

Grand Junction High School
Mesa County Valley School District #51

EDUCATIONAL PLANNING GUIDE
2015-2016

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MESA COUNTY VALLEY SCHOOL DISTRICT #51 VISION

All schools operate in a culture where all students are engaged
in a rigorous and relevant curriculum
and where all students are successfully learning.

MESA COUNTY VALLEY SCHOOL DISTRICT #51 MISSION STATEMENT

To lead all students to reach their individual potential
by rigorously pursuing and evaluating achievement of high academics
and ethical standards in a disciplined, nurturing environment.

INTRODUCTION

This Educational Planning Guide (EPG) is designed to help students, parents, teachers, counselors, and administrators plan the best possible program of study to assist students in accomplishing educational goals and career aspirations.

When planning a program of study, students should consider the following:

- Individual Career and Academic Plan (ICAP)
- Ability and work ethic
- Credit requirements
- Desired courses and the level of difficulty of each course
- Co-curricular and out-of-school activities
- CCHE Higher Education Admission Requirements (HEAR)
- National Collegiate Athletic Association (NCAA) requirements

Please feel free to consult with the faculty, school counselors, or administrators who are available to help you with any concerns you have regarding your educational program choices or scheduling. The school's number is 254-6900. Individual extensions are listed below:

Administrators

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Ms. Meghan Roenicke	Assistant Principal	24105
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PART I GRADUATION REQUIREMENTS

A Mesa County Valley School District (MCVSD) #51 diploma will be awarded to all students who have completed the graduation requirements outlined in the District's performance based policy described on pages 5 and 6.

We believe that all students can learn. We also believe that students have different learning needs, and they learn at different rates. Therefore, we have developed a system to support and monitor student progress along the way. This system provides a variety of options for students to learn, demonstrate what they know, and meet the graduation requirements.

The most Conventional Pathway to graduation for a diploma requires students to complete 25 standards-based credits with a 2.0 or higher Grade Point Average (GPA) AND demonstrate a "proficient" level, as defined by No Child Left Behind (NCLB), on 9th, 10th, and 11th grade state standardized tests in math, reading, and writing, be proficient on NWEA or earn a 17 composite on the ACT. **The Pathway of Distinction** for a diploma, our most rigorous program of study, requires students to complete 25 standards-based credits with a 3.5 or higher grade point average (GPA) AND demonstrate an "advanced" level, as defined by No Child Left Behind (NCLB), on all state standardized tested areas in the 9th, 10th, and 11th grade to include math, reading and writing, or advanced on NWEA, or earn at least a 22 on the ACT. Students who either fall below the 2.0 GPA, who do not meet the proficiency level on the state standardized assessments, or other testing, or who need an individualized study plan may follow the **Individualized Pathway** to receive a GJHS diploma.

Please carefully check the information on the multiple pathways to one diploma on page 7, and the 25 credits required for your class on page 8. ***The 25 required credits are different for some graduating classes.*** Students need to complete the requirements of the class they started with as freshman. No student may participate in the commencement exercises until all graduation requirements, including Service Learning, have been met. District 51 requires that all students attend high school for eight (8) semesters. Requests for an alternate graduation plan need to be made in writing to the principal at least one semester prior to the completion of high school.

ADDITIONAL OPTIONS FOR MEETING GRADUATION REQUIREMENTS

Students at Grand Junction High School (GJHS) may also earn credits through the following alternate programs:

- GradPoint and PLATO at GJHS
- District 51 Online Program - .5 credit per course
- District 51 Summer School - .5 credit per course
- Correspondence/Distance Learning Courses--.5 credit per course limited to 4.0 credits
- Early Scholars Program/Concurrent Enrollment/Technical Scholars/ASCENT/High School Scholars

Each one of the alternate programs has its own unique requirements. Students should consult their counselor before considering one of the alternate programs. Many programs require counselor and/or administrative approval to participate.



Welcome to High School – Preparing You for Your FUTURE *One Diploma – Multiple Pathways to Achieve It*

Mesa County Valley School District 51 believes that each student is unique and may have different learning needs. In response, the district has developed a system to support and monitor student progress along the way. The system provides a variety of options for students to learn, demonstrate what they know, and meet the graduation requirements.

Mesa County Valley School District 51 is committed to high expectations for all students. We expect each student to complete 25 standards-based credits with a 2.0 GPA or higher AND demonstrate a proficient level as defined by No Child Left Behind (NCLB), on 9th, 10th, and 11th grade state standardized tests in math, reading, and writing. This is the most conventional pathway to graduation.

Graduation requirements can be designed to adapt to a student's specific learning needs while setting high expectations for achievement. Graduation pathways are listed below:

Conventional Pathway:

This pathway is the standard pathway to graduation. The student will:

- Complete 25 required standards-based credits* **AND**
- Maintain a 2.0 GPA or higher, **AND**
- Demonstrate a “proficient” level, as defined by No Child Left Behind on state standardized tests in 9th, 10th, and 11th grade math, reading and writing. **OR**
 - The student will participate in prescribed interventions in their targeted area(s) of deficiency, **AND**
 - Demonstrate “proficient” or above on NWEA Map Test **OR**
 - Demonstrate proficiency on ACT (Composite 17*** or above) or other standardized assessment, **OR**
 - Demonstrate proficiency through an alternative proficiency assessment (APA).

Pathway of Distinction: **

This pathway provides the highly motivated student opportunities for challenging coursework and additional recognition for their hard work. The student will:

- Complete 25 required standards-based credits* **AND**
- Maintain a 3.5 GPA or higher, **AND**
- Demonstrate an “advanced” level on state standardized tests in 9th, 10th, and 11th grade tested areas, **OR**
 - Demonstrate “advanced” performance on the NWEA Map Test, **OR**
 - Demonstrate a composite score of 22*** or above on ACT, **OR**
 - Complete an alternative proficiency assessment (APA) during the junior or senior year.

Individualized Pathway:

This pathway allows for adaptation and can be utilized for:

- Students needing an individualized program of study as outlined by an individualized graduation plan.
 - The student will complete 25 credits aligned with the standards or the equivalent. The 25 credits could include alternative proficiency assessment or extensions of the individualized pathway that allow the student to earn the equivalent of 25 standards-based credits.
- Students who have a GPA lower than 2.0.
 - The student will complete 25 required standards-based credits* **AND**
 - The student will participate in prescribed interventions in their targeted area(s) of deficiency **AND**
 - The student will work with appropriate staff to develop a graduation plan that supports student growth.

* 25 Required Credits for District 51 Graduation are listed on the next page.

** A student must meet all requirements for “Pathway of Distinction” by the end of 3rd quarter of the senior year to be recognized in the graduation program

*** ACT scores are subject to change, as ACT tests are re-normed.



District 51 High School Graduation Requirements and Colorado College Admission Requirements

Students and families: The following information applies to the Graduating Class of 2016 and beyond...

It is important for all of our students and families to understand the Graduation Requirements for Mesa County Valley School District 51 and the minimum four-year public college entrance requirements of Colorado colleges. (Listed in *bottom* chart)

Students must meet the following District 51 course graduation requirements: *

- ☐ 4.0 Credits - English Language Arts
- ☐ 3.0 Credits - Social Studies
- ☐ 3.0 Credits - Science
- ☐ 3.0 Credits - Mathematics (*4.0 credits must include Alg. I, Geometry, and Alg. II or Math 1, 2, and 3 for four-year Colo. public colleges)
- ☐ 0.5 Credits - Physical Education (0.5 credits must be outside of Personal Fitness & Wellness listed below)
- ☐ 0.5 Credits - Personal Fitness and Wellness (This PE Course is in addition to the 0.5 credits PE requirement listed above)
- ☐ 0.5 Credits - Computer / Technology Literacy (Computer Applications or approved equivalent entry-level class meet this req.)
- ☐ 0.5 Credits - Fine Arts (Instrumental Music, Performing Arts, Visual Arts or Humanities meet this requirement)
- ☐ 10.0 Credits - General Electives (***)Must include 2 credits in Academic Electives with 1 credit in World Language for four-year Colorado public colleges)

25 Credits (Total)

Note: Within the 25 credits listed above, a student must meet the Financial Literacy requirement by obtaining 0.5 credits in one of the following: Personal Finance, Economics, Advanced Placement (AP) Economics, or Life Management (Independent Living)

Students planning to attend a four-year public college or university in Colorado will need to complete the following classes in order to fulfill the Higher Education Admission Requirements (HEAR):

Academic Area	Required Credits
English	4.0 credits
Mathematics* (Must include Algebra I, Geometry, Algebra II or Math 1, 2 & 3)	4.0 credits**
Natural/Physical Sciences (Two units must be lab-based)	3.0 credits
Social Sciences (At least one unit of U.S. or World History)	3.0 credits
World Language**	1.0 credits* **
Academic Electives**	2.0 credits***

Note: Colleges and universities adjust their application standards frequently. Students are encouraged to contact representatives from their college of interest each semester.

* Additional information about specific courses meeting these graduation requirements is available in the counseling office.

** Mathematics entrance requirements for a four-year public college in Colorado listed in chart directly above.

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

GRADUATION REQUIREMENTS - SERVICE LEARNING

At GJHS, we believe that every student should dedicate some quality time to serving other students or members of the Grand Junction community. Therefore, in addition to completing the aforementioned requirements, all students attending GJHS must also complete a Service Learning (SL) requirement. Service Learning promotes the value of serving one's community. It enables students to learn through experiences in and outside of the classroom. There are five components to our SL requirement. They are the following:

1. Students must complete **a minimum of thirty (30) hours** of service learning instruction/activities. The hours may be completed during the school year or during the summer. Students who exceed the thirty (30) hours of SL and complete one hundred (100) hours plus the additional number of hours in their graduating class, i.e., a senior in the Class of 2015 completes 115 hours or more of SL, will be included in the Millennium Club and recognized during their commencement ceremony.
2. Students will complete **a final "reflections" project** which demonstrates what they personally gained from their service learning experience. This project could take the form of a written paper, speech, poem, artwork, or any other acceptable means of expressing thoughts.
3. **Projects other than reflection papers must be approved in advance** by the advisory teacher.
4. Students will submit **a Service Learning Hours Verification Form** signed by the student, the volunteer supervisor, and the advisory teacher to document completion of their requirement.
5. **The completion deadline for the 30 hours of service learning and the "reflections" project is the last day of senior finals in the 2nd semester of the senior year.**

GRADUATION REQUIREMENTS – REQUIRED ASSESSMENTS

CMAS and PARCC

Colorado's state assessments are changing in order to accurately assess student mastery of the updated Colorado Academic Standards. With the standards being more focused, coherent and rigorous, assessments must adapt to align with the standards. Colorado's new assessment system is called the Colorado Measures of Academic Success (CMAS). It incorporates new science and social studies assessments developed by Colorado and new English language arts and mathematics assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC). **All seniors** will be required to take the CMAS science and social studies assessments in November of their senior year. All freshmen, sophomores, and juniors will have to take the PARCC assessments twice a year. Annually, in March, all freshmen, sophomores, and juniors will take a performance-based assessment in Math 1, Math 2, and Math 3 and English 9, 10 and 11 administered after approximately seventy-five percent (75%) of the year is complete. In April and May, the freshman, sophomores, and juniors will take the end of the assessments in Math 1, Math 2, and Math 3 and English 9, 10 and 11 after approximately ninety percent (90%) of the year is complete.

ACT

In accordance with Colorado School Law, section 22-7-409 all students enrolled in the eleventh grade in public schools shall be required to take the curriculum-based achievement college entrance exam (ACT). The Colorado Department of Education (CDE) shall pay all costs associated with administration of the test. The results of the assessment shall be included on each student's transcript. However, if the student retakes the ACT exam at the student's own expense at a later time, the student may request that the later results be placed on the transcript instead of the ACT exam scores of the school administered test.

The transcript has a section called Testing Information which lists Proficiency as met via CMAS, PARCC, ACT and SAT scores. This information will be used in determining eligibility for graduation.

MCVSD #51 HIGH SCHOOL VISION

As we prepare our students for a successful future,
we will ignite their passion for learning
through rigor, relevance, and relationships.”

MCVSD #51 PROMISE

“Every Student, Every day, Learning for Life”

INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)

In 2009, the State of Colorado passed the School Finance Act which included rules that established standards for Individual Career and Academic Plans (ICAP) for students enrolled in public schools in the state. According to the Colorado State Board of Education “Rules Governing Standards for Individual Career and Academic Plans,” the intent of this program is ultimately to decrease dropout rates and increase graduation rates by assisting students in developing and maintaining a personalized postsecondary plan that ensures readiness for postsecondary and workforce success and aligns the student’s ICAP to requirements set forth in other Colorado legislature.

The Colorado State Board of Education defines an ICAP as “an individualized plan, developed by the student and the student’s parent or legal guardian, in collaboration with their school counselors, school administrators, school personnel, and/or Approved Postsecondary Service Providers that is used to establish personalized academic and career goals, explore postsecondary career and educational institutions, secure financial aid and ultimately enter the workforce.”

The Individual Career and Academic Plan will do the following:

- Document yearly career exploration and goals
- Track academic progress, including concurrent post-secondary studies
- Record the intentional sequencing of courses to meet post-secondary goals
- Include relevant assessment scores
- Record contextual learning and service learning
- Record college (and alternative) applications
- Record student’s progress securing financial aid
- Record other data reflecting post-secondary workforce readiness, including an understanding of the financial impact of post-secondary education

Many of these actions will be completed using the Naviance Succeed software program in the below listed academic courses. Some actions may also be completed in our Monday Advisory Period.

Grade	Academic Class	Content	Naviance Tool
8	Math- November ELA-January/February	Explore results Pre-high school preparation	None
9	Global Studies Unit 1 September-Skinny January Block, 2 nd Sem	“Exploring Me” Graduation/college entrance requirements Set academic Goals	<ul style="list-style-type: none">• Create Account• Cluster Finder +add• Set a Goal

10	Composition Literature 10 – Unit 2 December – Block February Skinny	“Exploring Careers”	<ul style="list-style-type: none"> • Do what you are • Update game plan survey • Add career to favorites • Add colleges to favorites
11	Composition Literature 11 October – Skinny March – 2 nd Sem Block	“Exploring the Post-Secondary World” ACT Prep Resume or College Essay Post-Secondary Research Presentation	<ul style="list-style-type: none"> • ACT Prep • College Experience • Add college to favorites • Add careers to favorites • Naviance Resume Builder
12	Senior Class Meetings October and January	“Get it Done” <ul style="list-style-type: none"> • Senior Seminar • Free Applications Week • FAFSA Seminar • Senior Workday 	<ul style="list-style-type: none"> • College Applications • Transcripts • Surveys

ADMISSIONS REQUIREMENTS FOR COLORADO COLLEGES

It is important for all of our families to understand the distinction between the MCVSD #51 high school graduation requirements and the minimum four-year college entrance requirements of the public colleges/universities in Colorado.

The Colorado Commission on Higher Education (CCHE) has minimum four-year college entrance requirements for Colorado colleges and universities. These Higher Education Admissions Requirements (HEAR) are guidelines, and **each college is responsible for evaluating their respective applicants and determining admission eligibility.** It is extremely important that students check with their college choices regarding admission eligibility. Private colleges and universities set their own enrollment policies. Additionally, public two-year colleges have open enrollment policies, meaning that students applying to those schools may not need to meet the following admissions requirements.

Since we cannot speak for each four-year college and university in Colorado, we strongly encourage our families to heed the HEAR college entrance requirements! The following table is copied directly from the CCHE website at the following address:

<http://higher.ed.colorado.gov/academics/admissions/coursecompletion.html>

Academic Area	2010+ Graduates
English	4.0 Credits
Math*- Must include Math 1, Math 2, Math 3 or equivalent	4.0 Credits*
Natural /Physical Science.- Two units must be lab based	3.0 Credits
Social Science. – At least one unit of U.S. or World History	3.0 Credits
Foreign Language (World Language)	1.0 Credits

Academic Electives**	2.0 Credits**
One year is equivalent to 1.0 Carnegie credits. Example: Comp/Lit 10 A and B=1 year of English	

* Mathematics entrance requirements for a four-year public college in Colorado are listed in the chart directly above.

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

It is also important to note that HEAR has made recommendations regarding how a course is classified. For instance, our district classifies Newspaper as an English course. HEAR does not consider it as such. Keep in mind that while some colleges might follow the HEAR guidelines to the letter, others might not. The information below is from the HEAR Admissions Standards Policy (May 2007) and should be used as a guideline for high school course selection for students intent on gaining admission to a four-year Colorado college.

English: Acceptable courses include at least two units that emphasize writing or composition skills as well as literature, speech, and debate. Also acceptable are Honors, Advanced Placement, and/or International Baccalaureate courses. Two units of ESL English may count for HEAR requirements when combined with two units of successfully completed college preparatory English.

Examples of unacceptable courses are Business English, school publications, yearbook, drama, and journalism.

Mathematics: Acceptable courses include Algebra I, Math 1, Math 2, Math 3, Intermediate Algebra, Geometry, Algebra II, Pre-Calculus, or Trigonometry, or comparable coursework. Also acceptable are Honors, Advanced Placement, and/or International Baccalaureate courses. **It is recommended that prospective students take a mathematics course in twelfth grade.**

Examples of unacceptable courses are Pre-Algebra, General Math, Business Math, Accounting, Personal Finance, and Consumer Math.

Natural Science: Acceptable courses include Geophysical, Biology, Chemistry, Chemistry in the Community, Physics, or comparable coursework. Also acceptable are Honors, Advanced Placement, and/or International Baccalaureate courses. To meet the higher education admission requirements, the student must complete at least two courses with laboratory work. **Examples of unacceptable courses** are general science, outdoor education, and food sciences.

Social Science: Acceptable courses include U.S. History, World Civilization, state and/or International History, Civics, Principles of Democracy, Geography, Economics, Psychology, Sociology, and comparable coursework. Also acceptable are Honors, Advanced Placement, and/or International Baccalaureate courses.

Examples of unacceptable courses are Law Related Education, and Consumer Education. To meet the higher education admission requirements, the student must complete at least one (1) course in U.S. History and/or World Civilization.

Academic Electives: Acceptable courses may come from any academic area listed above or foreign/world languages (2 units must be from the same foreign/world language), computer science, art, music, journalism, or drama. Also acceptable are Honors, Advanced Placement, and/or International Baccalaureate courses. *Approved Policy I-F-6 May 4, 2007*

The HEAR requirements are just one piece of the college admission process, as colleges still require the ACT or SAT college entrance exams, and many colleges/universities have their own course requirements which may be above and beyond the guidelines as well. The Foreign/World Language requirement is a

good example. The HEAR requires one (1) year of a foreign/world language while some colleges require two (2) or three (3) years. This is why it is so important for the student to check with the college admission offices.

Each college or university may offer admission to a small number of students who do not meet HEAR. Those students, while admitted, may be required to take and pay for additional classes.

We strongly suggest that students adhere to the HEAR guidelines and stay in contact with the Colorado colleges/universities regarding admission requirements!

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

NCAA Clearinghouse Approved Course List (48-H Form)

If you are a student-athlete and wish to participate in any sport during your freshman year in college, you must meet the NCAA's Proposition 48 academic standards to practice, compete, and/or receive an athletic scholarship. Found in the NCAA Bylaw 14.3., these standards are different for Division I, Division II, and Division III schools, and are listed below.

Division I, 16 Core Course Rule

- 4 years of English
- 3 years of mathematics (Math 1, Math 2, Math 3, Algebra I, Geometry, Algebra II, or higher)
- 2 years of natural/physical science (1 year of lab)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign/world language or non-doctrinal religion/philosophy)
- On or after August 2016, ten of the 16 core courses must be completed before the seventh semester (senior year) of high school. Seven of the 10 core courses must in English, math, or science.
- Minimum 2.3 G.P.A.
- In addition to meeting the core course requirements above, students must meet the NCAA Core Grade Point Average (GPA)/Test Score Sliding Scale. This is a scale of core GPA's and SAT or ACT scores. It allows for a student to compensate for a lower SAT or ACT score with a high GPA, or compensate for a lower GPA with a high SAT or ACT score. For more information regarding this rule and information on minimum GPA and SAT score requirements, go to www.eligibilitycenter.org and click on Academic & Athletics NCAA Eligibility Center, Prospective Student Athletes.

Division II, 14 Core-Course Rules

- 3 years of English
- 2 years of Mathematics (, Algebra I, Geometry, Algebra II, or higher)
- 2 years of natural/physical science (1 year of lab)
- 3 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign/world language or non-doctrinal religion/philosophy)
- In Division II, there is no sliding scale like Division I. The minimum SAT score is 820, and the minimum ACT sum score is 68. The minimum core GPA is 2.0.

Division III

- The college itself decides if a student is eligible.

If you have questions about NCAA eligibility, please call the NCAA Eligibility Center toll-free at 877/262-1492. You may also call the NCAA at 317/917-6222. Customer service hours are from 8:00 a.m. to 6:00 p.m. Eastern Time, Monday through Friday.

Visit the NCAA Eligibility Center website at www.eligibilitycenter.org for the list of the courses at Grand Junction High School that meet the above requirements and have been approved by the NCAA.

The High School Code for GJHS is 060-695

Remember, meeting NCAA Eligibility Center requirements has nothing to do with a college accepting students for admission, but rather it pertains to a student's eligibility to participate in sports as a freshman. The NCAA recommends that students complete the clearinghouse application at the end of their junior year by completing the on-line form and paying the required fee. This will allow time for schedule adjustments during the student's senior year. Students who have transferred from another high school must request that school send documentation directly to the NCAA. **It is the student's responsibility to register with the NCAA and to have ACT and/or SAT scores sent directly to NCAA.** Signing a Letter of Intent with a college does not mean that a student has been admitted or is on track with the NCAA Clearinghouse.

