport V2TX milling center with an updated Centroid control, and South Bend Turning Center with an updated Centroid control.</p>				<p>Students will gain a basic understanding of CNC operations and programming. They will gain an understanding of control functions, program formatting, the Cartesian Co-ordinate system, machine setup, G&amp;M codes, and math related to CNC machining.</p>		

# Career and Technical Education

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Manufacturing IV A</b>	0.5	No	I Semester	Manufacturing III B	No	No
<b>Course Description:</b> This course builds on prior learning in Computer Numerical Control Programming and operations for both lathe and mill applications. Students will design projects prepare programs and create them using CNC lathes and mills.			They will learn to understand program formatting, program entry, plotting, application of G&M codes and apply algebraic and trigonometric math functions to the development of CNC programs and projects.			
<b>Introduction to Culinary Arts</b>	1.0	No	I Year	No	No	No
<b>Course Description:</b> Students will develop skills needed to create meals for various dietary needs. Students will receive hands on experience, giving them practice in personalized menus that meet health requirements. Students will be introduced to food safety procedures that are necessary to maintain a safe and healthy kitchen.			Students will develop mathematical skills required in the food industry. When completed students will have the knowledge and skills necessary to pass the industry sanitation test.			
<b>Baking &amp; Pastry I</b>	1.0	No	I Year	Introduction to Culinary Arts	No	No
<b>Course Description:</b> Students will develop the fundamental skills needed in the culinary industry with a focus on baking and pastry. Emphasis will be placed on food safety and sanitation, production techniques and product evaluation.			Students will receive hands on experience, giving them practice with current technology and equipment to enhance skills needed to pursue a career.			
<b>Baking &amp; Pastry II</b>	1.0	No	I Year	Introduction to Culinary Arts	No	No
<b>Course Description:</b> Students will develop the advanced skills needed in the baking and pastry industry. Emphasis will be placed on specialized techniques, advanced products, management and menu development.			Students will receive hands on experience, giving them practice to enhance skills needed to pursue a higher-level career.			

# Career and Technical Education

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Culinary Arts I</b>	1.0	No	1 Year	Introduction to Culinary Arts	No	No
<b>Course Description:</b> The students will learn fundamental principles of cooking. Focus will start on basic knife handling and cutting skills. Then move to basic cooking techniques used in creating stocks, sauces, soups and meat fabrication.			Students will also be introduced to kitchen organization, job opportunities and culinary history.			
<b>Culinary Arts II</b>	1.0	No	1 Year	Culinary Arts I	No	No
<b>Course Description:</b> Students will build upon the skills learned in Culinary I A/B through the running of a full service bistro. This course will emphasize cooking techniques and ingredients used in contemporary and classical cuisines and cover planning, station organization, preparation and plating, timing, palate development and other production realities of a restaurant.						
<b>Desktop Publishing</b>	0.5	No	1 Semester	No	No	No
<b>Course Description:</b> Students will learn desktop publishing features to produce a variety of documents. Graphics manipulation and design layout are emphasized.			This class is useful to both college-bound students and those entering the work force.			
<b>Microsoft Office Suites</b>	0.5	No	1 Semester	No	No	No
<b>Course Description:</b> This course is an introduction to Microsoft office products including Word, Excel, Access, PowerPoint and Publisher.						
<b>Accounting A</b>	0.5	No	1 Semester	No	No	No
<b>Course Description:</b> This course is designed to introduce the student to the organization, language, and recording operations of service business. Students solve accounting problems and learn accounting theory.						

# Career and Technical Education

## High School

Course Name	Credit	Weighted	Course Length	Prerequisite	Graduation Requirement for ACHS	Requirement for Colorado Higher Education
<b>Accounting B</b>	0.5	No	I Semester	Accounting A	No	No
<b>Course Description:</b> This course is designed to reinforce skills acquired in Accounting A. The students will solve accounting problems and record data by applying knowledge of accounting theory. Checking account management, payroll and subsidiary ledgers.						
<b>Office Procedures</b>	1.0	No	I Year	No	No	No
<b>Course Description:</b> Students introduce students to entry-level job skills required in a professional office. Students will increase their ability to clearly communicate in meetings, on conference calls, through electronic methods and over the phone.			Students conduct an in-depth skills assessment to design a career path, participate in a job shadow, student business ethics and refine their software skills.			
<b>Business Management</b>	1.0	No	I Year	No	No	No
<b>Course Description:</b> This course is an overview of the major functions in management. Students will learn about planning, organization, controlling, directing and communicating.			Students will learn about economics, banking, consumer credit, marketing, finance and human resources.			
<b>Tax Help for Colorado FRCC BUS 115/116</b>	1.0	No	I Year	ENG 090 Accounting	No	No
<b>Course Description:</b> This course prepares the students for preparation of federal and state income tax returns for individuals. Emphasis is placed on form preparation with the use of tax software.						
<b>Child Development</b>	1.0	No	I Year	No	No	No
<b>Course Description:</b> Students will learn about child development starting at prenatal to age 12 through 3 developmental areas: intellectual, social/emotional and physical. Students will learn to objectively observe children, will develop experiments to help children growth, explore family development and issues that affect the community.			Students will complete research projects in child related areas including: parenting practices, child related professions, prenatal development and care and benefits of play.			



5291 East 60th Avenue  
Commerce City, CO 80022  
303.853.3333

[www.Adams14.org](http://www.Adams14.org)