EARLY GRADUATION/EARLY COMPLETION

Early Graduation

Some juniors may choose to complete their graduation requirements in three years and graduate one year early. Those students must submit an application to the principal. Once the principal approves the application, the junior will be included with the senior class in all senior class activities. However, for student accountability purposes, the student will officially remain a part of the junior class. As such, juniors approved to graduate early will still be required to take the ACT administered by the school in the student's junior year.

Early Complete

Some seniors may choose to complete high school early, in October, December or March of their senior year. If they will complete all of their graduation requirements early, they may apply to the principal for early completion. To be eligible for this option, seniors must have the following by the end of the term in which they seek to complete their requirements: 25 credits in the required areas, the required state standardized testing proficiencies, thirty (30) or more service learning hours and the service learning reflection paper, a 2.0 or higher grade point average (G.P.A.), and a zero balance due to the SBA office/secretary. Early completers

- Can only be considered a graduate after the commencement ceremony in May, but they may be considered a completer for purposes of the military or post-secondary education at the end of the term when they officially complete all of their graduation requirements.
- Are not permitted on campus unless on official business.
- Are eligible to return for senior activities at the end of the year, including practices, the Senior Picnic, the Baccalaureate Service (the Sunday before the Commencement Ceremony) and the Commencement Ceremony.

Procedures for Early Graduation/Early Complete

Students interested in graduating or completing their graduation requirements early must:

- Pick up a copy of the Senior Options for the School Year Paper from the Counseling Office as soon as possible after making the decision to graduate or complete early.
- Submit a formal letter of Request for Early Graduation or Request for Early Complete to the principal in accordance with the timeline established by the Counseling Department. Letters are normally due the first week in September. The purpose of this letter is two-fold. It makes the student's request official, and it demonstrates the student's ability to write a formal business letter. Letters should include the following:
 - The date the student composed the letter.
 - The heading which includes the return address, the salutation (Dear Principal – the individual's name), the body, closing, and signature.
 - Within the body of the letter, the student should
 - Explain why he/she wants to graduate early or complete his/her graduation requirements early.
 - Describe his/her current G.P.A. If it is not a 2.0 G.P.A., the student should describe his/her plan to increase the G.P.A. before the student graduates or completes early.
 - Describe whether or not he/she has passed the required state standardized test proficiencies, to include the student's score on the school administered ACT.
 - Describe what he/she has done for Service Learning, and how many service learning hours the student has and the status of the student's service learning reflection paper.
- Submit a separate signed letter or a separate signed paragraph on the student's letter to the principal, from the student's parents/guardians in which they acknowledge their support for the student's decision to either graduate early or complete early and their understanding of the student's plan.

PART II

PROGRAMS OF STUDY

EDUCATIONAL VISION

The Mesa County Valley School District recognizes basic education as the core for life-long learning with an emphasis on success for all students. Success at Grand Junction High School includes high academic achievement in rigorous courses that provide students the opportunity to pursue multiple post-secondary educational and career opportunities, purposeful school citizenry, and service to peers, family and community. All of this culminates with every student choosing a post-secondary alternative that capitalizes on his/her strengths and that enables the student to make a seamless transition to life after high school – whether that life entails advanced education, military service, or entering the world of work. In order to make any or all of this a reality at Grand Junction High School, we focus on preparing our students for the 21st Century.

Technological advances and global competition have transformed the nature of work. The authors of the report, “Are They Really Ready to Work? Employers’ Perspective on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce,” state “as the baby-boomers retire – taking their skills and knowledge with them, America faces a shortage of available workers.” Thus, “employers across the country expect workers in the future to arrive in the workforce with a set of basic and applied skills.” A list of these 21st Century Workplace Basic Knowledge/Skills and Applied Skills, from the previous mentioned report, is provided on the next page. At Grand Junction High School, these basic knowledge/skills and applied skills are provided through the District’s graduation requirement of 25 standards-based credits.

INSTRUCTIONAL MODEL

At Grand Junction High School we present our instructional programs in a Common Flex 8 Schedule format. The Flex 8 format provides students the opportunity to take 95 minute block classes and/or 45 minute split-block classes. Schedules are tailored to provide students the maximum opportunity to select courses that help them pursue their post-secondary career and educational goals as well as to support their learning styles. Thus, a student’s schedule may contain all block courses, all split-block classes, or a combination of both split block and block courses.

Keys to Setting SMART Goals

- Be Specific about what you want.
- They must be Measurable.
- They must be realistic and Attainable.
- The goals must be Relevant.
- They must be Time-bound.

Finish Strong –Teen Athlete by Dan Green

21ST CENTURY SKILLS

Basic Knowledge/Skills

English Language	(spoken)	Government/Economics
Reading Composition	(in English)	Humanities/Arts
Writing in English	(Grammar, spelling, etc.)	Foreign/World Language
Mathematics		History/Geography
Science		

Applied Skills

Critical Thinking/Problem-Solving – Exercise sound reasoning and analytical thinking; use knowledge, facts, and data to solve workplace problems; apply math and science concepts to problem solving.

Oral Communication – Articulate thoughts, ideas clearly and effectively; have public speaking skills.

Written Communication – Write memos, letters, and complete technical reports clearly and effectively.

Teamwork/Collaboration – Build collaborative relationships with colleagues and customers; be able to work with diverse teams, negotiate and manage conflicts.

Diversity – Learn from and work collaboratively with individuals representing diverse cultures, races, ages, gender, religions, lifestyles, and viewpoints.

Information Technology Application – Select and use appropriate technology to accomplish a given task; apply computing skills in problem solving.

Leadership – Leverage the strengths of others to achieve common goals; use interpersonal skills to coach and develop others.

Creativity/Innovation – Demonstrate originality and inventiveness in work; communicate new ideas to others; integrate knowledge across different disciplines.

Lifelong Learning/Self-Direction – Be able to continuously acquire new knowledge and skills; monitor one's own learning needs; be able to learn from one's mistakes.

Professionalism/Work Ethic – Demonstrate personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.

Ethics/Social Responsibility – Demonstrate integrity and ethical behavior, act responsibly with the interest of the larger community in mind.

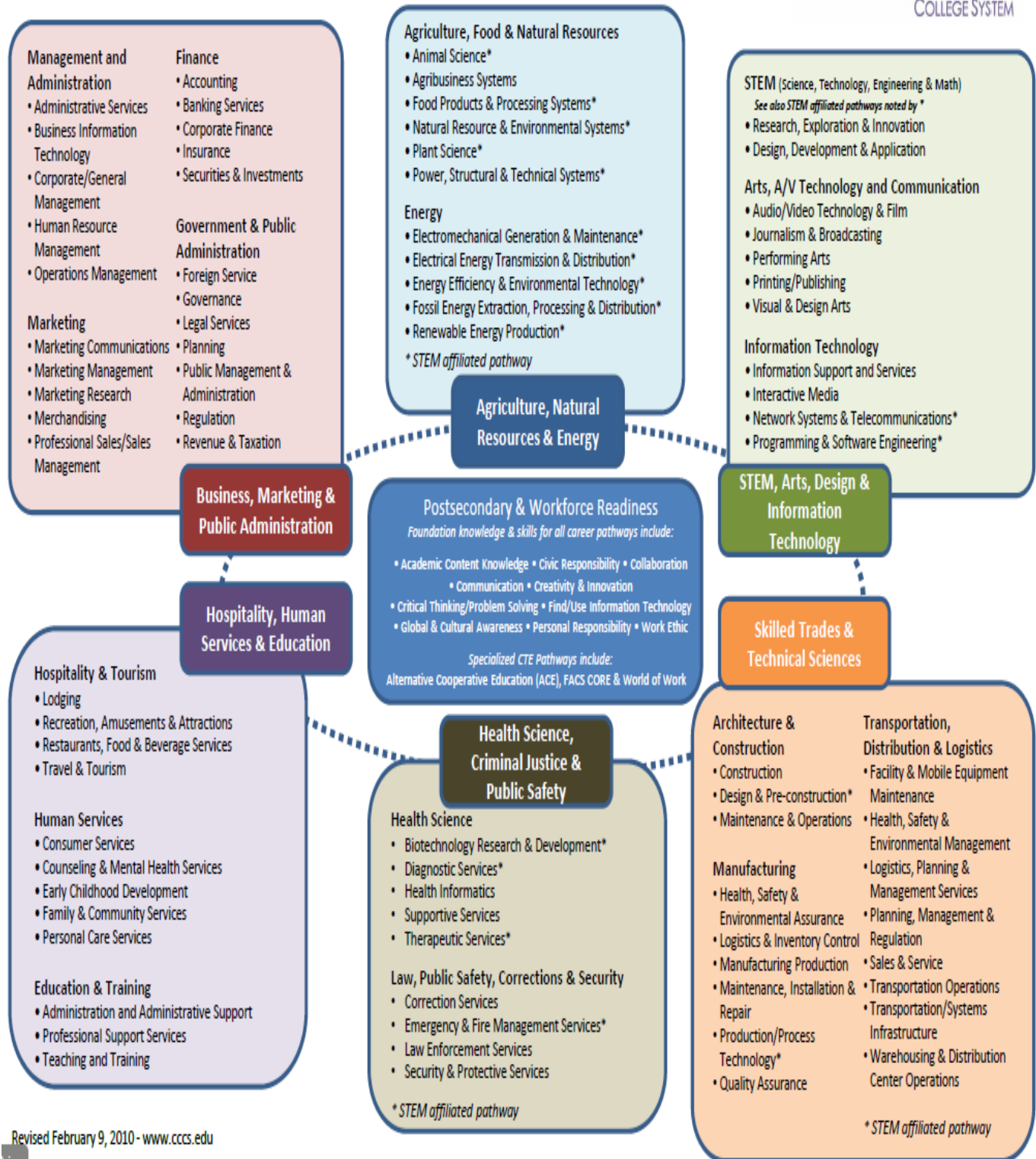
The Mesa County Valley School District is committed to preparing our students for the 21st Century by helping them achieve in challenging subjects that provide students with relevant contexts for learning in areas of individual student interest in the basic and applied skills. Students attending GJHS have a variety of programs to choose from depending on their educational and career aspirations.

A can-do attitude makes the impossible, possible.

Colorado Career Cluster Model



COLORADO COMMUNITY
COLLEGE SYSTEM



Revised February 9, 2010 - www.cccs.edu

PROGRAM OPPORTUNITIES

Secondary Education – Colleges and Universities

Secondary Opportunities-Colleges and Universities

During the past four years, District 51 has greatly increased high school course offerings that provide our students with the opportunity to begin their College Pathway while still enrolled within District 51. These opportunities include the following:

- **International Baccalaureate** (IB) Program at Palisade High School (PHS), open to all students across the district;
- **Advanced Placement** (AP) Program offered at all District 51 high schools;
- **Concurrent** Program offered at all District 51 high schools through Colorado Mesa University/WCCC required through the Post-Secondary Enrollment Options (PSEO). Note House Bill (HB) 1319 replaced PSEO in 2011-2012;
- **High School Scholars** Program provides students college credit while remaining on their high school campus; and
- **Accelerating Students through Concurrent Enrollment (ASCENT)** Program offered through all District 51 high schools allows students to remain enrolled as high school students for a year after completing all graduation requirements while taking full-time classes at Colorado Mesa University.

With the history of the programs described above, District 51 has made a financial commitment to meeting the needs of our students pursuing their post-secondary options while enrolled in high school. Additional budget challenges continue with expected decreases in State Funding, increase in college tuition rates, and decrease in the College Opportunity Funds (COF) that help off-set District 51 expenditures for the Early Scholars Program (Concurrent, ASCENT, and HS Scholars).

With economic challenges across the district and state, District 51 must examine how resources and revenues are utilized to support these opportunities. On-campus programs offered within our district high schools include IB, AP, and HS Scholars. These programs allow the district to utilize revenue to support our students on their home high school campus while working toward their post-secondary options. Off-campus programs, Concurrent (required through HB 1319) and ASCENT, send students away from their home high school campus, thus requiring funding to support resources external to the district.

Advanced Placement Program

According to the College Board, “the Advanced Placement (AP) Program allows students to take college level courses while still in high school. The AP Program provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. Taking AP courses also demonstrates to college admissions officers that students have sought out the most rigorous curriculum available to them.”

For years, students have been taking myriad AP courses at GJHS, followed by a tradition of excellence in the number of students taking the AP examinations and the number of students earning a score of 3 or higher on the tests taken.

The following 19 AP courses are offered at GJHS:

AP Art History	AP Computer Science	AP Micro Econ	AP U.S. Government
AP Biology	AP English Language	AP Physics	AP U.S. History
AP Calculus	AP English Literature	AP Psychology	AP World History
AP Chemistry	AP Environmental Science	AP Spanish	AP Macro Econ
AP Comparative Government	AP Human Geography	AP Statistics	

For the past five years Grand Junction High School has been a Legacy Grant AP School. We were one of ten high schools in the State of Colorado awarded a three-year grant (2012-2015) for our demonstrated excellence in the number of courses offered, our past success on the AP examinations, and our potential to increase the number of students in the program. Our goal is for every student at GJHS to take at least one AP course during his/her tenure at GJHS with the hope that students will take as many AP courses as they can successfully handle. The ultimate goal is that all of our students who take an AP course will take the course applicable examination and score a “3” or higher on the examination.

Research indicates that students who take AP courses in high school and score a “3” or higher on the examination tend to do much better in college than their peers who do not take AP courses. For more information on the Legacy Grant and what it has meant to GJHS students, go to the GJHS website and look for the link to the AP Program page.

Advanced Learning Opportunities for District #51 Students

The District is pleased to offer our high school student access to advanced learning opportunities through our partnership with Colorado Mesa University (CMU) and Western Colorado Community College (WCCC). The recent legislation, House Bill 1319, facilitated changes in our college opportunities for high school students. In an effort to increase exposure to college courses that are in alignment with the student’s future career and academic plan (the ICAP), the District is offering the following programs to students who meet the set criteria.

Concurrent Enrollment- This program allows qualified 9th-12th grade students to enroll in college courses while attending high school. The following conditions must be in place in order for a student to enroll concurrently in college courses at Colorado Mesa University and/or WCCC:

1. All students must meet the following academic criteria:

- 3.0 or higher cumulative GPA
- ACT sub-scores of:
 - 17 or above in Reading- **ALL** students interested in taking a class at Colorado Mesa University must meet this requirement
 - 19 or above in Math (for those seeking Math and/or Science courses)
 - 18 or above in English
- Students may use commensurate ACCUPLACER assessment scores in lieu of the ACT. The ACCUPLACER is given through CMU’s Testing Center. ***It is the student’s responsibility to pay for ACT and/or ACCUPLACER testing

IN ORDER FOR THE DISTRICT TO COVER THE COST OF THE COLLEGE COURSE(S), THE FOLLOWING TWO QUALIFICATIONS MUST ALSO BE MET:

2. College courses must align with the student’s Individual Career and Academic Plan (ICAP)

The ICAP outlines the student’s career goals and aligns his/her high school coursework with future plans. (An example is a student interested in being a Biologist might be eligible to take a college-level Biology course.) Approval to take a college-level course is given by the student’s counselor and designated administrator.

3. In order for the District to cover the cost of the course(s), the student must meet the prerequisite requirements at his/her home high school in the given academic area and any commensurate offerings through the Career Center and/or WCCC’s high school programs.

Factors considered in this process include alignment with the student’s ICAP, the student’s course schedule and class availability at the high school.

***Students who do not meet the above two criteria (#2 & #3), may be eligible to take courses through CMU/WCCC under the concurrent program, and are responsible for all tuition and fee expenses. Students must meet the qualification criteria outlined in item #1 above, and must start the process with their high school counselor.*

If you are interested in these Extended Learning/Concurrent Enrollment opportunities, meet with your counselor to get assistance with the following:

- Concurrent Enrollment Program Registration Form
- CMU Online Concurrent Application
- Official high school transcripts and qualifying test (sent directly from the high school)

If there are any questions during the application process, contact the CMU Director of Student Services at (970) 255-2660 or your student's counselor. If there are any questions regarding reimbursement, contact Jacque Luster in the Office of the Executive Director of High Schools, Emerson School Building, 930 Ute Avenue, Grand Junction, Colorado, at (970) 254-5321.

Early Scholars (classes on CMU's campus)

- A student may enroll in up to two (2) academic courses per academic term.
- **Concurrent classes are entered on the student's high school transcript.** Students earn .5 credit for classes they pass worth three (3) college credits and .75 high school credit for college credits worth four credits. Labs are attached to core classes.

High School Scholars (offered on the GJHS campus)

High school students who are ready for college work in one or more subject areas and want to remain on the GJHS campus to take these courses may participate in the High School Scholars Program offered by Colorado Mesa University. These courses are taught at GJHS by CMU approved instructors.

Pending CMU approval, each school year, we will offer the following five CMU courses on the Grand Junction High School campus:

English	- ENGL 111	English Composition	- GTCO1
Social Studies	- POLS 101	American Government	- GTSS1
Math	- MATH 113	College Algebra	
Science	- BIOL 209	Human Anatomy and Physiology (3) plus BIOL 209L Human Anatomy and Physiology Laboratory (1) first semester	
	- BIOL 210	Human Anatomy and Physiology II (3) plus BIOL 210L Human Anatomy and Physiology II Laboratory (1), second semester	

For more information on these courses, see the course description under the applicable department. For more information on eligibility, please see pg. 20.

ASCENT Program

This program allows students to delay official high school graduation for one year, and attend Colorado Mesa University/Western Colorado Community College (WCCC) or Colorado Northwestern Community College (CNCC) during their "5th year" of high school. ASCENT provides the opportunity for a student to delay their official high school graduation for one year in order to enroll at CMU/WCCC or CNCC in a degree or certificate program with the tuition paid for by the school district. ASCENT students may enroll in up to 15 credit hours per semester.

Students must meet the following criteria in order to be eligible for the ASCENT program:

- Meet all high school graduation requirements.
- Complete 12 college credits by the end of their senior year.
- Earn a cumulative GPA of 2.5 or better in the college courses.
- The college enrollment is part of the student's Individual Career and Academic Plan (ICAP). The ICAP outlines the student's career goals and aligns his/her high school coursework with future plans.
- Agree to delay high school graduation for one year.

This program is funded through the State of Colorado, and **funding is not guaranteed**. It is vital that students and families understand that the ASCENT Program is contingent upon state funds, and these funds are allotted each summer. Students are strongly advised to apply for admission, scholarships, and financial aid to the college(s) of their choice.

Concurrent Enrollment Program @ WCCC and CMU

	Technical Scholars	High School Scholars	Early Scholars/Concurrent Enrollment	ASCENT
Program Description	Career & Technical Education Focus: Students can earn college credit by achieving necessary competencies in CTE courses offered at WCCC or in their home high schools	Guaranteed Transfer (GT Pathways) Focus: Students can earn college/dual credit by enrolling in selected college courses offered in their high schools by college-approved HS teachers	Guaranteed Transfer (GT Pathways) Focus: Students can earn college/dual credit by enrolling in selected courses offered at a Mesa State College campus	Sometimes called a "5 th Year" program, eligible students delay official HS completion to enroll in CMU/WCCC/CNCC full-time the next year. Must meet specific eligibility requirements
Student Eligibility	<ul style="list-style-type: none"> Required HS GPA: 2.5 Achievement of necessary course competencies with grade of B or better. Concurrent enrollment is part of ICAP 	<ul style="list-style-type: none"> Required HS GPA: 3.00 ACT Math: 19 or equivalent Accuplacer for math/science courses ACT English: 18 or equivalent Accuplacer for English/humanities courses ACT Reading: 17 or equivalent Accuplacer for any college course Concurrent enrollment is part of ICAP 	<ul style="list-style-type: none"> Required HS GPA: 3.00 ACT Math: 19 or equivalent Accuplacer for math/science courses ACT Reading: 17 & ACT English of 18 or equivalent Accuplacer for ALL college courses other than Math Concurrent enrollment is part of ICAP 	By end of final HS year student will complete: <ul style="list-style-type: none"> 12.0 college credits Earn a 2.5 or better cumulative GPA in college courses HS graduation requirements Concurrent enrollment is part of ICAP Agree to delay official HS completion
Grade Level Target	10 – 12 as appropriate Special exceptions can be made as needed for 9 th graders	10 – 12 as appropriate Special exceptions can be made as needed for 9 th graders	10 – 12 as appropriate Special exceptions can be made as needed for 9 th graders	HS completers
Tuition Cost (as of 2014-2015)	\$50/credit	\$113.50/credit	\$103.50/credit	\$227.05/credit
Who pays tuition ?	Student-Student is not reimbursed by the District	School District	School District	School District
Who pays fees ?	Student	Student- There are no student fees for these courses; but books, supplies and lab fees	Student-No class fees, but books, supplies and lab fees and Student ID fee	Student
Course Limitations	2 courses per semester	2 courses per semester	2 courses per semester	15 credits per semester
Course Completion Requirement	Student must abide by course add/drop/withdraw dates to receive tuition refund. Students earning grades below C will be required to reimburse School District for tuition	Student must abide by course add/drop/withdraw dates to receive tuition refund. Students earning grades below C will be required to reimburse School District for tuition	Student must abide by course add/drop/withdraw dates to receive tuition refund. Students earning grades below C will be required to reimburse School District for tuition	Student must abide by course add/drop/withdraw dates to receive tuition refund. Students earning grades below C will be required to reimburse School District for tuition
Additional Elements	<ul style="list-style-type: none"> No application fee – standard community college policy 	<ul style="list-style-type: none"> No application fee – standard community college policy 	<ul style="list-style-type: none"> No application fee – standard community college policy 	<ul style="list-style-type: none"> No application fee – standard community college policy

Secondary Education - Technical Education

Students at GJHS who want to enroll in a technical program have the opportunity to pursue courses at the Western Colorado Community College and the Career Center.

Technical Scholars/Western Colorado Community College (WCCC)

Students are required to complete a WCCC application (available in counseling office or at WCCC) and arrange for an interview with the program instructor by contacting WCCC Student Services. The student and his/her counselor will be notified of acceptance into the WCCC program. All programs are one year long. Priority for enrollment is given to current or continuing students with satisfactory program performance and to juniors and seniors. Bus transportation is available from the area high schools to almost all of the technical education programs

The following technical education programs are coordinated through the Bishop Campus of WCCC for the benefit of students in Mesa County Valley School District #51, Colorado Mesa University and the community:

Digital Design
Computer-Aided Drafting (CAD)
Process Systems Technology
Marketing Education
Welding Technology

STEM Discovery
Machining Technology
Health Sciences Medical Preparation
Transportation Services Technology

Career Center

The Career Center is a vocational school that serves as an extension for students from all area high schools. The programs are open to students at any grade level, and acceptance is based on student interest and available space. There are three instructional sessions offered daily. All courses meet during a block of time taking several class periods. Approval from Career Center staff is required.

Opportunities at Career Center include the following:

Early Childhood
Construction
Computer Technologies
Property Management & Maintenance
Small Animal Care

Floriculture
Landscaping
Culinary Arts
Sport Vehicle Repair
Healthcare Prep

Career and Technical Education (CTE) Program

Students taking classes at Grand Junction High School have the opportunity to earn college credit by achieving necessary competencies in the following Career and Technical Education (CTE) courses offered on campus:

- Business Education
- Catering
- Family and Consumer Science Core
- Information Technology
- Teacher Cadet
- Technology Education

Each of the above programs provides students with a strong experience in and understanding of all aspects of the industry, which includes work-based learning options.

Students who enroll in and complete an approved CTE program are considered completers. The minimum and maximum length of each program determines the definition of completer for that program. A program- completer should be ready for entry-level employment or ready for the next level of advanced training as verified by the state Technical Advisory Council.

In order to be of sufficient size and scope, a complete definition must at a minimum be equal to or greater than one (1) academic unit, often referred to as a Carnegie unit, equivalent to one full school year of credit in the specific program pathway.

Due to the variety of school schedules across the state, the contact hours for the minimum will range from 120 to 1800 hours. There is no maximum limit of completion hours. A course may count toward completion of multiple pathways and be appropriate on multiple program approvals.

Each approved CTE program must provide leadership training opportunities by establishing and maintaining all appropriate CTE leadership organizations as listed below.

CTE Program

Career and Technology Student Organization (CTSO)

Business Education

Future Business Leaders of American (FBLA)

Catering

Family Career and Community Leaders of America (FCCLA)

Family and Consumer Science

Family Career and Community Leaders of America (FCCLA)

Information Technology

SkillsUSA

Teacher Cadet

Family Career and Community Leaders of America (FCCLA)

Technology Education

SkillsUSA

Individualized Programs and Services

The following individualized programs and services have varying enrollment and selection criteria. Students seeking admission or further information should see their high school counselor.

Individualized Education Plan (IEP) Services

This service provides a support system for students with Special Education needs as described in their Individualized Educational Plan (IEP). Students with an IEP may be eligible for specialized courses as determined by a building staffing team in conjunction with parents. The emphasis of the program is to help students grow in the areas of academics, effective problem solving, and career development with a goal of preparing the student for successful transition to adulthood.

Centralized Services Delivery System

MCVSD #51 also serves students who have severe or profound special educational needs. Students are age-appropriately grouped in self-contained classrooms. School District 51 believes that public education serves to prepare their students to function in adult domestic, recreation/leisure, community and vocational environments. Curricula for the Centralized Programs are functional and community-based and may ease each student's transition to adult life.

Alternative/Off-Campus Programs

There are several alternative programs within the Mesa County Valley School District that are available to students who have special needs or have situations that require support beyond that which is provided in the traditional high school setting. These programs are the following:

Transitional Opportunity Center (TOC) and Valley School – These programs provide educational opportunities for students who seek an alternative to a traditional learning environment. Placement in these programs is contingent on a recommendation from the GJHS administrative team. Both of these programs generate credit toward a GJHS diploma.

School Without Walls (SWW) - Designed for students who have different learning styles. The SWW is a self-directed learning opportunity that stresses individual goals relevant to educational direction, experimental learning, demonstration of knowledge, teamwork and respect for self, others and community. A community service or volunteer experience is part of SWW. Students enrolled at SWW receive an R-5 diploma for graduation.

R-5 High School - An alternative program for employed students 16 years of age or older. Students take self-paced academic courses and career classes. Students must either have a job or be enrolled in an approved vocational/technical program. Either of these options will generate elective credit toward a diploma from R-5 High School.

Grande River Virtual Academy - A School District 51 online school. Students in grades K-12 have the chance to learn in the ways that are right for them. Students can take advantage of the support of local and licensed teachers, be part of a local online community with clubs and social events and participate in the local district's extracurricular athletics and activities. Students also earn a School District 51 diploma.

Each of the above programs is limited in size and space. Therefore, the enrollment in each program is closely monitored and controlled. Students, who believe they will benefit from one of these alternative settings, should first consult with their counselor and then their assistant principal.

After High School

Among the important factors that should be considered in choosing courses are the student's plans for the future; courses selected should help them achieve their goals. Students should try to secure a broad background that will be of use in several walks of life. Students planning to enter a technical school, college, or university need to become familiar with the entrance requirements of that institution and choose courses accordingly. Those entering the world of work through the job market immediately after graduation should choose courses that will help prepare them for such employment. It is very important that students choose classes prudently and understand that schedule deviations may change their four-year plan dramatically.

Post-Secondary Education

Colleges and Universities

Students with a goal to attend a four-year college or university should pursue a challenging academic program that allows them to take a combination of regular, college prep, honors and Advanced Placement (AP) courses. Preparation for college needs to begin early. Many high school students do not have a clear idea about which college major to pursue, so studying a wide variety of courses is encouraged. Admission officials consider all factors that relate to academic success, including course selection, grades and class rank, ACT or SAT scores, and in some cases, activities and recommendations.

Colleges consider all four years of high school. Choosing a weak senior schedule may affect admissions and scholarship decisions. Colleges also consider the classes offered at GJHS and the extent to which a student has explored them. Colleges can and do rescind admission offers after receiving a final transcript.

Two Year-Community College/Technical School

These schools offer excellent educational bargains for students in direct training for one-year certificates or two-year associates degrees. Community colleges can also be a good "stepping stone" for transferring to four-year schools. Community colleges and technical schools have an open enrollment policy that will not require some of the same factors needed for admission to four-year schools. However, strong academic ability and skill will always provide greater choices and opportunities for students, so a challenging course of study in high school is always recommended. High school transcripts may still be required for a student transferring from one college to another.

Vocational or Technical Schools

Students with a goal to pursue a career through study at a vocational or technology school, trade school, business school, junior college, community college, or initial entry into the world of work should also pursue a strong academic program. High school students should take courses that enable them to participate in a seamless educational program that includes academic and technical knowledge and skills required for continued education and transition into the workforce where students can compete for high skill/high wage occupations in technical career fields. Students have the option to take courses in approved technical programs at the Western Colorado Community College campus. Study and skills training in technical education courses can provide the following:

- Specific occupational skills
- Employability skills
- Preparation for direct entry into work after high school with increased occupational choices and opportunities for career growth
- Preparation and pathways to post-secondary two or four year programs at the college or university level with some programs offering transferable college credits
- Improved options for employment to earn money for continued education of choice

Military Educational Options

The military services can provide educational and training opportunities. Strong scores on the Armed Services Vocational Aptitude Battery (ASVAB) can provide greater choice in training and educational options. A high school diploma is a minimum requirement and strong academic ability gained from a challenging course of study in high school greatly expands options.

- **Military Academies** – The Air Force, Army, Navy and Coast Guard have military academies that provide students some of the best post-secondary educational opportunities found anywhere in the country. Each academy demands the same or greater requirements as selective four-year colleges and universities. If you are interested in pursuing a high quality education and serving your country as a military officer, consider the Air Force Academy at Colorado Springs, the U.S. Military Academy at West Point, the Naval Academy at Annapolis, Maryland, or the Coast Guard Academy at New London, Connecticut. The application process for the military academies begins early in the spring of your junior year. See your counselor for more details.
- **Reserve Officer Training Corps (ROTC)** is a program where college students can obtain a commission in the Air Force, Army, Navy or Marine Corps while attending college. Students who enroll in an ROTC Program may qualify for military scholarships awarded for up to four years of college study at a university or college followed by four or more years of military service commitment as a commissioned officer. The ROTC Program is for students with strong academic abilities and a strong desire to support their country in the military. The application process for ROTC scholarships begins no later than the fall of the senior year. See your counselor or a recruiter for more details.

PART III GENERAL INFORMATION

FULL-TIME STUDENT STATUS

With a rigorous and relevant instructional program as the foundation for student achievement and success, it is critical to support our District 51 instructional program and staff with all available resources and funding. Our District 51 General Fund revenues are generated within the legislation determined by the Colorado School Finance Act. Through the Finance Act, CDE audits the schedule of every student within District 51 on an annual basis to determine part-time or full-time status. This CDE audit leads to our Per Pupil Operating Revenue (PPOR), a major source for our District 51 revenue from the State of Colorado.

In order for the school district to maintain adequate funding, all students must obtain "Full-Time Status." Full-Time Status is defined as follows: enrollment in classes a minimum of six (6) out of eight (8) split blocks per semester of three (3) out of four (4) blocks per quarter for the fall semester. Due to travel time, a student enrolled in off campus programs, such as Career Center, Western Colorado Community College, or Early Scholars, must work with their counselor to ensure they have obtained "Full-Time Status."

"Full Time Status" is required for student athletes the semester prior to and during the semester of their participation in a sport. Other Colorado High School Activities Association (CHSAA) activities or building opportunities may require full-time status. Full-time status for student count is defined as at least three (3) credits per semester or 1st and 2nd quarters. It is considered best practice to have 1.5 credits per quarter, although a combination of 1.25 credits and 1.75 credits is acceptable.

HOW MANY CLASSES SHOULD I TAKE?

Freshmen are required to enroll in a full schedule of classes each semester. Freshmen will use one (1) period each day for supervised study hall unless otherwise approved by the counselor and principal. Freshmen do not qualify for Release Time.

Sophomores are required to enroll in a full schedule of classes each semester, and they are strongly encouraged to schedule a study hall into their day. Sophomores do not qualify for Release Time.

Juniors must maintain full time status by taking a minimum of three (3) credits each semester. Juniors may build Release Time into their schedule, as long as they meet the requirements of the release policy on the next page.

Seniors must fill at least 75% of daily class time during the fall semester. Second semester seniors are expected to register for the course work necessary to complete graduation requirements but must be enrolled in at least 1.5 credits. Seniors may build Release Time into their schedule, as long as they meet the requirements of the release policy. College-bound students should continue to take academic classes all year to meet college admission requirements and continue to build academic strength.

RELEASE POLICY

Only **juniors** and **seniors** who have a 2.0 GPA may be on release if they are not enrolled in a class. In order to increase the security and safety of Grand Junction High School students and staff, all students must be present and accountable while on campus; therefore, juniors and seniors who have Release Time built into their schedules must choose one of the following options:

- Students who properly check into the library may study there.

- Students may be supervised by teachers who provide an opportunity for students to be present in their classroom.
- Students involved in co-curricular sports with an 8th period release may go to the locker room area if supervised by a coach/teacher.
- Students who choose none of the first three options must be off campus during their Release Time.

There are opportunities other than Release Time available to students at GJHS. Keep in mind that colleges **expect** students to continue to be fully engaged in academics through the conclusion of the senior year.

The Release Program at Grand Junction High School is a privilege program. **Students who fail to meet the graduation requirements of the Conventional Pathway as outlined in the District's performance based policy as described on pages 5 and 6 may lose their release time privilege and be placed in a directed intervention program that is designed to close the learning gap and return the student to the Conventional Pathway. Students must have and maintain a 2.0 GPA to be eligible for Release.**

Students who are on campus during an emergency situation are expected to follow the instructions of teachers, administrators, and safety personnel whether they are on release or not. Failure to do so could result in criminal charges being preferred by law enforcement personnel and/or disciplinary actions taken by the GJHS Administrative Team.

TRANSFER AND LATE ENROLLMENT POLICY

Students are expected to be present for the entire school year. Attendance records begin on the first day of a term. Students transferring from other schools should enroll within five (5) days after leaving their previous school. Students will be placed in classes similar to those taken at their previous school. Every effort will be made to create a schedule as complete as possible.

MCVSD #51 supports all students in their desire to attend school. Those students enrolling within the first sixteen (16) days of a term may have the opportunity to earn credit. Teachers have the discretion to determine what assignments and competencies need to be demonstrated in order for credit to be earned. There may be circumstances which do not allow a student to enroll prior to the sixteenth (16th) day of a term. Students are still required to enroll in school and attend classes, as scheduled by their counselor.

***Certain exceptions may apply. Individual circumstances will be taken into consideration, with input from teachers, counselors and parents. The final determination will be made by the principal. (Case managers for Special Education and English Language Learner (ELL) students will be consulted to determine appropriate placement and credit.)

SCHEDULE CHANGES/CLASS ADD-DROP POLICY

Students/parents should make every effort to complete schedule adjustments prior to the first day of class. Valuable information regarding class policies, procedures and guidelines for success are presented the first day of class.

- Students have the first six (6) days of a term to drop a class without it being recorded on their transcript. This applies to both block and split block classes.
- Classes dropped after the 6th day will be recorded on the transcript as either a Withdraw Passing (WP) if the student has a passing grade at the time of the drop, or a Withdraw Failing (WF) if the student has a failing grade at the time of the drop. After midterms, approximately 4.5 weeks on the block; 9 weeks on the split block, all drops will be recorded as a WF, regardless of the grade the student has in that class at the time of the drop. Remember that a WF impacts a student's GPA in the same manner as an F.

- Students may add a class during the first six (6) days of a term. They are responsible for all work presented and completed prior to their enrollment in the class.
- Students, who wish to enroll in a class after the first six (6) days of a term, may do so for the next ten (10) days on an audit basis. However, it will be left to the teacher's discretion to determine what assignments and competencies need to be demonstrated in order for credit to be awarded. No credit will be awarded to a student who enrolls in a class after the sixteenth (16) day of the term.

****Certain exceptions may apply. Individual circumstances will be taken into consideration, with input from teachers, counselors and parents. The final determination will be made by the principal. (Case managers for Special Education and ELL students will be consulted to determine appropriate placement and credit.)**

GRADING SYSTEM POLICY

Grades are based on percentages. Students will receive an **"A"** for superior work in the 90-100% range, a **"B"** for above average work from 80-89%, a **"C"** for average work from 70-79%, a **"D"** for below average work from 60-69%, and an **"F"** for failing work between 0-59%. Incomplete grades may only be authorized by the principal and all incompletes convert to an F after 2 weeks if not adjusted by the teacher. The GPA is calculated on a 4.0 scale where A=4, B=3, C=2, D=1, F=0. Honors classes are not weighted. Advanced Placement (AP) courses are weighted; CMU classes are not weighted. Credits are issued in 0.5 increments.

WEIGHTED GRADE POLICY

- Advanced Placement (AP) classes are calculated on a 5.0 weighted scale for grades of "C" or higher. Thus, an **"A"** earns 5 points, a **"B"** earns 4 and a **"C"** earns 3. A grade of **"D"** in an AP course only earns 1 point, as in a regular class.
- The extra quality point for an AP course is offered every semester.
- Students do not have to take the AP exam in May to receive the weighted grade.
- Colorado Mesa University courses, taken concurrently or independently, are not weighted.

CALCULATING GRADE POINT AVERAGE (GPA)

In order to calculate the GPA, a student must convert the letter grades from his/her report card to the equivalent numerical grades using the table below:

Letter Grades (Converted)	Numerical Grade (Grade Point Value)
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Then the student needs to add the numerical value of all of the grades, and divide this sum by the number of grades that were added.

Example Using a First Semester Junior Schedule

Composition Literature 11	B	=	3 points
Chemistry	A	=	4 points
US History	C	=	2 points
Math 3	A	=	4 points

Team Sports	B	=	3 points
Marching Band	A	=	4 points
Spanish III	B	=	<u>3 points</u>
TOTALS	7		23 points

The GPA for this student is determined by dividing the student's "7" grades into the "23" grade point values, which equals a 3.285 GPA.

In order to determine the student's cumulative GPA (CGPA), which is the average of all terms since high school began, the student will add up the grade point values from all terms and divide this number by the total number of classes that were taken. A grade with a plus or minus is not calculated differently.

GRADE IMPROVEMENT/REPLACEMENT POLICY

Students may choose to repeat a course they have failed or courses they withdrew from with a failing grade (WF). When they choose to do this, the previous grade will be replaced with a designation of "NG" for no grade.

- If the same class has been repeated more than once, the procedure described above will apply each time the student repeats the class. (For example: A student took Math 1 his 9th grade year and received an "F" on his transcript. The student chooses to repeat the class in his 10th grade year and subsequently receives an "F" again. His/her transcript will now show Math 1 during his 9th grade year with "NG," and Math 1 during his 10th grade year with "F." The student again chooses to repeat Math 1 in his 11th grade year, and passes the class with a "C." His transcript will now show Math 1 during his 9th grade year with "NG," Math 1 during his 10th grade year with "NG," and Math 1 during his 11th grade year with "C."
- When a student chooses to repeat a class that he/she has passed, the previous grade may be replaced with a designation of "NG" for no grade.
 - By taking this option, only the second grade will be used for the credit and the GPA. This option will positively affect the GPA, but will not increase the total number of credits earned.
- When a student chooses to repeat a class that he/she has passed, the previous grade may remain as an elective credit, while the new grade will be used to fulfill the original requirement.
 - By taking this option, both grades will count towards credits earned (one original and one elective) and both grades will count towards the GPA. This option will have a minimal effect on the GPA, but will increase the total number of credits earned.
 - If a student retakes a class and earns a lower grade, the retake can receive the "NG" while the original grade remains on the transcript.

It is the student's/parent's responsibility to contact the counselor with their choice in a timely manner so the transcript is accurate as soon as the replacement class is completed.

MIDDLE SCHOOL CREDIT POLICY

Students may receive three (3) high school credits, one each, for Math 1, Math 2, and/or Geophysical Science taken at middle school, with the following conditions:

- Students in high school cannot use their middle school grade as a replacement grade.
- Credit must be received from within a MCVSD #51 school or when entering high school from a school outside the MCVSD, students must enroll with a transcript from their middle school and a letter stating the criteria of the middle school course(s) taken.

Parents must request their child's middle school forward credit information to be placed on the student's high school transcripts. Parents will utilize the "Request for High School Credit" form which is available from the middle school office. This form will allow parents and students to choose from the following three options:

- Option 1: The class and grade will appear on the high school transcript. The class will count for credit and the grade earned will be included in the student's GPA.
- Option 2: The class and grade will appear on the high school transcript to show the class was taken. No credit will be given, and the grade earned will not be included in the student's GPA.
- Option 3: The class and grade will not appear on the high school transcript. No credit will be given, and the grade will not be included in the student's GPA.

March 1st of the student's junior year (one year prior to graduation) will be the last date that a student may add or remove a middle school credit on the high school transcript.

PHYSICAL EDUCATION WAIVER POLICY

Students may request and be granted a waiver for 0.5 credit of Physical Education if they provide the necessary written documentation that attests that they have fulfilled one of the two following criteria:

1. The student has participated in three (3) seasons of Marching Band **or**
2. The student has participated in three (3) seasons of the same co-curricular school sport.

Students are still required to take 0.5 credits of Personal Fitness and Wellness for graduation. No credit is attached to the waiver. Students must still earn a minimum of 25 credits to graduate.

Students can only waive the physical education course requirement; not the Personal Fitness and Wellness course requirement.

ADVISORY PROGRAM

Relationships are fundamental to the learning process both in and out of school. Research demonstrates that personalization of the learning environment – enabling students to know well, and be known well by at least one adult in the school – leads to improved student outcomes in school. Advisory groups are one effective means to achieve personalized learning by building supportive relationships between students and teachers.

At GJHS, all students are assigned to advisory groups by grade level. Grade level teachers/advisors serve as mentors for students, assisting them with overcoming the many 'obstacles' of high school and providing support to focus on the social, emotional, physical, intellectual and ethical development of students. Advisory is also used for the development and revision of students' Individual Career and Academic Plans (ICAP) as mandated by the Colorado State legislature. Advisory groups meet several weeks a month for 30 minutes, usually on Mondays, after second period. We schedule an advisory period to provide structured time during which specialized activities are designed and implemented to help our students find ways to fulfill their needs. The advisory period is used to provide consistent, caring, and continuous adult guidance at school through the organization of a supportive and stable peer group. The only students exempted from this are those participating in Mod 1 or 2 of Career Center or WCCC.

During the 2015-2016 school year, in order to increase accountability for the completion of our ICAP requirements, students will receive either a pass or fail grade based on their attendance to the Advisory class and their participation in the many activities offered during the advisory period throughout the year. In order to receive a passing grade, students must attend 80% of the advisory classes and complete 80% of the assignments.

MISCELLANEOUS CREDIT INFORMATION

The following programs receive the credit as specified:

- **Teacher Aide**
One fourth ($\frac{1}{4}$) (.25) credit per semester (split block) or quarter (block) will be granted to students who have the experience of assisting a teaching or learning activity (that shows direct benefit to the individual student). Students receive a Pass or Fail grade for this program. Students working in an office will be granted additional credit based on their additional responsibilities. Students may elect to have the hours they work as a teacher's aide be counted towards their service learning hours in lieu of receiving the .25 credit if they have the teacher complete a Service Learning Verification Form and turn it in in the main office.
- **Tutor Mentors/Student Mentors.**
One half ($\frac{1}{2}$) (0.5) credit can be earned per block or split-block when students serve as a tutor in the classroom. The student is responsible for fulfilling the objectives and responsibilities the school assigns. A letter grade will be earned. Students have the opportunity to serve in feeder elementary/middle schools, upon approval. This program is available only to juniors and seniors.
- **Credit taken before 9th Grade**
Credits will not be awarded for courses taken during the summer prior to a student's first year in high school.

GRADE LEVEL DESIGNATIONS

Beginning in the 2004 – 2005 school year, MCVSD #51 high schools placed students in grade levels in chronological order. This means that students who enter high school and do not successfully complete their course requirements will be classified as a freshman, sophomore, etc. according to their age. For example, a student who enters GJHS as a freshman and is 14 years old, fails a majority of his/her 9th grade courses will be placed in the 10th grade and classified as a sophomore his/her second year in high school. Students who enter high school for the first time and are 15 years of age or older, will be scheduled as a 9th grader.

ATHLETIC AND CO-CURRICULAR ACTIVITY ELIGIBILITY POLICY

To maintain athletic and co-curricular eligibility, students must adhere to the following criteria:

Initial Eligibility

- Student-athletes must have taken a minimum of three (3) credits the semester prior to the start of the sport and must not have failed more than 0.5 credits during this semester.
- Athletes must be enrolled in a minimum of three (3) credits in any semester and pass a minimum of 2.5 credits each semester while not failing more than 0.5 credits.
- Once a student has failed more than 0.5 credits for that semester, the student will be deemed ineligible immediately.
- Students can make up failed classes from 3rd and 4th quarters through District #51 on-line classes or summer school classes offered by MCVSD #51, in the same subject area, to participate in fall sports. Final grades from summer school are due to GJHS the Thursday prior to Labor Day.

Weekly Eligibility

- Every Thursday by noon, teachers submit a list of students who are failing courses to the Activity/Athletic Director's Secretary.
- Students who are failing two (2) classes on these weekly eligibility checks will be placed on probation. A second consecutive failing grade in the same classes will deem the student ineligible

for the week. Students who are ineligible will not be allowed to participate or travel in contests Monday through Saturday of that week.

****Please see the Activity/Athletic Director for additional eligibility requirements.**

ACADEMIC RECOGNITION PROGRAMS

Superintendent's Scholars Program

The Superintendent's Scholars Program is designed to challenge high school students to make the most of their educational opportunities by striving to excel academically, and then celebrating and honoring the select few who accomplish their goals.

There are two components to the program, i.e., the Superintendent's Scholar Pin and the Superintendent's Scholar Awards Banquet. Each year, the Superintendent awards a Superintendent's Scholar Pin to those students who attained a 4.0 or higher cumulative GPA the previous year. Sophomores receive a pin for achieving a 4.0 or higher their 9th grade year; juniors receive a pin for achieving a 4.0 or higher their 10th grade year; and seniors receive a pin for achieving a 4.0 or higher their 11th grade year. Superintendent's Scholar Pins are usually presented at the annual academic letter award ceremony which is held in the fall. Seniors receive Superintendent's Scholars Pins at the Spring All School Awards Night. Near the end of the school year, the Superintendent also hosts a Superintendent's Scholar Awards Banquet for those seniors who have maintained a 4.0 or higher GPA for all four years of the high school career. Each award recipient receives a plaque and a certificate. Students who are working toward "Certificate of Attendance" and home-schooled students are ineligible for this recognition. In addition, students who are enrolled less than full time, less than 3.0 credits per semester, are only eligible for the banquet, not the scholar pins.

Academic Letter Program

Each year MCVSD #51 high schools celebrate their students' academic excellence by awarding an academic letter to qualified students. Academic letters and other symbols of recognition will be presented in the fall for grades earned the previous school year. Graduating seniors will receive their academic letter for their senior year at the Annual All School Awards Ceremony in May. The Academic Letter award is based on the following criteria:

- Full-time student at their home high school, including District #51 satellite programs. Students must be enrolled in 3.0 credits each semester.
- Minimum grade point average of 3.50 for the entire year. We also continue our tradition of recognizing students who earn a 3.75 or higher GPA.

Points of Understanding:

1. The Academic Letter with year pin is presented to those students who earn a 3.50 to 3.74 GPA the first year. Students who earn a 3.75 or higher also receive a star to recognize the higher GPA. Bars and year pins are used to recognize students who earn a 2nd, 3rd and 4th academic letter.
2. The GPA for awarding of the academic letter is based upon all courses taken the previous year, regardless of the school attended, including out-of-district transfers.
3. When determining the student's GPA, we will count MCVSD#51 courses taken between August and July of the academic year. District #51 summer school courses and District #51 on-line courses taken during the summer will be applied to the previous academic year. District #51 on-line courses taken during the year apply to that year.
4. Colorado Mesa University concurrent classes taken may be considered to meet the above criteria.

Honor Societies

Qualifying GJHS students may be admitted into the approved and affiliated national honor societies. The honor societies have similar criteria that are designed to recognize those Tigers who excel academically, display impeccable character, render community service, and promote leadership. At GJHS, we have four honor societies: the National Honor Society, the National Art Honor Society, the Tri-M Music Honor Society, and the National Technical Honor Society.

The National Honor Society

The National Honor Society was founded in 1921 to recognize and encourage academic achievement while also developing other characteristics essential to citizens in a democratic society. In 1960, we formed the Tri-S Chapter of the National Honor Society to recognize those students who excel in scholarship, leadership, service, and character. The Tri-S Chapter of the National Honor Society has a long and proud tradition at GJHS. It should be the goal of every student entering GJHS to be invited to join this honor society. Membership is by invitation only and brings with it a prestige that lasts a lifetime.

Membership also brings with it certain responsibilities. Members are honor-bound to perform service to the community, as well as exhibiting leadership and good moral character in their daily lives.

Membership is offered to sophomores and juniors who have compiled a cumulative GPA of 3.5 or higher, and who in the judgment of a faculty committee, have exhibited leadership in their high school endeavors, displayed good moral character, and who have provided service to the community. Service is judged from information requested of the student on a *Student Activity Information Form*. Every qualified student should take the time to list all activities of service and review this form with parents for completeness. The five-member faculty committee grants admission by majority vote. The National Honor Society Faculty Adviser(s) sit in advisement during these proceedings. The decisions of the faculty committee are final and not open to appeal. Once admitted, membership is continuous unless removed by decision of the faculty committee. Revocation of membership may result based upon students failing to maintain the academic standard of a cumulative GPA of 3.5, and actions of the student which reflect poorly on the aspects of character, service, or leadership.

For additional information, see the National Honor Society Advisor.

The National Art Honor Society

The National Art Honor Society (NAHS) was established in 1978 “for high school students in grades 10-12 for the purpose of inspiring and recognizing those students who have shown an outstanding ability in art. The NAHS strives to assist members in working toward the attainment of their highest potential in art and to raise awareness of art education throughout the school and community. In February 2009, we established Chapter #3042 at GJHS. The selection process for the HANS is similar to that of the NHS.

For additional information, see the National Art Honor Society Advisor.

Tri-M Music Honor Society:

The Tri-M Music Honor Society, has been established to provide an appropriate method for recognizing the music achievements of our students; strengthen our school’s music program; help society members reach their full musical potential; motivate and recognize our society’s members’ musical and personal achievements, credits, and grades; encourage society members to work together toward the same goal; present inspiration and challenge to our society members; and focus public attention on our school’s music program through community service.

The Tri-M Music Honor Society recognizes those Tigers who are enrolled in a school-sponsored music ensemble and/or class for at least one semester; have achieved and maintained at least an “A” average in music, for the previous semester, and at least a “B” average or the equivalent in other academic subjects; and have demonstrated leadership, service, and character in their activities.

Please see the TRI-M Music Honor Society Advisor for more information on this prestigious society.

National Technical Honor Society

The National Technical Honor Society (NTHS) is the acknowledged leader in the recognition for outstanding student achievement in career and technical education. NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

The National Technical Honor Society recognizes those Tigers who have completed one program of study in either Business or Family and Consumer Science, have a cumulative GPA of 3.0 or higher for all of their courses, and have a cumulative average of 3.5 or higher for technical courses from the department through which they are applying for membership. Tigers must also be a member of either the Future Business Leaders of America (FBLA) in the Business Department or Family, Career and Community Leaders of America (FCCLA) in the Family and Consumer Science Department. Lastly, students must acquire two letters of recommendation, at least one of which is from a faculty member outside of the technical program. For additional information, see the National Technical Honor Society Advisor.

Honor Rolls:

We recognize students for their academic excellence in class at the end of each nine-week marking period, by publishing two honor rolls: the **Honor Roll** and the **High Honor Roll**. Students who earn a 3.5 to 3.74 GPA are eligible for the **Honor Roll**. Students who maintain a 3.75 or higher GPA are eligible for the **High Honor Roll**. Students who fail a course, earn a "D" in a course, or have incomplete or missing grades in any course, to include band/chorus, are not qualified to receive either honor roll recognition.

Individual Academic Recognition:

In addition to the above mentioned forms of recognition, we also recognize the Best of our Best academically based on their GPA and performance on the ACT or other approved assessments. These individuals receive district level recognition through the Pathway of Distinction Diploma. They also receive school level recognition based on their final grade point average at the end of their four years in high school.

1. The Pathway of Distinction Diploma is a diploma with a gold seal placed on it for those students who complete 25 required standards-based credits, maintain a 3.5 grade point average (GPA) or higher, and demonstrate an "advanced" level on 9th and 10th grade TCAP in all tested areas, or demonstrate an "advanced" performance on the NWEA Map Test, or demonstrate a composite score of "22" or above on the ACT, or complete an alternative proficiency assessment (APA) during the junior or senior year. The Pathway of Distinction Diploma is determined based on a student's GPA at the end of the third marking period of the student's senior year.
2. At the school level, we recognize seniors based on their GPA at the end of the fourth quarter/second semester of their senior year. Specifically, we recognize the valedictorian who is the full-time student with the highest grade point average at the end of his/her four years in high school, and those students who earn a 4.0 grade point average (GPA), a 3.75 to 3.99 GPA, and a 3.5 to 3.74 GPA. These individuals are entitled to wear the following regalia with their graduation cap and gown.
 - a. Valedictorian- White tassel, black and orange honor stole and medallion with gold ribbon.
 - b. Students with a 4.0 GPA and Higher-Black and orange honor stole and medallion with silver ribbon.
 - c. Students with a 3.75-3.99 GPA-Black and orange honor stole and medallion with orange and black ribbon.
 - d. Students with a 3.5-3.74 GPA-Gold cord.

If there are two or more seniors who are tied with the highest GPA, they will share co-valedictorian honors. Again, both students must be full-time students. We do not recognize a salutatorian.

Additionally, the valedictorian is one of two students who present speeches to the graduating senior class at our commencement ceremony. The other student presenter is the president of the senior class.

PART IV CREDIT WORKSHEET

ID # _____ STUDENT NAME _____	COUNSELING DEPARTMENT Grand Junction High School 1400 N 5 th Street Grand Junction, CO 81501 (970)-254-6900
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	FRESH	SOPH	JUNIOR	SENIOR	NOTES
LANGUAGE ARTS <input type="checkbox"/> 1 credit Comp Lit 9 <input type="checkbox"/> 1 credit Comp Lit 10 <input type="checkbox"/> 1 credit Comp Lit 11 <input type="checkbox"/> ½ credit Level 12 Lit <input type="checkbox"/> ½ credit Lang Arts Elective TOTAL 4 credits					
<input type="checkbox"/> MATHEMATICS ** TOTAL 3 credits					
SCIENCE <input type="checkbox"/> 1 credit Strand 1--Geophysical <input type="checkbox"/> 1 credit Strand 2--Life <input type="checkbox"/> 1 credit Strand 3—Science Elec TOTAL 3 credits					
SOCIAL STUDIES (SS) <input type="checkbox"/> 1 credit Global Studies <input type="checkbox"/> ½ credit SS Elective <input type="checkbox"/> 1 credit U.S. History <input type="checkbox"/> ½ credit Am. Government TOTAL 3 credits					
<input type="checkbox"/> .5 Physical Education <input type="checkbox"/> .5 Personal Fitness & Wellness TOTAL 1 credit					
<input type="checkbox"/> FINE ARTS TOTAL ½ credit					
<input type="checkbox"/> COMPUTER APPLICATION TOTAL ½ credit					
<input type="checkbox"/> FINANCIAL LITERACY					Personal Finance, Economics, AP Economics, or Life Management meets this requirement.
ELECTIVE COURSES					
<input type="checkbox"/> SERVICE LEARNING 30 Hours + reflection paper					
TOTAL					
CUMMULATIVE TOTAL					

PART V DESCRIPTION OF COURSES

The GJHS staff will make every effort to fulfill student and parent schedule requests. However, based on a number of factors, classes may need to be added or removed from the course offerings. Additionally, the administration of the school reserves the right to design and make changes to student schedules. These changes may occur after initial schedules are completed. Some courses in this planning guide may not be offered, this decision will be based on enrollment needs.

The course selection process begins in January when counselors from the high school begin the registration process with students and staff. Since teaching assignments are based on the course selections made by students, requests for schedule changes should not be delayed until the school year begins in August. **If a student fails to follow the appropriate course selection procedures, the student's counselor may select the student's courses for the academic year.**

The following definitions will help you in deciding which courses to select:

Definitions:

- **Required courses** are the 25 standards-based courses which must be successfully completed in order to earn a diploma.
- **Academic courses** are considered to be courses generally in the areas of Language Arts, Mathematics, Science, Social Studies, and World Language.
- **Elective courses** are specific courses which a student may choose in accordance with the student's interests, aptitudes, and future plans.
- **Advanced Placement Program (AP)** is a program of credit by examination for college-level studies pursued in secondary schools. Advanced Placement courses make it possible for academically talented students to upgrade the quality and increase the challenge of their studies. "A," "B," and "C" grades earned in AP courses are weighted on a 5.0 grade scale. Students choosing to take AP classes are encouraged to take the AP exams. The AP program challenges and stimulates students, enhances students' high school and college programs, reduces college costs for parents, saves time and money for students, accelerates learning, and rewards achievement and individualized education. In order for AP grades from other schools to be weighted on the 5.0 scale, the school must be registered with the Advanced Placement Program.
- A **prerequisite** is a course which must be successfully completed before taking certain other courses. For instance, French I is a prerequisite to French II, because a student may not take French II before he/she has successfully mastered the knowledge and skills taught in French I.

COURSE NUMBERS, NAMES, ETC.

Each course described on the following pages includes several key components for your consideration. The first line contains the course number, the course title, which may include a grade level or course number for sequential courses and the course's level of rigor, i.e., Honors or Advanced Placement. The first line also indicates if the course meets Colorado Commission of Higher Education/Higher Education Admissions Requirements (HEAR) or has been approved by the NCAA. In the far right corner of the first line we have included the number of terms in the course and the credit value for each term. The second and subsequent lines contain the prerequisites of the course, if any, and other important information.

With sequential courses, a student should successfully complete the level one (1) course with at least a "C" average, before proceeding to the next more difficult course in the sequence. For example, students taking a world language in sequential order should earn a "C" average in the Level I course in order to be recommended for the Level II course.

BUSINESS AND INFORMATION TECHNOLOGY (IT) EDUCATION

THE THREE Rs of BUSINESS and IT EDUCATION

Rigor: Well-paying occupations with strong futures depend upon the real world knowledge and skills needed in today's workforce. Today's Business and IT Education is ever changing to reflect the business environment students will experience after high school and while in the "real-world." Business and IT offer students the opportunity to leave high school with the workplace and technology skills needed to compete in today's economy.

Relevance: To compete in today's economy and be prepared for the ever changing future, students need transferable skills that will help them advance both educationally and in the workplace. Business and IT Education focuses on problem solving, communication, technology, teamwork, and other workplace standards that give tomorrow's graduates an edge.

Relationships: Students connected to Business and IT programs have the opportunity to be part of student organizations such as *FBLA (Future Business Leaders of America, Cyber Security Club, and National Technical Honor Society)*. These organizations teach and promote networking with other students as well as business professionals. These relationships can open the door for jobs, scholarships, and other programs.

Graduation Requirements Met Through Business Courses:

Technology: All District 51 students are required to have .5 credits of technology. Most students meet this through **Computer Applications**. While students may not test out of the technology credit, they may take a placement test which allows them to move into a higher level course such as **Advanced Computer Applications** to fulfill the graduation requirement.

Computer Applications
Advanced Computer Applications

Financial Literacy: All District 51 students are required to earn .5 credits in financial literacy. **Personal Finance** is one option to earn this credit. Many parents encourage this option in that it teaches the skills students will need to be able to responsibly manage their own finances as they move into adulthood. *Personal Finance can also be counted as a math elective.*

Personal Finance

Co-Curricular Opportunities

FBLA-PBL FBLA-PBL (Future Business Leaders of America-Phi Beta Lambda) is open to all business minded students. The FBLA-PBL Mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs which include education through workshops and conferences; community service projects; and opportunities for students to become acquainted with a number of education and career options and opportunities.

Cyber Tigers Cyber Club provides students with experiential learning in a variety of fun unique ways to learn cyber security skills in a discipline under-represented in high school curricula. Students will gain skills and knowledge valuable from high school to the highest levels of educational attainment. The activities are designed in a way that all students, no matter their expertise in computers are welcome to participate in this club.

National Technical Honor Society NTHS is designed to recognize students who excel in career and technical education. To qualify for NTHS, students must have a 3.0 overall GPA and have either taken two business classes with a 3.5 or higher average or one business class with an A and actively participate in FBLA or Cyber Tigers for one year.

	BUSINESS & IT PATHWAYS				
All Students Graduation Requirements	Computer Applications and/or Advanced Computer Applications – Preferably 9th Grade Personal Finance – 11th or 12th Grades				
Career Pathways	Management & Administration	Marketing	Finance	Government & Public Administration	Information Technology (IT)
	<ul style="list-style-type: none"> • Administrative Services • Business Information Technology • Corporate/General Management • Human Resource Management • Operations Management 	<ul style="list-style-type: none"> • Marketing Communications • Marketing Management • Marketing Research • Merchandising • Professional Sales/Sales Management 	<ul style="list-style-type: none"> • Accounting • Banking Services • Corporate Finance • Insurance • Securities & Investments 	<ul style="list-style-type: none"> • Accounting • Banking Services • Corporate Finance • Insurance • Securities & Investments 	<ul style="list-style-type: none"> • Information Support and Services • Interactive Media • Network Systems & Telecommunications • Programming & Software Engineering
Recommended Classes	<ul style="list-style-type: none"> • Business Explorations • Business Law • Business Management • Business Communication 	<ul style="list-style-type: none"> • Business Explorations • Business Math • Accounting • Business Management • Business Communication • Business Law • Web Design I & II 	<ul style="list-style-type: none"> • Business Explorations • Business Math • Accounting • Business Management • Business Law 	<ul style="list-style-type: none"> • Business Exploration • Business Management • Business Law • Business Math • Accounting 	<ul style="list-style-type: none"> • Advanced Computer Apps • Programming I and II • Web Design I & II • Introduction To Computer Security And Coding • Pre-Advanced Placement Computer Science • AP Computer Science
Recommended for Students in All Pathways	Business Work Experience / Internship		Earn high school credit through working or career exploration through an internship. Builds your resume & provides coaching & support for your first job experience.		
	FBLA Future Business Leaders of America		Provides opportunities to build your resume through a variety of professional competitions, projects, & leadership development activities. Opens the door to scholarships.		
	Cyber Tigers		Cyber Club provides students with experiential learning in a variety of fun unique ways to learn cyber security skills in a discipline under-represented in high school curricula. Students will gain skills & knowledge valuable from high school to the highest levels of educational attainment. The activities are designed in a way that all students, no matter their expertise in computers are welcome to participate in this club.		
	NTHS National Technical Honor Society		Students must maintain a 3.0 overall GPA, complete at least two (2) Career and Technical Classes with a 3.5 or higher, and be able to verify membership in a leadership organization such as FBLA, FCCLA, Student Council, etc. or demonstrate a full year of serving as a leader in another club or organization such as Cyber Tigers, Interact, French Club, etc..		

BUSINESS AND IT COURSES

35501 **BUSINESS COMMUNICATION**

Prerequisite: Computer Applications

1 Term .5 Credit

Grades 10 - 12

This course will fulfill .5 Language Arts Elective credit.

This course develops a student's ability to communicate effectively in business. It includes specific job-related skills such as proofreading and editing, formal English skills, letter and memorandum writing, and telephone techniques. Effective listening and non-verbal communication skills are practiced as they relate to leadership and personal interaction with co-workers and customers or clients. Students will be involved with the diverse aspects of business communication theories and practices, and provide instruction in understanding basic principles and the importance of appropriate and professional business communication. Students will learn to compose various communication-related correspondence expected of business and industry. Participants may also address ethical concerns as they relate to business communication. Evaluation is based on completion of daily assignments, projects, quizzes and tests.

35580 **COMPUTER APPLICATIONS**

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

This course meets the graduation requirement for Computer Literacy.

This is a lab course that will enable students to gain experience using Microsoft Word, Excel, Powerpoint, Publisher and Outlook. Students will learn about operations systems, applications software, windows terminology, disk and file management, word processing applications and formatting spreadsheet features and functions, the applications of standard charts and use of presentation graphs and applications. Students will also perform activities using integrated instructional software programs. Students will be given assignments in which searching the Internet will be required. Evaluation is based on a combination of class assignments, quizzes, and projects. All work is expected to be completed in class; therefore, regular attendance is required for successful completion of the course.

The Class Fee is \$15.00

Students will have the opportunity to show advanced skills by taking the **MOS (Microsoft Office Specialist)** Exam. Students who pass the test will receive the nationally recognized MOS Certificate and have the distinction of **Honors** placed in front of Computer Applications on their transcripts.

35595 **ADVANCED COMPUTER APPLICATIONS**

Prerequisite: Computer Applications or scoring 80% or better on the Placement Test

1 Term .5 Credit

Grades 9 - 12

This course meets the graduation requirement for Computer Literacy.

The student will explore a wide range of uses of the spreadsheets and databases with emphasis on using them as business tools. Students will complete integrated projects creating and saving workbooks, entering and using formulas, formatting, creating charts, entering and using functions, managing lists, and simple macros. Using Access, the student will utilize databases to create and modify queries, forms, and reports. Additionally, the student will enhance presentation software with multimedia features. Finally, students will utilize their skills in web page design as well as using programs such as Movie Maker and Photoshop to complete project-based; integrated assignments. Students should be prepared for an in-depth coverage of materials and an advanced pace of work. Evaluation is based on a combination of class assignments, quizzes, and projects. All work is expected to be completed in class; therefore, regular attendance is required for successful completion of the course. Class Fee is \$15.00.

35650 INTRODUCTION TO COMPUTER SECURITY AND CODING

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

Introduction to Computer Security is a one-semester course that serves as an introduction to Computer Security to students of all grades. This course covers fundamentals in computer operating system security within Windows, Windows Server, and Linux environments. Topics include introduction to computer security, introduction to VMWare, introduction to windows security, threats and vulnerabilities, mitigation of threats and vulnerabilities, networking fundamentals, Unix operating systems, and password security. Students will also be introduced to beginner level coding with Java/Python using Karel J. Robot written by Joseph Bergin to solve problems throughout the semester. Problem solving will be heavily stressed as well as ethics as they relate to technology.

The Class Fee is \$10.00.**35645 WEB DESIGN I**

Prerequisite: Computer Applications or Advanced Computer Applications

1 Term .5 Credit

Grades 10 - 12

This class will use Dreamweaver to introduce students to designing, creating, editing and maintaining web pages that are easy to use and visually appealing. The use of images, forms, tables, templates, layers and behaviors will be covered. Photoshop will be used to format images for use in web pages. Evaluation is based upon completed daily assignments, short projects and a completed personal web site. All work is to be done in class; therefore, regular attendance is required to be successful.

The Class Fee is \$5.00.**35646 WEB DESIGN II**

Prerequisite: Web Design I

1 Term .5 Credit

Grades 10 - 12

Completion of Web Design I with a "C" or higher is required before enrolling in this class.

This class will create, update and maintain the high school web site using industry-based-standards. Students will take their prior experience with web designing software from Web Design I and apply it to the school site. Evaluation will be based upon successfully completing both short-term and long-term projects using industry-based standards. All work is to be done in class due to the specific requirements of the projects; therefore, regular attendance is required to be successful. Class Fee \$5.00

35710 BUSINESS EXPLORATIONS

Prerequisite: None

1 Term .5 Credit

Grades 9 - 10

This class is for freshmen and sophomores who are interested in learning the basics about the business world. Students will obtain knowledge about being an informed consumer and understanding the work world. Content includes the study of current business issues, with an emphasis on business vocabulary. Students are taught about ethics and social responsibilities. This course will prepare students for upper level business courses. Evaluation is based upon completion of in-class assignments, projects, quizzes, and unit examinations.

35715 BUSINESS MATH

Prerequisite: Core Math Credits

1 Term .5 Credit

Grades 11 - 12

This course may be taken for .5 Math credit.

This course is designed to assist students in learning to use math effectively as a tool in their lives as workers and consumers. Methods students can use to approach problem solving in a logical manner are emphasized. Realistic business situations including personnel, purchasing, marketing, accounting records and corporate planning will be addressed. Algebraic concepts covered in prior core math classes will be applied to realistic business situations such as personnel, production, purchasing, sales, marketing, accounting records, insurance, and business technology. Technology tools such as calculators, spreadsheets and the Internet will be integrated into daily work. Evaluation is based upon completion of in-class assignments, an average amount of homework, quizzes, unit examinations, and cumulative projects. Most work is done in class; therefore, regular attendance is required for successful completion of this course.

35720 BUSINESS MANAGEMENT

Prerequisite: None

1 Term .5 Credit

Grades 11 - 12

This course develops an understanding of business management operations. It covers issues of advanced business topics, financial applications and analysis, and employer-employee relationships. Strong emphasis is placed on leadership, communications, and managing human resources. The course covers issues pertinent to starting and/or owning a business. Evaluation is based on daily assignments, individual and group projects, participation in group activities, and formal tests and assessments. The successful completion of a business plan is a vital part of the final grade. Much of the work is completed in class and relies on interaction with and feedback from peers; therefore, attendance is essential to completing the course successfully.

35740 PERSONAL FINANCE

Prerequisite: Computer Applications and Core Math Credits

1 Term .5 Credit

Grades 11 - 12

This course may be taken for .5 Math credit.

This course also meets the graduation requirement for Financial Literacy.

This course emphasizes life-long decision-making skills in personal financial management: exploring the economic way of thinking, calculating taxes, spending and budgeting, credit and debt, saving and investing, and types of insurance. This course will give a student hands-on experience through computer simulations, websites, and financial calculators, as well as a connection with real-world expertise through guest speakers. Evaluation is based upon completion of in-class assignments, projects, quizzes, and unit examinations. Most work is done in class; therefore, regular attendance is required for successful completion of this course.

34320 ECONOMICS

Prerequisite: None

1 Term .5 Credit

Grades 10 - 12

***HEAR, NCAA APPROVED**

This course may be taken for .5 credit of Social Studies Elective.

This course also meets the graduation credit for Financial Literacy.

The purpose of this course is to help students understand the American economic system of free enterprise so that they will be able to make better financial, employment and business decisions. Students will study how the U. S. economy works by examining the basic elements of the free market system, the interaction of supply and demand, the banking system and national economic policy.

35770 BUSINESS LAW

Prerequisite: None

1 Term .5 Credit

Grades 11 - 12

This course emphasizes the importance of the law in our society and the business and personal law concepts that directly relate to students' lives today and in the future. Students consider legal issues that are faced by minors, families, consumers, and business people including the organization of the legal system, contract and consumer law, agency and employment law, domestic relations law, and special law issues, property, commercial paper, technology, and the environment. Evaluation is based upon completion of in-class assignments, projects, quizzes, and unit examinations. Most work is done in class; therefore, regular attendance is required for successful completion of this course.

ACCOUNTING

Accounting provides you with practical applications for both personal and business use. **If you plan to study accounting, business, finance, marketing, management, or law at the college level**, this foundation course is a must. **If you plan to enter the business world after high school**, these courses will provide entry level job skills that will help you start your career. **If you plan to start your own business**, you will learn how to keep your own records.

35801 **ACCOUNTING I A**
Prerequisite: Core Math Credits

1 Term .5 Credit
Grades 10 - 12

This course may be taken for .5 Math credit.

This course builds a basic understanding of manual and automated accounting principles and procedures. Students learn to analyze and record business transactions and prepare financial statements for businesses organized as proprietorships, partnerships and corporations. Reading, homework, daily class work, good attendance, and the completion of one accounting simulation is a minimum requirement to receive credit for this class. Class Fee \$20 non-refundable fee for online software license includes Accounting 1A and 1B if taken the same year.

35802 **ACCOUNTING I B**
Prerequisite: Accounting IA

1 Term .5 Credit
Grades 10 - 12

This course may be taken for .5 Math credit.

This course builds a basic understanding of manual and automated accounting principles and procedures. This course builds on the concepts and procedures of Accounting IA. Students learn to analyze and record business transactions and prepare financial statements for businesses organized as proprietorships, partnerships and corporations. **The Class Fee is a \$20.00** non-refundable fee for online software license includes Accounting 1A and 1B if taken the same year.

35850 (A), (B) **BUSINESS WORK EXPERIENCE**
/CAREER INTERNSHIP – CLASS

1-2 Terms .5 Credit Each
Grades 11 - 12

Prerequisite: Computer Applications AND Teacher/Coordinator Recommendation

Students must satisfactorily complete this course to receive more than .5 credit for Business Work Experience (Work Program)

This course is designed to help students develop workplace skills valuable to any profession. It is designed to supplement the Internship described below but does not have to be taken concurrently. Students will assess personal skills, abilities, aptitudes and personal strengths as related to career exploration and development. Students will complete projects to develop additional workplace skills in areas such as organization, filing procedures, reinforcement of writing and math skills, business ethics and etiquette, and integration of technology using the MS Office Suite. By using actual work experiences, guest speakers and simulations, students will explore their own career goals.

Evaluation is based on classroom assignments, assessments and projects. Students will be expected to work in team learning groups for projects. Contribution to the group will be part of the evaluation process. Therefore, regular attendance is an expectation for a student to successfully complete the course.

35860 (A), (B) **BUSINESS WORK EXPERIENCE**
/CAREER INTERNSHIP – WORK

.5 Credit per Term
Grades 11 - 12

Students may earn a maximum of (3) credits for Work/Internship Experience.

Students with approved workplace or internship placements may earn up to 3 credits for these experiences. To see what qualifies for approval, see below. In

Students must have a job or intern placement and complete the required paperwork within the first two weeks of the term, or the class will be dropped from their schedules.

This is an independent student course that requires weekly assignments and contact with the teacher coordinator based on the student's involvement with a job or career internship. Students may earn up to 1 credit (.5 credits per semester) through the independent study portion alone. In order to earn additional credits, the student needs to be enrolled in or have completed the BWE class described above.

Work Place Credit: In order to earn the credit for work, a student must be legally employed and be able to document the employment and hours worked through check stubs as well as other completed

accountability forms. Credit will be given in .5 credit increment for each 67.5 hours worked with a maximum of 1 credit per semester.

Internship Credit: Students may earn credit through placement in a career internship. All placements must be approved by the teacher/coordinator. The purpose of an internship is to allow a student to learn about a career through extended, though limited, on-site job shadowing experiences. Hours spent in the internship must be documented by the intern supervisor and turned into the teacher/coordinator. In order to qualify as an internship, the experience must be educational in nature. The interns are not free labor and cannot be a replacement for a regular employee. An internship is limited to one semester or 67.5 hours. A student may do additional internships, but they must be in a different career field or provide a view of a significantly different aspect of a career field. While the two placements may be related, there must be clear and significant differences in what might be learned to warrant extending the learning experience for additional credit.

35890 PROGRAMMING IA
Prerequisite: Math 1A and Math 1B

1 Term .5 Credit
Grades 10 - 12

This course introduces programming and applications development for the Microsoft Windows Programming environment using Visual Basic® for Windows. Assignments focus on user interfaces, program structure, language syntax, and implementation details. Reading, homework, daily class work, good attendance and the completion of a final project approved by the teacher is a minimum requirement to receive credit for this class.

35891 PROGRAMMING IB
Prerequisite: Programming IA

1 Term .5 Credit
Grades 10 - 12

This course builds on the skills learned in Programming IA. Assignments focus on more involved applications, working with advanced controls, and learning additional programming elements. Reading, homework, daily class work, good attendance, and the completion of a final project approved by the teacher.

35990 (A), 35991 (B) PRE-ADVANCED PLACEMENT COMPUTER SCIENCE 2 Terms .5 Credit Each
Prerequisite: None (Pending Approval of Course by the District) Grades 9 - 12

This is a year-long course that will introduce students to the fundamentals of Computer Science. Students will learn how to use the Processing language to create images and basic animations using variables, conditionals, loops and more. Students will also learn the basics of the object oriented programming paradigm. Topics of study include variables, conditionals, loops, classes, functions and arrays.

35600 (A), 35601 (B) ADVANCED PLACEMENT COMPUTER SCIENCE
Prerequisite: Computer Apps or Advanced Computer Apps, Math 2 A & B,
and Comp/Lit 10 A & B or Business Teacher Approval

2 Terms .5 Credit Each
Grades 10 - 12

The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course.

35840 FBLA OFFICERS
Prerequisite: Selection and approval of the FBLA Advisor
3 credits maximum

1-2 Terms .5 Credit Each
Grades 10 - 12

This credit is available for officers of Future Business Leaders of America (FBLA). FBLA is a co-curricular student career and technical organization that centers activities on national and state educational standards. The officers of the organization are required to provide leadership to other students, plan and implement fundraising and community service projects, as well as oversee the preparation of formal reports to be submitted to the state chapter each year. Students seeking an officer position will be required to formally apply and interview. Students will also sign a contract which defines the expectations based on the student's officer position. Students who do not satisfactorily meet the requirements of their offices may be removed from the office and the independent study program. To qualify for this credit, student must be an officer at the chapter, district, state, or national level.



Future Business Leaders of America-Phi Beta Lambda is a co-curricular organization open to all business minded students. The FBLA-PBL Mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs which include education through workshops and conferences; community service projects; and opportunities for students to become acquainted with a number of education and career options and opportunities.

ENGLISH AS A SECOND LANGUAGE

31966 (A), 31981 (B) **ESL 1**

2 Terms .5 Credit Each

This is the first course for English Second Language (ESL) students who will receive additional time, assistance and instruction by the ESL Teacher to complete Level 1 or Entering level language acquisition curriculum. The ESL Teacher will follow the UCIA ESL curriculum for this course as established.

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Embedded throughout the ESL Unified Curriculum Instruction and Assessment (UCIA) curriculum for this language level.

Performance Indicators: Embedded throughout the ESL UCIA curriculum for this language level.

Assessments: Embedded throughout the ESL UCIA curriculum for this language level.

Instructional Resources: No additional resources are required.

31967 (A), 31984 (B) **ESL 2**

2 Terms .5 Credit Each

This is the second course for ESL students who will receive additional time, assistance and instruction by the ESL Teacher to complete Level 2 or Beginning level language acquisition curriculum. The ESL Teacher will follow the UCIA ESL curriculum for this course as established.

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Embedded throughout the ESL UCIA curriculum for this language level.

Performance Indicators: Embedded throughout the ESL UCIA curriculum for this language level.

Assessments: Embedded throughout the ESL UCIA curriculum for this language level.

Instructional Resources: No additional resources are required.

31968 (A), 31987 (B) ESL 3**2 Terms .5 Credit Each**

ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete Level 3 or Developing level language acquisition curriculum. The ESL Teacher will follow the UCIA ESL curriculum for this course as established.

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Embedded throughout the ESL UCIA curriculum for this language level.

Performance Indicators: Embedded throughout the ESL UCIA curriculum for this language level.

Assessments: Embedded throughout the ESL UCIA curriculum for this language level.

Instructional Resources: No additional resources are required.

31969 (A), 31989 (B) ESL 4**2 Terms .5 Credit Each**

ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete Level 4 or Expanding level language acquisition curriculum. The ESL Teacher will follow the UCIA ESL curriculum for this course as established.

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Embedded throughout the ESL UCIA curriculum for this language level.

Performance Indicators: Embedded throughout the ESL UCIA curriculum for this language level.

Assessments: Embedded throughout the ESL UCIA curriculum for this language level.

Instructional Resources: No additional resources are required.

31965 (A), 31975 (B) ESL Intervention**2 Terms .5 Credit Each**

Through this course, ESL students will receive additional time, assistance and instruction to address deficiencies in the domain of language acquisition as identified by WIDA ACCESS or a data body of evidence. The ESL Teacher will provide instruction to ESL students who meet specific intervention criteria.

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Will be embedded throughout the instruction of this domain.

Performance Indicators: WIDA Can-do Descriptors.

Assessments: Pre and post assessments for the specific domain.

Instructional Resources: No textbook required at this time; instructional materials will be compiled during the instruction of the course by the ESL Teacher/District Department.

31961 (A), 31971 (B) ESL Intervention (Reading)**2 Terms .5 Credit Each**

Through this course, ESL students will receive additional time, assistance and instruction to address deficiencies in the domain of language acquisition as identified by WIDA ACCESS or a data body of evidence. The ESL Teacher will provide instruction to ESL students who meet specific intervention criteria.

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Will be embedded throughout the instruction of this domain.

Performance Indicators: WIDA Can-do Descriptors.

Assessments: Pre and post assessments for the specific domain.

Instructional Resources: No textbook required at this time; instructional materials will be compiled during the instruction of the course by the ESL Teacher/District Department.

31962 (A), 31972 (B) **ESL Intervention (Writing)**

2 Terms .5 Credit Each

Through this course, ESL students will receive additional time, assistance and instruction to address deficiencies in the domain of language acquisition as identified by WIDA ACCESS or a data body of evidence. The ESL Teacher will provide instruction to ESL students who meet specific intervention criteria.

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Will be embedded throughout the instruction of this domain.

Performance Indicators: WIDA Can-do Descriptors.

Assessments: Pre and post assessments for the specific domain.

Instructional Resources: No textbook required at this time; instructional materials will be compiled during the instruction of the course by the ESL Teacher/District Department.

31963 (A), 31973 (B) **ESL Intervention (Listening)**

2 Terms .5 Credit Each

Through this course, ESL students will receive additional time, assistance and instruction to address deficiencies in the domain of language acquisition as identified by WIDA ACCESS or a data body of evidence. The ESL Teacher will provide instruction to ESL students who meet specific intervention criteria.

Department: English as a Second Language

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Will be embedded throughout the instruction of this domain.

Performance Indicators: WIDA Can-do Descriptors.

Assessments: Pre and post assessments for the specific domain.

Instructional Resources: No textbook required at this time; instructional materials will be compiled during the instruction of the course by the ESL Teacher/District Department.

31964 (A), 31974 (B) **ESL Intervention (Speaking)**

2 Terms .5 Credit Each

Through this course, ESL students will receive additional time, assistance and instruction to address deficiencies in the domain of language acquisition as identified by WIDA ACCESS or a data body of evidence. The ESL Teacher will provide instruction to ESL students who meet specific intervention criteria.

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes

3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Will be embedded throughout the instruction of this domain.

Performance Indicators: WIDA Can-do Descriptors.

Assessments: Pre and post assessments for the specific domain.

Instructional Resources: No textbook required at this time; instructional materials will be compiled during the instruction of the course by the ESL Teacher/District Department.

31970 (A), 31955 (B) **ESL Language Lab 9**

2 Terms .5 Credit Each

Through this course, ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete ELA 9 course work. The ESL Teacher will provide supplemental instruction to ESL students who are currently enrolled in an ELA 9 class.

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Embedded throughout the UCIA curriculum for this grade level.

Performance Indicators: Embedded throughout the UCIA curriculum for this grade level.

Assessments: Embedded throughout the UCIA curriculum for this grade level.

Instructional Resources: Current ELA 9 materials already adopted by D51.

31971 (A), 31956 (B) **ESL Language Lab 10**

2 Terms .5 Credit Each

Through this course, ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete ELA 10 course work. The ESL Teacher will provide supplemental instruction to ESL students who are currently enrolled in an ELA 10 class.

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Embedded throughout the UCIA curriculum for this grade level.

Performance Indicators: Embedded throughout the UCIA curriculum for this grade level.

Assessments: Embedded throughout the UCIA curriculum for this grade level.

Instructional Resources: Current ELA 10 materials already adopted by D51.

31960 (A), 31951 (B) **ESL Learning Strategies**

2 Terms .5 Credit Each

Through this course, ESL students will receive additional time, assistance and instruction by the ESL Teacher to complete any course work. This class will serve as a homework completion and study skills enhancement course.

Colorado Academic Standards Addressed:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

21st Century Academic Standards Addressed: Embedded throughout the UCIA curriculum for this grade level.

Performance Indicators: Embedded throughout the UCIA curriculum for this grade level.

Assessments: Embedded throughout the UCIA curriculum for this grade level.

D51 ESL Class Title	WIDA LEVEL of Proficiency	Students in the Class	Duration of the Class
ESL Learning Strategies	Not Applicable	Teacher choice	Depends on the individual student need
ESL Intervention (Reading)	Depends on the specific Domain score (LEP overall: domain score of 4 or less)	Teacher choice	45 minutes 1 Quarter
ESL Intervention (Writing)	Depends on the specific Domain score (LEP overall: domain score of 4 or less)	Teacher choice	45 minutes 1 Quarter
ESL Intervention (Listening)	Depends on the specific Domain score (LEP overall: domain score of 4 or less)	Teacher choice	45 minutes 1 Quarter
ESL Intervention (Speaking)	Depends on the specific Domain score (LEP overall: domain score of 4 or less)	Teacher choice	45 minutes 1 Quarter
ESL Intervention	Depends on the specific Domain score (LEP overall: domain score of 4 or less)	Teacher choice	45 minutes 1 Quarter
ESL 1	1 Entering	Newcomers	90 minutes Depends on the individual student progress 1 Semester to 1 Year
ESL 2	2 Beginning	NEPs	90 minutes 2 Semesters
ESL 3	3 Developing	LEPs	45 minutes 2 Semesters
ESL 4	4 Expanding	LEPs	45 minutes 2 Semesters
ESL Language Lab 9	Levels 1-5	Any Level of ESL student enrolled in ELA 9	45 minutes
ESL Language Lab 10	Levels 1-5	Any Level of ESL student enrolled in ELA 10	
PUSH IN to Core classes	5 Bridging		Depends on the individual student Alternative Plan

FAMILY AND CONSUMER SCIENCE

Students successfully completing Food Science I and II will be considered Completers in the Family and Consumer Science Career and Technical Education Pathway. Those students who successfully complete Food Science I and II with a final grade of A or B may earn Technical Scholar status and be eligible for college credit at Colorado Mesa University.

Successful completion of at least two of the Family and Consumer Science Core courses - Relationships, Child Development and Life Management - will earn students "Completer" status in the curriculum pathway. Programs with high numbers of Completers receive greater levels of program funding which, in turn, makes way for improved opportunities for student learning and success.

37510 FOOD SCIENCE I

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

This class can be used to meet the Science Elective requirement.

This course focuses on food safety, principles of nutrition and food preparation techniques. It is intended to offer students laboratory experiences that reflect the science of food and nutrition. This is accomplished through completion of textbook assignments and lab experiments. Because of the hands-on nature of this class, consistent attendance is necessary for success. If work is not completed in class, homework will be necessary. Although cooking will take place to demonstrate scientific principles, this NOT a cooking class!!

37520 FOOD SCIENCE II

Prerequisite: Food Science I

1 Term .5 Credit

Grades 9 - 12

This class can be used to meet the Science Elective requirement.

This course is a continuation of Food Science I and requires the knowledge and understanding of scientific principles taught in it. This is accomplished through completion of textbook assignments and lab experiments. Because of the hands-on nature of this class, consistent attendance is necessary for success. If work is not completed in class, homework will be necessary. Although cooking will take place to demonstrate scientific principles, this is NOT a cooking class!!

37560 LIFE MANAGEMENT

Prerequisite: None

1 Term .5 Credit

Grades 11 - 12

This course meets the graduation credit for Financial Literacy.

This course is designed to develop educated consumers with an understanding and academic knowledge of consumer resources and financial organizations. It will focus on personal and family resources, job and career, personal and family finances, and wellness. This is accomplished through classroom activities and assignments. Because of the hands-on nature of this class, consistent attendance is necessary for success. If work is not completed in class, homework will be necessary. This course is recommended for students not currently taking Personal Finance.

37600 CHILD AND ADOLESCENT DEVELOPMENT

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

This course is designed to acquire knowledge and understanding of child and adolescent development necessary for strengthening the well-being of children and families. Content focuses on perspectives of human development, research and theories, understanding and nurturing development, and challenges to development. This is accomplished through classroom activities and assignments, including use of the Real Care Baby simulator. Because of the hands-on nature of this class, consistent attendance is necessary for success. If work is not completed in class, homework will be necessary.

37642 FASHION DESIGN AND MERCHANDISING

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

The purpose of this course is to expose students to various aspects of the fashion design and merchandising industry. Students integrate knowledge, skills, and practices to evaluate potential career opportunities. Emphasis is placed on an introduction to fashion, fashion and textile selection, product construction and fashion merchandising.

The Class Fee is \$15.00**37590 RELATIONSHIPS**

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

This course is designed to impart academic knowledge and understanding for healthy, respectful, and caring relationships across the life span. Emphasis is placed on family and friend dynamics, effective communication, and healthy interpersonal relationships.

37632 (A) 37633 (B) CATERING

Prerequisite: Food Science I and II

2 Terms .5 Credit Each

Grades 11 - 12

This class is designed for students with career interests in the food industry as well as owning their own catering business. Students will develop skills in quantity food preparation, safety and sanitation, planning, customer service, business plans and entrepreneurship.

The Class Fee is \$15.00.

The mission of Family, Career and Community Leaders of America (FCCLA) is to promote personal growth and leadership development through Family and Consumer Sciences education. FCCLA is a co-curricular component to all classes in the Family and Consumer Sciences core. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communications, practical knowledge and career preparation. Membership Fee is \$20.00

LANGUAGE ARTS

It is recommended that students complete at least two semesters of Language Arts classes each year.

Graduation Requirements for Language Arts

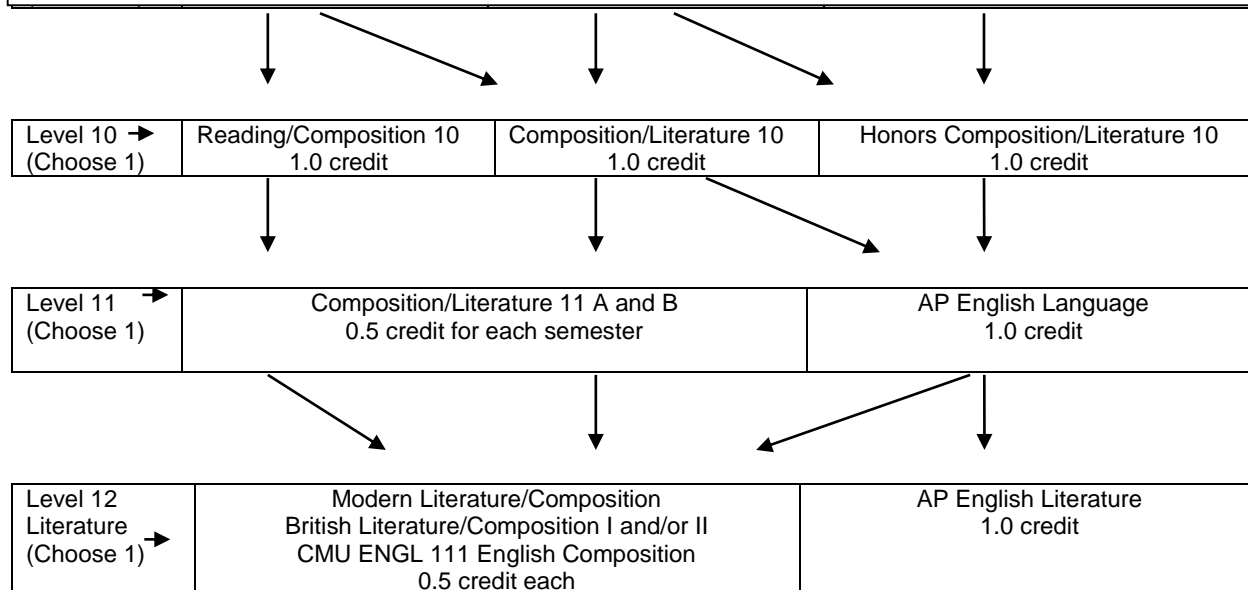
1 Credit	Level 9 Composition/Literature 9	Core English
1 Credit	Level 10 Composition/Literature 10	Core English
1 Credit	Level 11 Composition/Literature 11	(Starting with Class of 2015)
0.5 Credit	Level 12 Literature	
0.5 Credit	English Elective	

Homework Expectations

All English courses, except honors and AP courses, require an average of 1 – 2 hours of homework per week.

Assessments and Evaluations

Students will be evaluated in a variety of ways, including class participation, homework assignments, projects and portfolios, written and oral presentations, and tests and quizzes.



English Electives - .5 credits

Beginning Acting*, Advanced Acting*, African Literature, Business Communications, Creative Writing, Advanced Creative Writing, Forensics I and II, Humanities I and II*, Journalism I and II, High School Scholars (HSS) English Composition (.5 Credit for HS/3 Credits for CMU), English as a Second Language (ELL), Mythology I and II, Newspaper, Play Production*, Science Fiction, Theater Arts I and II*, and AP Art History*

***will fulfill .5 Fine Arts Elective credit if English elective already fulfilled**

Other Courses Taught by English Teachers for regular elective credit – .5 credits for each term, 2 terms: Teacher Cadet and Literacy Lab 9 and 10

LANGUAGE ARTS CORE COURSES

Level 9

31011 (A) 31012 (B) **COMPOSITION/LITERATURE 9 BLK (90 minutes for 1 semester)** 2 Terms .5 Credit Each
31007 (A) 31008 (B) **COMPOSITION/LITERATURE 9 (45 minutes for whole year)** Grades 9 - 12
Prerequisites: None

* HEAR, NCAA Approved

In ninth grade, the learning of reading, writing, thinking, speaking, listening and researching focuses on the concept of **World Pursuits and Perspectives**. Within this overarching theme, students will explore a variety of texts and genres through close reading and will write narrative, argumentative and informative texts. Students will compare and contrast texts and media that connect cultural and world views while focusing on complex characters and parallel plots, manipulated time, and flashbacks. They will make connections between their own lives and the lives of those they read. They will continue to develop their understanding of rhetoric through their reading, writing and dialoging. Students will develop speaking skills through effective preparation techniques and develop critical listening skills. Students will continue to research authentic questions so they can orally articulate a claim supported by evidence while differentiating between primary and secondary document sources. They will continue to develop and monitor their own reading, writing and thinking processes as they read self-chosen texts, write about self-chosen topics and think about their thinking.

31051 (A), 31052 (B) **HONORS COMPOSITION/LITERATURE 9** 2 Terms .5 Credit Each
Prerequisites: Teacher Recommendation Preferred Grades 9 - 12

*HEAR, NCAA Approved

This course is designed for the student willing to exert extra effort in the mastery of literature, writing, discussion and grammar skills. In addition to the core curriculum designed for Composition/Literature 9, students will engage in an intense vocabulary program based on SAT word pools and will study literature selections that are more difficult and abstract. Discussion of literature will emphasize the seminar approach and enhance critical thinking skills. The student will write in narrative, descriptive, comparative/contrasting and other expository modes. Evaluation will be based on quizzes, tests, scored discussion, presentations, writing, and various other classroom assignments. An average amount of homework, approximately 1-3 hours per week as needed, will be expected of each student.

Level 10

31081 (A) 31082 (B) **COMPOSITION/LITERATURE 10 BLK (90 minutes for 1 semester)** 2 Terms .5 Credit Each
31065 (A) 31066 (B) **COMPOSITION/LITERATURE 10 (45 minutes for whole year)** Grades 10 - 12
Prerequisites: Successful Completion of Level 9 Core Requirement

*HEAR, NCAA Approved

In tenth grade, the learning of reading, writing, thinking, and researching focuses on the concept of **Defining Moments and Movements**. Within this overarching theme, students will explore a variety of texts and genres through close reading and will write narrative, argumentative and informative texts. Students will compare and contrast texts and media that connect traditional, classical and contemporary themes while focusing on comparing the impact of artistic mediums, thematic or historical contexts. They will make connections between their own lives and the lives of those they read. They will continue to develop their understanding of rhetoric through their reading, writing, and dialoging. Students will develop speaking skills through continued rehearsal techniques and will perform a formal speech. Students will continue to research authentic questions so they can orally articulate a claim supported by evidence while differentiating between primary and secondary document sources. They will continue to develop and monitor their own reading, writing and thinking processes as they read self-chosen texts, write about self-chosen topics, and think about their thinking.

31111 (A), 31112 (B) HONORS COMPOSITION/LITERATURE 10

Prerequisite: Teacher Recommendation Encouraged
Successful Completion of Level 9

2 Terms .5 Credit Each
Grades 10 - 12

***HEAR, NCAA Approved**

This course is designed for students willing to exert effort to master literature, writing and discussion. It provides an excellent foundation for those who plan to take Advanced Placement Language and Literature courses as well as those who desire to enhance their scores on college entrance exams. The expectations for students taking this class exceed those for students in the standard Level 10 core courses. The literature covered is difficult, abstract and comprehensive in nature. The writing expected in this class is extensive and includes a research paper. Most successful students spend 8-10 hours per week completing homework. This amount is highly dependent upon the individual student.

Level 11 Composition**31165 (A) 31166 (B) COMPOSITION/LITERATURE 11 BLK (90 minutes for 1 semester)****31161 (A), 31162 (B) COMPOSITION/LITERATURE 11**

Prerequisites: Successful Completion of Levels 9 and 10 Core Requirements

2 Terms .5 Credit Each
Grades 11 - 12

*** HEAR, NCAA Approved**

In eleventh grade, the learning of reading, writing, thinking, speaking, listening and researching focuses on the concept of **Power of Language**. Within this overarching theme, students will explore a variety of historical texts and genres through close reading and will write narrative, argumentative and informative texts. Students will compare and contrast two or more complex characters with different motivations while focusing on comparing the historical contexts. They will make connections between their own lives and the lives of those they read. They will continue to develop their understanding of rhetoric through their reading, writing and dialoging. Students will research, write and explore their interests in their chosen career path to meet ICAP requirements. They will develop speaking skills through continued rehearsal techniques and will deliver at least one multimedia presentation. Students will continue to research authentic questions so they can orally articulate a claim supported by evidence while differentiating between primary and secondary document sources. They will continue to develop and monitor their own reading, writing, and thinking processes as they read self-chosen texts, write about self-chosen topics, write on demand and think about thinking.

31191 (A), 31192 (B) ADVANCED PLACEMENT ENGLISH LANGUAGE

Prerequisites: Successful completion of Levels 9

and Honors 10 Core Requirements and/or Counselor/Teacher Recommendation Required

2 Terms .5 Credit Each
Grade 11 - 12

***HEAR, NCAA Approved**

This two-term course extends from Honors 10 Comp/Lit curriculum for the student who is extremely skilled in writing and reading. Activities and assignments are designed to prepare the student for the national Advanced Placement Examination in English Language and Composition. The student reads major works of nonfiction, including 16th to 21st century speeches, memoirs, letters, plays and essays. The student also writes valid and articulate analysis of these works, gaining the ability to recognize and appreciate authorial intent, writing structures, and rhetorical subtleties of English language. An average amount of homework, approximately 5 hours per week, will be expected.

Level 12 Literature**31270 MODERN LITERATURE AND COMPOSITION**

Prerequisites: Successful completion of Levels 9, 10 and 11 core requirements

1 Term .5 Credit
Grade 12

***HEAR, NCAA APPROVED**

In this survey course, students read and analyze the ideas of major 20th and 21st century authors. Students respond to a variety of literary selections by writing about and discussing that literature. Activities and study center on the appreciation and understanding of author technique and recurrent themes. This course

emphasizes challenging levels of communication demonstrated by discussion, research, critical thinking and comprehensive reading and writing skills.

31220 BRITISH LITERATURE AND COMPOSITION I (900 – LATE 1600's) 1 Term .5 Credit
Prerequisites: Successful completion of Levels 9, 10 and 11 core requirements Grade 12

***HEAR, NCAA APPROVED**

Students expand their literary background through a chronological survey of the literature of Britain, from Anglo-Saxon literature to literature of the late 1600's. Students read and discuss notable and universally appealing literature, including works by Chaucer and Shakespeare. The course emphasizes challenging levels of communication demonstrated by aggressive discussion, research, critical thinking and comprehensive reading and writing skills.

31240 BRITISH LITERATURE AND COMPOSITION II (LATE 1600'S – Present) 1 Term .5 Credit
Prerequisites: Successful completion of Levels 9, 10 and 11 core requirements Grade 12

***HEAR, NCAA APPROVED**

Students expand their literary background through a chronological survey of the literature of Britain from the late 1600's to the 20th century. Students read and discuss notable and universally appealing literature, including works by Austin, Keats, Hardy and Wolff. The course emphasizes challenging levels of communication demonstrated by aggressive discussion, research, critical thinking and comprehensive reading and writing skills.

39810 CMU ENGL 111 ENGLISH COMPOSITION 1 Term .5 Credit - GJHS
Prerequisite: Successful completion of Levels 9, 10 and 11 core requirements 1 Term 3 Credits - CMU
Grade 12

***NCAA APPROVED**

ENG 111 is an introductory college-level writing course, which stresses effective communication through writing with an emphasis on achieving rhetorical purpose, determining appropriate audience, developing individual voice, and exploring and employing various modes and methods of writing in order to attain power and effectiveness through individual style. A research project with MLA documentation and Power Point/Prezi/technology is also required. The High School Honors Program offers dual enrollment and credit at both GJHS and Colorado Mesa University. This course is perfect for the serious student who desires a head start on college, who truly needs to "get the basics out of the way," and who has not been enrolled in AP English courses.

31301(A), 31302 (B) ADVANCED PLACEMENT ENGLISH LITERATURE 2 Terms .5 Credit Each
Prerequisites: Successful completion of Levels 9, 10 and 11 core requirements Grade 12
Counselor/Teacher recommendation required

***HEAR, NCAA APPROVED**

This challenging course for the above-average reader and writer is designed to prepare students for the national Advanced Placement exam in English Literature. Instructional focus is class reading in multiple literary genres including poetry, drama, fiction and nonfiction. Students learn to evaluate literary merit in its various forms and write critically to support those evaluations, thereby gaining new insight into and appreciation for literature. This is a college level course and will require at least 2 hours of homework per 1 hour of class. First quarter is definitely more demanding than the following three.

ENGLISH ELECTIVES

31370 FORENSICS I

Prerequisites: None

(Only one semester of Forensics I or II may be taken for Language Arts credit.)

1 Term .5 Credit

Grades 9 - 12

***HEAR, NCAA APPROVED**

This one term class is designed for the student who wants to gain a general knowledge of debate, oratory, extemporaneous speaking, interpretation of literature, and duet acting. Students are expected to compete either within and/or outside the class in debate, public speaking, oral interpretation, or duet acting. This course can be used to meet the speech requirement for graduation.

31380 FORENSICS II (COMPETITIVE)

Prerequisites: Forensics I or Teacher Recommendation, \$5.00 class fee

(May be repeated for individual development and .5 elective credit)

1 Term .5 Credit

Grades 9 - 12

***HEAR, NCAA APPROVED**

This is a class for students with above-average speaking skills. The primary focus of this class is debate. Debaters will continue to develop the skills learned in Forensics I and apply these to new debate topics. Competition outside of class will be required.

31400 MYTHOLOGY 9-10

Prerequisite: None

1 Term .5 credit

Grades 9 - 10

***NCAA APPROVED**

This class is an introduction to mythology for students who have little to no background knowledge. It starts with a general introduction to myths/mythology and focuses on Classical (Greek and Roman) and Norse mythology. Students will read and discuss stories dealing with gods, heroes, and adventures and will compare modern representations to ancient mythological stories. Students will work on individual and group creative projects in class, along with a variety of other graded activities.

31420 MYTHOLOGY 11-12

Prerequisite: None

1 Term .5 credit

Grades 11 - 12

***NCAA APPROVED**

This is a semester elective open to juniors and seniors with a serious interest in mythology. Prior knowledge is not necessary. The class will move at a faster pace and cover mythology of world cultures, organized by the topics of creation, death, and redemption. The course is for the student who is interested in a thorough study of mythology outside of classical mythology and will discuss how these cultures have influenced our modern culture. Students will work on individual and group creative projects in class, along with a variety of other graded activities.

31460 AFRICAN LITERATURE

Prerequisites: Successful completion of Level 9 core requirement

1 Term .5 Credit

Grades 10 - 12

***NCAA APPROVED**

In this course, students will experience the literature and explore the cultural traditions found on the African continent. Emphasis will be placed on students exploring the complex issues affecting Africa as expressed through contemporary African writers as well as the rich cultural background found in folktales, myths, historical and non-fiction texts. Students will seek connections between their own culture and experiences and those expressed in literature and cultural studies.

31500 SCIENCE FICTION

Prerequisites: Successful completion of Level 9 core requirement

1 Term .5 Credit

Grades 10 - 12

***NCAA APPROVED**

This course examines the roots and development of science fiction through short stories, novels and films. Students explore major themes in the field to gain a greater understanding of the genre and how science fiction uses imaginary beings or events to comment on society. Class discussions, student writing, and projects focus on major science fiction authors' works. Students are encouraged to experiment with writing original science fiction selections.

31550 HUMANITIES I	1 Term .5 Credit
31560 HUMANITIES II	1 Term .5 Credit
Prerequisites: Successful completion of Level 9 core requirement	Grades 10 - 12

***NCAA APPROVED**

Both of these courses are designed for students interested in the fine arts. They provide an historical view of such aspects of culture as art, literature, architecture and music. Through the study of these and other fine arts, students gain an appreciation of the legacy of art and ideas from the past, and express both verbally and in written form awareness of values within their own and other cultures. The course is arranged chronologically. Humanities I is not a prerequisite for Humanities II; one or both may be taken. There is approximately 1-1 ½ hours of homework per week. These courses may be used to meet Fine Arts requirement.

31581 (A), 31582 (B) ADVANCED PLACEMENT ART HISTORY	2 Terms .5 Credit Each
Prerequisite: None	Grades 11 - 12

This is a split block class for the entire school year beginning in 2014-2015

AP Art History emphasizes the study of art inside of the historical context. Contextual issues such as politics, religion, patronage, gender, function, and ethnicity, as well as formal stylist observations, which contribute to understanding the meaning of a work of art for any given historical period, will be studied. This is a college level course with an AP exam administered at the end of the course for potential credit at the college level. At least 2 hours of homework per 1 hour of class should be expected.

31620 CREATIVE WRITING	1 Term .5 Credit
Prerequisites: Successful completion of Level 9 core ELA class	Grades 10 - 12

***NCAA APPROVED**

This course provides instruction in basic forms of poetry, short fiction, drama, and personal essay formats. It is for the beginning and intermediate student who has an interest in writing and wants to improve his or her skills in narrative, character development, dialogue, and poetic rhythm and rhyming schemes. The student can elect to take this course multiple times.

31650 ADVANCED CREATIVE WRITING	1 Term .5 Credit
Prerequisites: successful completion of Creative Writing or teacher recommendation	Grades 10 - 12

***NCAA APPROVED**

This class is for the advanced, disciplined writer who wants to improve his or her skills and explore new genres in poetry, fiction, and non-fiction. Each student will contract with the teacher to write an agreed number of pieces of writing per quarter. The student will work independently and meet with the teacher for conferencing as needed.

35501 BUSINESS COMMUNICATIONS	1 Term .5 Credit
Prerequisite: Computer Applications	Grades 10 - 12

This course will fulfill .5 Language Arts Elective credit.

This course is designed to develop a student's ability to communicate effectively in the global business environment of the 21st century. Students will learn how to create business documents such as letters, reports and resumes that meet current business standards. Effective speaking, listening and non-verbal communication strategies will be practiced as they relate to leadership and personal interaction with others

in a workplace environment. Strategies for communication with multicultural and international business associates will also be explored. Electronic systems such as email, telephone and voice mail, faxes, video conferences and word processing/presentation software will be used in this course. Evaluation will be based on daily assignments, individual and group writing projects, participation in group activities, and formal tests and assignments. Much of the work is completed in the class and relies on interaction with and feedback from peers; therefore, attendance is essential to completing the course successfully.

31710 JOURNALISM I

Prerequisites: None

1 Term .5 Credit

Grades 9 - 12

***NCAA APPROVED**

This is a one-term course recommended for students with average to above-average writing skills. The course focuses on current events and journalistic responsibilities and ethics. The student learns techniques of interviewing, journalistic styles of writing, and principles of advertising. This course is the first of two classes recommended for students who want to study Newspaper or Yearbook. An average amount of homework, 1-2 hours per week, will be given. A variety of quizzes, tests, projects and standards-based assignments will be offered.

31720 JOURNALISM II

Prerequisites: Journalism I

1 Term .5 Credit

Grades 9 - 12

***NCAA APPROVED**

This is a one-term course which continues the training of journalistic writing, application of techniques, and integration of mass communication skills. Through specialized journalistic writing, the student practices the application of the legal and ethical responsibilities of a journalist and explores careers in mass media. This is the second of two classes recommended for students who want to study Newspaper or Yearbook. An average amount of homework will be 1-2 hours per week.

31800 (A), 31810 (B), 31820 (C), 31821 (D) NEWSPAPER

Prerequisites: 2 Semesters of Journalism and/or teacher recommendation

Computer skills recommended

2- 4 Terms .5 Credit Each

Grades 10 - 12

This course is primarily responsible for student publications such as the school newspaper or magazine, sports programs, literary magazines, and/or other desktop publications authorized by the sponsor. Working as a staff, the students learn business management, desktop publishing, layout and design, photography, the publishing process, and the writing and editing of news stories. Out of class work is required and the student must supply his or her own transportation. An average of 1-2 hours of homework per week; 5-15 hours per week when on deadline can be expected. The class is skills-based and production oriented.

31770 (A), 31780 (B), 31790 (C), 31791 (D) YEARBOOK

Prerequisites: 2 semesters of Journalism and/or teacher approval

Computer skills recommended

2-4 Terms .5 Credit Each

Grades 10 - 12

This course focuses on the marketing and production of the school yearbook and literary magazine. The students learn practical applications of writing, editing, photography, and layout design and business management. The students work cooperatively as a staff to complete a professional publication. Out of class work is required and the student must supply his or her own transportation.

31870 THEATER ARTS I

31880 THEATER ARTS II

Prerequisites: None

1 Term .5 Credit

1 Term .5 Credit

Grades 9 - 12

***NCAA APPROVED (Theater Arts I only)**

In this course students experience a wide range of dramatic literature and explore theater traditions. Students will read, analyze and discuss dramatic selections and experiment with creating dramatic literature. These courses may be used to meet Fine Arts requirement.

31900 BEGINNING ACTING

1 Term .5 Credit

31910 ADVANCED ACTING

1 Term .5 Credit

Prerequisites: None

Grades 9 - 12

(May be repeated for individual development and .5 elective credit)

This course offers, through literature and activities, the fundamentals of analysis, rehearsal, and performance of dramatic roles. Students work individually and in groups exploring styles and methods of acting and analyzing characters through the study of plays and improvisational activities, as well as practicing and performing dramatic presentations. These courses may be used to meet Fine Arts requirement.

31920 PLAY PRODUCTION

1 Term .5 Credit

Prerequisites: None

Grades 9 - 12

(May be repeated for individual development and .5 elective credit)

This "hands-on" course introduces the student to the many aspects of theatrical production. Activities range from reading and writing scripts, to designing and producing settings and costumes, to character analysis and criticism. Students explore the interrelationships of script, performance and staging, with an emphasis on the organization and teamwork needed to produce successful, quality productions. This course may be used to meet Fine Arts requirements.

OTHER COURSES TAUGHT BY ENGLISH TEACHERS**31029 LITERACY LAB 9**

1 or 2 Terms .5 Credit Each Term

Pre-Requisite: Teacher Recommendation

Grade 9

This course is designed for 9th grade students who have not attained proficiency in language arts. Extra time and assistance will be provided for students to improve skills. The course enhances instruction of language arts standards with emphasis on improving a student's reading and writing.

31029 LITERACY LAB 10

1 or 2 Terms .5 Credit Each Term

Pre-Requisite: Teacher Recommendation

Grade 10

This course is designed for 10th grade students who have not attained proficiency in language arts. Extra time and assistance will be provided for students to improve skills. The course enhances instruction of language arts standards with emphasis on improving a student's reading and writing.

37731 (A), 37732 (B) TEACHER CADET

2 Terms .5 Credit Each

Prerequisite: Student Application (GPA 3.0)

Grades 11 - 12

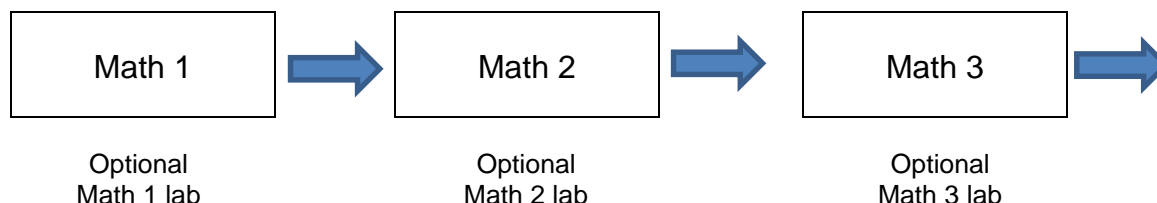
This class is an innovative CTE program designed to explore the world of education. It is an interactive program that studies the growth and development of the learner, explores the roll of the teacher in the school, discusses the role of the school in society, and provides a way to experience teaching in a live classroom setting. This class can lead to college credit for Introduction to Education at specific postsecondary schools. Evaluation consists of classroom activities, written assignments, and participation in off campus teaching internship. Consistent attendance is necessary for success. Homework averages 15-30 minutes per day.

MATHEMATICS

At GJHS, students must take three (3) credits of mathematics in order to graduate. College-bound students are required to take four (4) credits of mathematics to be accepted into a 4-year Colorado state college/university. The four (4) credits will come from Math 1, Math 2, Math 3 and 1.0 credit of an upper level math class.

The following courses are the options for students during the 2015-2016 school year, broken down by grade level and by time offerings. There are two time options for the Math 1, Math 2, Math 3 and course offerings. The first time offering is a regular year-long 45 minute split block course. This format is designed for all students at all levels. The second time offering is a semester long 95-minute block course and is designed for the accelerated student. If students want to take AP Calculus, they will need to accelerate their learning through Math 1, Math 2, Math 3 and Math 4/Pre-Calculus by the end of their junior year. These accelerated courses move twice as fast through material and have twice as much work as the regular course.

The pathway for math classes is shown below. All students must take Math 1, Math 2 and Math 3 in either a year- long split block class or a semester-long Accelerated block class. Students are highly encouraged to take math classes through their senior year.



Math classes available for students to take after their successful completion of Math 3 include:

Math 4
 Pre-Calculus → AP Calculus
 AP Statistics
 College Algebra

Business Math
 Accounting
 Personal Finance
 Tech Math

32316 (A), 32317 (B) **MATH 1 BLK (90 minutes for 1 semester)**

2 Terms .5 Credit Each

32311 (A), 32312 (B) **MATH 1 (45 minutes for whole year)**

Grades 9 - 12

Prerequisite: None

*HEAR, NCAA APPROVED

Math 1 is a standards-based course utilizing a collaborative learning environment to extend students' fluency in analytical, geometric, and visual representation. Algebra, geometry and statistics topics include linear and exponential functions; congruence, similarity, deductive, and spatial reasoning; solving systems of linear equations and inequalities; and data analysis with display. The use of technology and hands-on activities and manipulatives will be a large part of instruction. A TI-84 plus graphing calculator is required for this class.

NOTE: Math 1 BLK is designed for the student interested in taking AP math courses as an upperclassman. It is the exact same course with the same number of minutes of instruction completed in one semester instead of two semesters. It will have twice as much material to learn daily and is not recommended for students who struggle with time in math classes or heavy workloads. It is only recommended for students interested in taking AP courses as upperclassmen.

32313 (A), 32314 (B) **MATH LAB 1**

1-2 Terms .5 Credit Elective Each

Prerequisite: Teacher Recommendation and/or Self-Election

Grades 9 - 12

The Math Lab is a teacher recommended intervention connected to the Math 1 course. The course is designed to provide extra support for students in Math 1. Math faculty assist students by helping them keep up in the current course and catch up on math skills that may not have been previously mastered. No additional outside work is assigned in these classes.

32326 (A) 32327 (B) **MATH 2 BLK (90 minutes for 1 semester)**

2 Terms .5 Credit Each

32321 (A) 32322 (B) **MATH 2 (45 minutes for whole year)**

Grades 9 - 12

Prerequisite: C or better in Math 1

***HEAR, NCAA APPROVED**

Math 2 is a standards-based course utilizing a collaborative learning environment extending concepts introduced in Math 1 to quadratic functions and analysis of functions in terms of transformations. Algebra, geometry, and statistics topics include multi-variable and power functions, logarithms; similarity and trigonometry; regression, correlation, conditional probability and matrices. A TI-84 plus graphing calculator is required for this class.

NOTE: Math 2 BLK is designed for the student interested in taking AP math courses as an upperclassman. It is the exact same course with the same number of minutes of instruction completed in one semester instead of two semesters. It will have twice as much material to learn daily and is not recommended for students who struggle with time in math classes or heavy workloads. It is only recommended for students interested in taking AP courses as upperclassmen.

32323 (A), 32324 (B) **MATH LAB 2**

1-2 Terms .5 Credit Elective Each

Prerequisite: Teacher Recommendation and/or Self-Election

Grades 9 - 12

The Math Lab is a teacher recommended intervention connected to the Math 2 course. The course is designed to provide extra support for students in Math 2. Math faculty assist students by helping them keep up in the current course and catch up on math skills that may not have been previously mastered. No additional outside work is assigned in these classes.

32336 (A) 32337 (B) **MATH 3 BIK (90 minutes for 1 semester)**

2 Terms .5 Credit Each

32331 (A) 32332 (B) **MATH 3 (45 minutes for whole year)**

Grades 9 - 12

Prerequisite: C or better in Math 1 and Math 2

***HEAR APPROVED**

Math 3 is a standards-based course utilizing a collaborative learning environment extending concepts introduced in Math 1 and Math 2 to see polynomials as a system that has mathematical coherence. Algebra, geometry, and statistics topics include polynomial, rational, circular and logarithmic functions; geometric modeling, reasoning, construction, and proof; normal distributions and standardized scores, making inferences, justifying conclusions, and evaluating random processes. A TI-84 plus graphing calculator is required for this class.

NOTE: Math 3 BLK is designed for the student interested in taking AP math courses as an upperclassman. It is the exact same course with the same number of minutes of instruction completed in one semester instead of two semesters. It will have twice as much material to learn daily and is not recommended for students who struggle with time in math classes or heavy workloads. It is only recommended for students interested in taking AP courses as upperclassmen.

32346 (A) 32347 (B) **MATH 4 BLK (90 minutes for 1 semester)**

2 Terms .5 Credit Each

32341 (A) 32342 (B) **MATH 4 (45 minutes for whole year)**

Grades 9 - 12

Prerequisite: C or better in Math 1 and Math 2 and Math 3

***HEAR APPROVED**

Students will extend their study of functions including linear, exponential, quadratic, power, trigonometric and logarithmic functions. They will also gain more experience working with and algebraically manipulating polynomial and rational functions. This course allows students to study non-traditional high school concepts such as Set Theory, logic, and cryptography. In today's society, students are presented with statistical and probabilistic situations. In order to better prepare our students for this, we will study binomial distribution and statistical inference, counting principles, and the understanding of three dimensional shapes, including the relationship between geometric and algebraic modeling those shapes.

NOTE: Math 4 BLK is the exact same course with the same number of minutes of instruction completed in one semester instead of two semesters. It will have twice as much material to learn daily and is not recommended for students who struggle with time in math classes or heavy workloads.

32161 (A) 32162 (B) **PRE-CALCULUS (45 minutes for whole year)** 2 Terms .5 Credit Each
Prerequisite: C or better in Math 1, Math 2, and Math 3 Grades 9 - 12

***HEAR, NCAA APPROVED**

This is a rigorous course designed to prepare students for Calculus. It reviews and extends the major concepts of Algebra, Geometry, and Analytic Geometry while significantly involving the student in a study of Trigonometry. Topics include circular functions, trigonometric function, logarithmic functions, vectors and 3D-space, linear algebra, conic sections, complex numbers, series, mathematical induction, limits, and derivatives.

NOTE: Pre-Calculus BLK is the exact same course with the same number of minutes of instruction completed in one semester instead of two semesters. It will have twice as much material to learn daily and is not recommended for students who struggle with time in math classes or heavy workloads.

32147 (A), 32148 (B) **ADVANCED PLACEMENT STATISTICS** 2 Terms .5 Credit Each
Prerequisites: C or better in Math 1, Math 2, and Math 3 Grades 10 - 12

***HEAR, NCAA Approved**

This course is for advanced math students and is taught as a non-calculus based college class and culminates in the Advanced Placement Statistics Examination. 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. Students are exposed to four broad conceptual themes: Exploring Data: Describing Patterns and Departures from Patterns; Sampling and Experimentation: Planning and Conducting a Study; Anticipating Patterns: Exploring Random Phenomena Using Probability and Simulation; Statistical Inference: Estimating Population Parameters and Testing Hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. Evaluation will be based on class activities, projects, homework, quizzes, and tests. Grades in this course are weighted for the purpose of determining G.P.A. An average amount of homework for this course will be approximately 4 to 5 hours per week. A TI-84+ Silver edition graphing calculator is required for this class.

32181 (A), 32182 (B) **ADVANCED PLACEMENT CALCULUS AB** 2 Terms .5 Credit Each
Prerequisites: C or better in Pre-Calculus Grades 11 - 12

***HEAR, NCAA Approved**

This course is for advanced math students and is taught as a college class. This course is offered as a semester class and will meet all year. This course consists of an in-depth study of elementary functions and selected topics from differential and integral calculus, including the study of limits, continuity, derivatives, applications of the derivative, techniques of integration, and applications of the integral. This course culminates in Advanced Placement Calculus AB Examination. Successful completion of the course and the exam may earn the student 5-10 semester hours of credit at an accepting college or university. Evaluation will be based on class activities, homework, quizzes, and tests. Grades in this course are weighted for the purpose of determining G.P.A. An average amount of homework for this

course will be approximately 4 to 5 hours per week. A TI-84+ Silver edition graphing calculator is required for this class.

32380 (A), 32381 (B) MATH LAB 3/4/AP

1-2 Terms .5 Credit Elective Each

Prerequisite: Teacher Recommendation and/or Self-Election

Grades 9 - 12

The Math Lab is a teacher recommended intervention connected to the Math 3 or Math 4 or AP courses. The course is designed to provide extra support for students in these courses. Math faculty assist students by helping them keep up in the current course. No additional outside work is assigned in these classes.

35740 PERSONAL FINANCE

1 Term .5 Credit

Prerequisite: Computer Applications and Core Math Credits

Grades 11 - 12

This course may be taken for .5 Math credit.

This course meets the graduation requirement for Financial Literacy.

This course will focus on life-long decision-making skills in personal financial management. Students will explore a variety of topics including the economic way of thinking, calculating taxes, spending and budgeting, credit and debt, saving and investing, and types of insurance. The course will give students hands-on experience through computer simulations, websites and financial calculators, as well as a connection with real-world expertise through guest speakers. Evaluation is based upon completion of in-class assignments, projects, quizzes, and unit examinations. Most work is done in class; therefore, regular attendance is required for successful completion of this course.

35715 BUSINESS MATH

1 Term .5 Credit

Prerequisite: Core Math Credits

Grades 11 - 12

This course may be taken for .5 Math credit.

This course is designed for students who wish to further develop mathematics competencies used as tools in their lives as workers and consumers. Algebraic concepts covered in prior core math classes will be applied to realistic business situations such as personnel, production, purchasing, sales, marketing, accounting records, insurance, and business technology. Technology tools such as calculators, spreadsheets and the Internet will be integrated into daily work. Evaluation is based upon completion of in-class assignments, homework, quizzes, unit examinations, and cumulative projects. Most work is done in class; therefore, regular attendance is required for successful completion of this course.

35801 ACCOUNTING I A

1 Terms .5 Credit

Prerequisite: Core Math Credits

Grades 10 - 12

This course may be taken for .5 Math credit.

This course introduces concepts and procedures of accounting for a service business organized as a proprietorship using a multi-column journal approach. Students will learn to analyze and record business transactions and prepare financial statements. Reading, homework, daily class work, good attendance, and the completion of one accounting simulation is a minimum requirement to receive credit for this class. Class Fee \$20 non-refundable fee for online software license includes Accounting 1A and 1B if taken the same year.

35802 ACCOUNTING I B

1 Term .5 Credit

Prerequisite: Accounting IA

Grades 10 - 12

This course may be taken for .5 Math credit

This course builds on the concepts and procedures of Accounting IA and focuses on accounting for a merchandising business organized as a corporation. Reading, homework, daily class work, good attendance, and the completion of one accounting simulation is a minimum requirement to receive credit for this class. Class Fee \$20 non-refundable fee for online software license includes Accounting 1A and 1B if taken the same year.

39830 CMU MATH 113 College Algebra

Prerequisite: Successful completion of Math 3, GPA of 3.0 or higher,
And score of 19 on Math portion of the ACT or an equivalent
ACCUPLACER score

1 Term .75 Credit - GJHS

1 Term 4 Credits -CMU
Grades 11 - 12

***NCAA Approved**

This course is a college-level treatment of algebra. Topics include algebraic properties of the integers; rationals, real and complex numbers; techniques for manipulation of expressions; techniques for solving linear, non-linear, absolute value equations, and inequalities; techniques for solving systems of equations; the Cartesian plane, relations and functions; properties and graphs of polynomial, rational, exponential, logarithmic and inverse functions; and conic sections. A TI-84 Plus graphing calculator is required for this class. Students must purchase or rent a textbook for this class.

This course will count for both high school credit (0.75) and college credit (4).

PERFORMING ARTS

These courses meet the .5 credit Fine Arts requirement.

38568 (A) 38569 (B) **BEGINNING WOMEN'S CHOIR (WOMEN'S CHOIR I)** 1-2 Semesters .5 Credit Each
Prerequisite: None Grades 9 - 12

Beginning Women's Choir is for all female students who wish to become familiar with basic fundamentals of music through singing. Different styles and types of music will be performed. Basic music theory, sight singing, ear-training, and International Phonetic Alphabet instruction are provided. As a performance-based class, concerts outside of class are a mandatory part of this course and attendance is required. Members are provided other performance opportunities such as solo/ensemble contests and various state and regional honor groups. A \$25 participation fee is required and members will need to purchase or rent concert attire. **Full-year participation is encouraged; no audition necessary.**

38591 (A) 38592 (B) **MIXED CHORUS** 2 Semesters .5 Credit Each
Prerequisite: Audition required or invitation of director Grades 9 - 12

This mixed ensemble is for both men and women interested in music and who have demonstrated an intermediate-level musical ability and a desire for advanced instruction and performance. Members learn various skills to develop and improve their musicianship, including proper singing technique, how to read music, as well as beginning to intermediate music theory, sight singing, ear-training, and International Phonetic Alphabet instruction. As a performance-based class, concerts outside of class are a mandatory part of this course and attendance is required. Members are provided other performance opportunities, such as solo/ensemble contests and various state and regional honor groups. A \$25 participation fee is required, and members will need to purchase or rent concert attire. **Full-year participation is encouraged; audition required.**

38572 (A) 38573 (B) **ADVANCED WOMEN'S ENSEMBLE- "Meistersingers"** 2 Semester .5 Credit Each
Prerequisite: Audition required or invitation of director Grades 9 - 12

Advanced Women's Ensemble is for a select group of female students who have auditioned and been invited to be a part of this group by the director. Advanced Women's Ensemble works on using the correct singing styles so a student can sharpen skills needed to accurately perform diverse genres of music. Intermediate to advanced music theory, sight singing, ear-training, and International Phonetic Alphabet instruction are provided. As a performance-based class, concerts outside of class are a mandatory part of this course and attendance is required. Members are provided other performance opportunities, such as solo/ensemble contests and various state and regional honor groups. A \$25 participation fee is required, and members will need to purchase concert attire. **Full-year participation is required; audition required.**

After School 38576 (A) 38577 (B) **WOMEN'S ENSEMBLE- "Carminas"** 2 Semesters 0 to.5 Credit Each
Prerequisite: Audition required or invitation of director Grades 9 - 12

Carminas is for a select group of intermediate to advanced female singers and dancers who have auditioned and been invited to be a part of this group by the director. This group will explore, study, and perform contemporary literature, including vocal jazz, pop, and music theatre styles. Choreography is added to many of the songs to enhance the performance. Intermediate to advanced music theory, sight singing, ear-training, and International Phonetic Alphabet instruction are provided. As a performance-based class, concerts outside of class are a mandatory part of this course and attendance is required. Members are provided other performance opportunities, such as solo/ensemble contests and various state and regional honor groups. A \$25 participation fee is required, and members will need to purchase concert attire. **In order to be in this class, you must be in at least one other music core class. Full-year participation is encouraged; audition required.**

38688 (A) 38689 (B) **WESTWINDS** 2 Semesters .5 Credit Each
Prerequisite: Audition required or invitation of director Grades 9 - 12

Westwinds is for a select group of advanced singers who have auditioned and been invited to be a part of this group by the director. This class has become very popular due to the challenging literature it provides, including the study and performance of contemporary literature, such as vocal jazz, pop, and music theatre styles. Choreography is added to some of the songs to enhance the performance. As a premier performing ensemble at GJHS, additional community performances will be required at various social settings throughout the year. Advanced music theory, sight singing, ear-training, and International Phonetic Alphabet instruction are provided. As a performance-based class, concerts outside of class are a mandatory part of this course and attendance is required. Members are provided other performance opportunities, such as solo/ensemble contests and various state and regional honor groups. A \$25 participation fee is required, and members will need to purchase concert attire. In order to be in this class, you must be in at least one other music core class. Full-year participation is required; audition required.

38600 (A), 38610 (B) **SELECT CHORUS- "Chamber Choir"** 2 Semesters .5 Credit Each
Prerequisite: Audition required or invitation of director Grades 9 - 12

Chamber Choir is for a select group of advanced singers who have auditioned and been invited to be a part of this group by the director. This class has become very popular due to the challenging literature and the recognition of the value of learning to sing in various languages, as well as learning about various cultures. This ensemble works on using the correct singing styles so a student can sharpen skills needed to accurately perform diverse genres of music. As a premier performing ensemble at GJHS, additional community performances will be required at various social settings throughout the year. Advanced music theory, sight singing, ear-training, and International Phonetic Alphabet instruction are provided. As a performance-based class, concerts outside of class are a mandatory part of this course and attendance is required. Members are provided other performance opportunities, such as solo/ensemble contests and various state and regional honor groups. A \$25 participation fee is required, and members will need to purchase concert attire. **Full-year participation is required; audition required.**

38581 (A), 38582 (B) **MEN'S CHOIR- "Troubadours"** 2 Semesters .5 Credit Each
Prerequisite: None Grades 9 - 12

Men's Choir is for all male students who wish to become familiar with basic fundamentals of music through singing. Different styles and types of music will be performed. As a performance-based setting, concerts outside of class are a mandatory part of this activity and attendance is required. Members are provided other performance opportunities, such as solo/ensemble contests and various state and regional honor groups. A \$25 participation fee may be required, and members will need to purchase or rent concert attire. **Full-year participation is encouraged; no audition necessary**

PARTICIPATION IN PEP BAND IS REQUIRED BY MEMBERS OF ALL BANDS

No credit
Grades 9 - 12

The Pep Band performs at all Varsity girls and boys home basketball games. The Pep Band is required for all band members at GJHS. Unexcused absences will negatively affect your grade. The band rehearses 30 minutes before each game.

38800 FRESHMEN CONCERT BAND

1 Semester .5 Credit
Grades 9 - 12

Prerequisite: Prior Experience in Band; informal audition with the director; middle school director recommendation.

This class is required for all freshmen band students, including those in marching band, and available to all upperclassmen who would like to learn a second instrument. This class is designed to familiarize new students with the philosophy of the band program at GJHS and to review and reinforce concepts learned in middle school. Weekly music theory assignments are assigned every week and the homework load is minimal. Class begins in August and finishes in December. Students are required to upgrade equipment (mouthpieces, reeds, etc.) See the band handbook for a more detailed list. **The Class Fee is \$15.00**

38829 SYMPHONIC BAND

1 Semester .5 Credit
Grades 9 - 12

Prerequisite: Prior Experience in Band; ability to read music and must be proficient on a Wind or Percussion Instrument

This class is open to all band members that play a wind or percussion instrument. Membership consists of all band members who did not make Wind Ensemble and who have successfully completed Freshmen Concert Band. This class starts in November after Marching Band and officially begins during 8th hour, 2nd semester. **The Class Fee is \$15.00.**

38870 WIND ENSEMBLE

1 Semester .5 Credit
Grades 9 - 12

Prerequisite: Audition; prior experience in Freshmen Concert Band and/or Symphonic Band; ability to read music and proficient on a Wind or Percussion Instrument; permission of director.

This class is a one per part advanced ensemble open by audition to all band students. This class will also form the Pit Orchestra for the spring musical and the Full Orchestra. Auditions for this group are held in November and follow the guidelines for All-State Concert Band. Private lessons are strongly encouraged for this ensemble. **The Class Fee is \$15.00.**

38810 MARCHING BAND

1 Semester .5 Credit
Grades 9 - 12

Prerequisite: Prior Experience in reading music and playing an instrument. Color Guard and Percussion by audition only.

The Marching Band is open to all students at GJHS. This band performs many times at home football games, competitive marching festivals and local community events throughout the year. Since marching band begins prior to the school year with a five-day band camp, please make every attempt to schedule vacation and other plans prior to mid-July. The continued success of the band is contingent upon what is covered at camp, therefore, it is essential that students attend. Failure to do so will make it very difficult to catch up. After marching band season ends, marching band will turn into an indoor symphonic band. After the class ends, the Marching Band will re-assemble for the Veterans Day Parade and for the Parade of Lights, both mandatory events. The Band may perform at other events as well.

Marching band is entered into competitions and parades. These typically include the Colorado West Marching Festival, Colorado Bandmasters Association (CBA) Regional Festival, and the Colorado State Marching Championships. It should be noted that this band requires after school rehearsals and some

Saturdays. GJHS athletes may leave at 3:00 pm for practice provided they keep up with marching band as well. Three consecutive years of marching band can be used to fulfill the ½ credit PE graduation requirement. Forms may be found in the counseling center, band room or on the band webpage.

The Class Fee is \$25.00.

Color Guard and Percussion are by audition only. Clinics and tryouts are held in the spring of the previous year, so if you are interested in either section, please watch for clinic announcements.

38851(A), 38852 (B) PERCUSSION ENSEMBLE (Drumline)

2 Semesters .5 Credit Each

Prerequisite: Permission of director; informal audition with the Director.

Grades 9 - 12

The GJHS Drumline serves as the percussion section for the Tiger Pride Marching Band. The drumline has a class of its own to focus on technique specific to the marching percussion idiom during 1st semester. Drumline is by audition only, but anyone can sign up for percussion ensemble which takes place 2nd semester. Placement on instruments is based upon an audition as well as the student's attitude, work ethic, and what best fits the ensemble. Students will perform on their instruments with correct technique in and outside of an ensemble.

The Class Fee is \$25.00.

38883 FRESHMEN JAZZ BAND IC (JAZZ C)

1 Semester .5 Credit

Prerequisite: Middle school director recommendation; successful completion of Freshmen Concert Band; informal audition with the HS Director.

Grades 9 - 12

Freshmen Jazz Band is designed to expose musicians to America's classical music. Students will learn and develop skills in music theory and scale construction, in accordance with state and national music standards. Piano, guitar, and bass players need not be members of a band, but must audition and be able to read music notation. Rehearsals and public performances outside of class are a part of this course and are required. Freshmen Jazz Band is required for all incoming freshmen that want to play jazz.

The Class Fee is \$15.00. The Tie Fee is \$10.00.

38881 (A), 38882 (B) JAZZ BAND IA/IB (JAZZ B)

2 Semesters .5 Credit Each

Grades 10 - 12

Prerequisites: Audition; Membership in Concert Band, Symphonic Band, Wind Ensemble, or Marching Band; Permission from Teacher

Jazz B is the second of three jazz bands offered at GJHS. It is designed to pick up where Freshmen Jazz Band left off. Students will develop skills in improvisation, interpretation, ear-training, basic chord structure, music theory, scale construction and creation of this unique art form, in accordance with state and national music standards. Although piano, guitar and bass players need not be members of a band, they must audition and read music notation. Preference will be given to students who are in another performing ensemble. Rehearsals and public performances outside of class are a part of this course and are required. Jazz Band I is primarily made up of sophomores, juniors and seniors. **The Class Fee is \$15.00. The Tie Fee is \$10.00.**

38900 (A) 38901 (B) JAZZ IIA/IIB (JAZZ A)

2 Semesters .5 Credit Each

Grades 11 - 12

Prerequisites: Audition; membership in Freshmen Concert Band, Symphonic Band, Wind Ensemble or Marching Band both semesters; Permission of Director

Jazz II is a one per part advanced ensemble open by audition to all students who play an appropriate instrument for jazz. Freshmen that play in Jazz II **DO NOT** have to play in Freshmen Jazz Band. This ensemble is highly competitive to get into and requires membership in a concert band or other instrumental group at GJHS. This band plays at many local events and jazz festivals throughout the entire year. Auditions for Jazz I and II are held during the last month of school and follow the guidelines for All-State Jazz Band.

The Class Fee is \$15.00. The Tie Fee is \$10.00.

38941 (A) 38942 (B) CONCERT ORCHESTRA

2 Semesters .5 Credit Each

Prerequisite: Prior Experience in Orchestra or Permission of Teacher

Grades 9 - 10

This course is open to all violin, viola, cello and string bass students. A skill-based curriculum will provide progression through the fourth year of string technique. Public performances outside of class are part of this course and participation is required. All freshmen must take this class as a prerequisite to Symphony Orchestra.

The Class Fee is \$20.00.**38951 (A), 38952 (B) SYMPHONY ORCHESTRA**

2 Semesters .5 Credit Each

Prerequisite: Successful Completion of Concert Orchestra

Grades 10 - 12

Proficiency in All One Octave Major and Minor Scales, and a Skill-based Audition

This course is open to experienced violin, viola, cello and string bass musicians by audition. Emphasis in this class is placed on string ensemble (fall semester) and full orchestra with Wind Ensemble in spring semester. Public performances outside of class (such as clinics, festivals and commencement) are part of this course and attendance is required.

The Class Fee is \$20.00.**38520 MUSIC THEORY**

1 Semester .5 Credit

Prerequisite: Permission of Director

Grades 10 - 12

Music Theory is designed to be an advanced course in music fundamentals of notation, scale construction, chord construction, rhythmic understanding, analysis of music and compositional techniques. Ear training is included in this course. It is required that the student enroll in a performance class at GJHS (band, choir or orchestra) during this class in order to apply concepts covered. Freshmen are NOT allowed to take this class.

PHYSICAL EDUCATION

Graduation requirements include one (1) physical education credit. Successful completion of each course offered earns you a .5 credit. A gray shirt and black shorts/sweats are mandatory for all P.E. classes which require a student to dress out.

*You may request that .5 credit of physical education be waived if one of the following conditions has been met and documentation is provided to your counselor:

1. Successful completion of three seasons of marching band *or*
2. Successful completion of three seasons of the same extracurricular sport.

You may not waive the .5 credit of Personal Fitness and Wellness.

Physical Education courses open to 9-12 grades:

Weight Training	Fee \$10.00
Fitness Activities	No Fee
Athletic Weight Training	Fee \$10.00
Personal Fitness and Wellness	Fee \$10.00
Racquets	Fee \$10.00
Team Sports	Fee \$10.00

FEE: Must be paid for each class taken

Physical Education courses open to all students who have their own transportation:

Lifetime Activities	Fee \$60.00
Golf & Bowling	Fee \$60.00

FEE: Must be paid for each class taken

36001 (A), 36002 (B) ADAPTIVE PEER PHYSICAL EDUCATION (P.E.)

1 Term .5 Credit

Prerequisites: None

Grades 9 - 12

This course is designed to pair regular education students (peer coaches) with exceptional students. The peer coaches will aid in the exceptional student's development and improvement in the following areas: physical, mental, emotional, and social growth and development, and recreational and competitive games. Units include Team and Individual Activities and games. Evaluation will be based on daily attendance, daily

participation and the ability to work with, encourage and motivate the exceptional students in the area of physical education. No homework will be required.

36601 (A), 36602 (B) WEIGHT TRAINING

Prerequisites: .5 credit of regular P.E. and Teacher/Coach Approval

1 Term .5 Credit

Grades 9 - 12

This course is designed to introduce students to an opportunity to participate in weight training and fitness training and to give students a better understanding of muscular strength, muscular endurance, cardiovascular endurance, speed and agility. Topics include weekly weight-training program, fitness training, speed and agility training, and learning about anatomical make-up (muscles and bones). Evaluation will be based on daily participation in weight training/fitness training program, daily dress (gray shirt, black shorts/sweats), and examinations on muscles and bones in relation to lifting. Homework is minimal, possibly up to 2 hours per semester.

The class fee is \$10.00

36031 (A), 36032 (B) GIRLS' INDIVIDUAL DEVELOPMENT

Prerequisites: .5 credit of regular P.E. and Teacher/Coach Approval

1 Term .5 Credit

Grades 9 - 12

This course is designed to introduce girls to an opportunity to participate in weight training and fitness training and to give girls a better understanding of muscular strength, muscular endurance, cardiovascular endurance, speed and agility. Topics include weekly weight-training program, fitness training, speed and agility training, and learning about anatomical make-up (muscles and bones). Evaluation will be based on daily participation in weight training/fitness training program, daily dress (gray shirt, black shorts/sweats), and examinations on muscles and bones in relation to lifting. Homework is minimal, possibly up to 2 hours per semester.

The class fee is \$10.00

36061 (A), 36062 (B) FITNESS ACTIVITY (Walking Class)

Prerequisites: None

1 Term .5 Credit

Grades 9 - 12

This course is designed to provide an alternative to regular physical education in that students in this class do not have to dress out. Students in this class will be required to participate in everyday fitness walking around different courses set-up in the school setting. Units include leisure walking vs. cardiovascular walking and walking for fitness. Evaluation will be based on daily participation, reaching fitness walking goals, and developing a fitness plan. Homework is minimal, possibly up to 2 hours per semester.

36071 (A), 36072 (B) LIFETIME ACTIVITY

Prerequisites: Student-Provided Transportation

1 Term .5 Credit

Grades 10 - 12

This course is designed to develop skills and knowledge of activities students can use for a lifetime. Units include Archery, Billiards, Bowling, Canoeing, Fishing, Fly-Fishing, Golf, Kick-boxing, Ice Skating, Rock Climbing, Swimming, and Tennis as well as a few team sport and recreational activities. Evaluation will be based on daily attendance, daily dress (grey t-shirt, black shorts/sweats), daily participation, unit quizzes and exams. No homework is required. Students must provide their own transportation to the site of each activity. Since many of the activities in this class are off campus, students conduct are expected to demonstrate exemplary behavior.

The Class Fee is \$60.00.

36121 (A), 36122 (B) RACQUETS

Prerequisites: None

1 Term .5 Credit

Grades 9 - 12

This course is designed to introduce a variety of activities involving racquets. Units include Tennis, Pickle ball, Badminton, Ping Pong and Wellness topics. Evaluation will be based on daily participation, daily dress (gray shirt, black shorts/sweats), weekly fitness activities, unit and final exams, and knowledge of wellness properties. Homework is minimal, possibly up to 2 hours per semester.

The Class Fee is \$10.00

36298 (A), 36299 (B) TEAM SPORTS

Prerequisites: None

1 Term .5 Credit

Grades 9 - 12

This course is designed to introduce a variety of team sport activities. Units include Flag Football, Soccer, Softball, Basketball, Volleyball, and Wellness topics. Evaluation will be based on daily participation, daily dress (gray shirt, black shorts/sweats), weekly fitness activities, unit and final exams, and knowledge of wellness properties. Homework is minimal, possibly up to 2 hours per semester. **The Class Fee is \$10.00.**

36425 GOLF AND BOWLING

Prerequisites: Student Provided Transportation

1 Term .5 Credit

Grades 11 - 12

This course is designed to develop skills in golf and bowling. In addition, it is requested that students have their own golf clubs. Evaluation will be based on daily attendance, daily participation and written unit quizzes and exams over golf and bowling. Students must provide their own transportation to the site of each activity. No homework is required. **The Class Fee is \$60.00.**

36780 PERSONAL FITNESS AND WELLNESS

Prerequisites: Successful Completion of .5 Physical Education Credit

1 Term .5 Credit

Grades 10 - 12

This is a graduation requirement

The purpose of this activity-based course is to (a) enable students to extend and apply their knowledge of the five fitness components: cardiovascular fitness, muscular strength, muscular endurance, flexibility and body composition; (b) design, implement and evaluate a personal fitness program; and (c) understand the influence of lifestyle choices on health and fitness. Evaluation will be based on daily participation, daily dress, and class activities, reaching fitness goals, developing a fitness plan, quizzes and exams. Homework will be minimal, possibly up to 6 hours per semester. **The Class Fee is \$10.00.**

36641 (A), 36642 (B) ADVANCED WEIGHT TRAININGPrerequisites: Successful Completion of .5 Physical Education Credit,
Teacher Approval or Active Participation in Sports

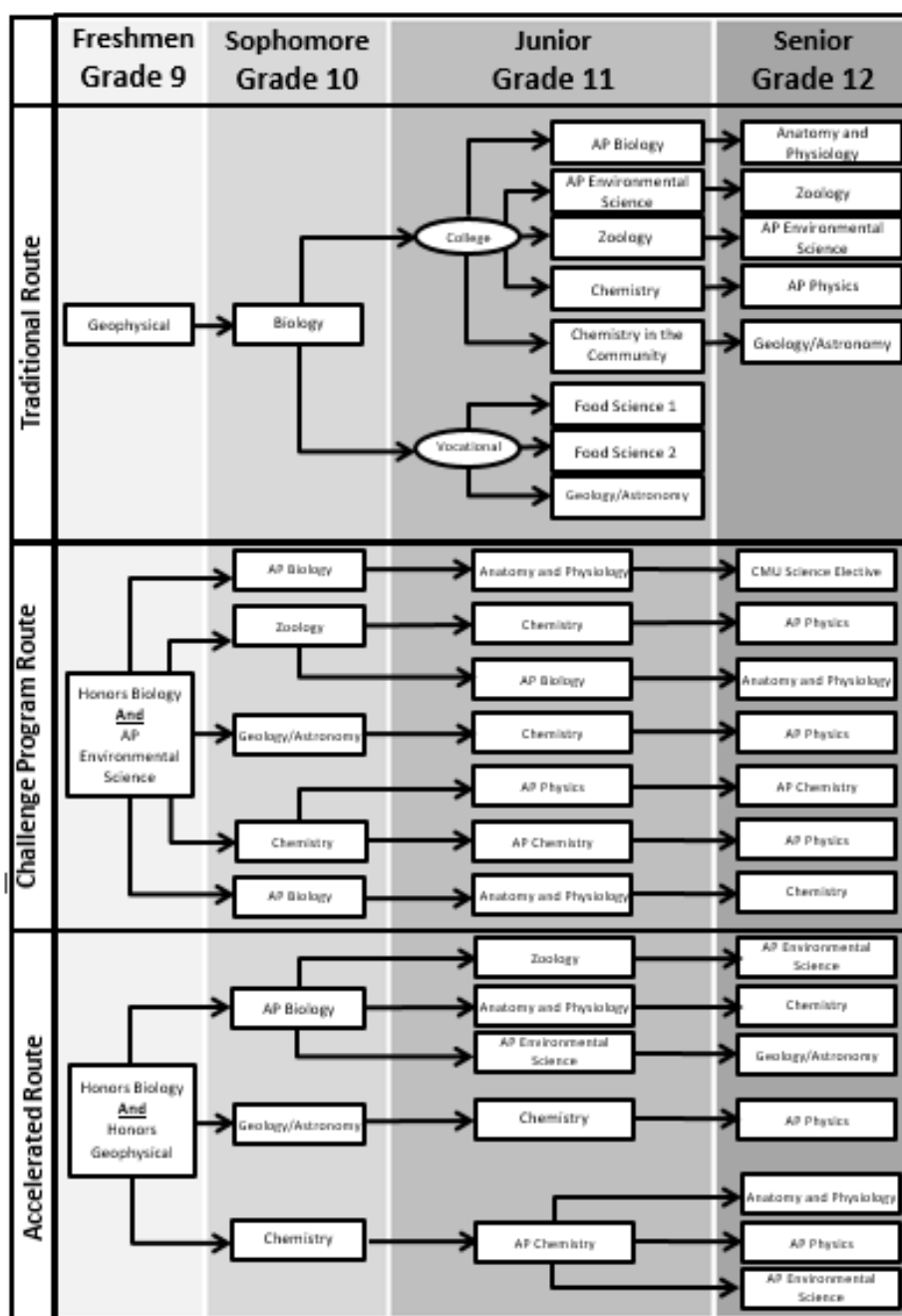
1 Term .5 Credit

Grades 9 - 12

This course is designed for student-athletes. It gives student-athletes an opportunity to continue their weight training and fitness training during their sports season and during the off-season. The goal is to continue developing and increasing muscular strength, muscular endurance, cardiovascular endurance, speed and agility. Topics include: weekly weight training program, fitness training, speed and agility training, and learning about anatomical make-up (muscles and bones). Evaluation will be based on daily participation in weight training, fitness and conditioning training, and daily dress (gray shirt, black shorts/sweats). Homework is minimal, possibly up to 2 hours per semester. **The Class Fee is \$10.00.**

SCIENCE

Below is a flow chart of the Science courses offered at Grand Junction High School. Although the Physical Geology and Historical Geology courses are not reflected in the flow chart, they would be considered electives like Astronomy in the Traditional Route and Zoology in the Accelerated Route.



33035 (A), 33036 (B) **GEOPHYSICAL SCIENCE**

2 Terms .5 Credit Each
Grades 9 - 12 Prerequisites: None

***HEAR, NCAA Approved**

This course is one of the three courses that meet the Strand 1 course requirement. It integrates the standards of Physical and Earth Science in a cohesive approach in which student's complete activities that show real world connections between the two disciplines. It is a lab- based course covering topics in chemistry, energy & heat transfer, atmosphere, climate & oceans, natural resources, Earth processes, Earth's history, and astronomy.

The Class Fee is \$13.00.

33037 (A), 33038 (B) **HONORS GEOPHYSICAL SCIENCE BLK**

2 Terms .5 Credit Each
Grades 9 - 12

Prerequisite: Teacher Recommendation

***HEAR, NCAA APPROVED**

Honors Geophysical Science is an accelerated and enriched Geophysical Science course. The pace is faster and course topics are covered at a greater depth of knowledge compared to Geophysical Science A and B. Students are expected to help guide course study and take ownership of their learning. Honors Geophysical Science should be taken by students who already have good study skills in place and are comfortable working at a rigorous pace. The intent of Honors Geophysical Science is to provide students a fast track to advanced science classes such as Chemistry, AP Environmental Science, CMU Anatomy and Physiology, AP Physics and AP Biology. These classes become available to students the semester following successful completion of both Honors Geophysical Science and Honors Biology.

33120 (A), 33130 (B) **BIOLOGY**

2 Terms .5 Credit Each
Grades 9 -12

Prerequisites: Geophysical Science

***HEAR, NCAA APPROVED**

This is one of the two courses that meet the Strand 2 course requirements. Biology is the study of the characteristics of living organisms. Through class discussions and laboratory investigation the student will explore the relationships of life forms. This course examines man's relationships, interactions, and impact on the environment. The students will be encouraged to become problem solvers and apply the basic background knowledge of the course. The class is intended to form a foundation for additional science courses and to serve as the prerequisite for further science study. All students will benefit from studying biology for their careers and daily life. This course meets State and District Content Standards for Life Science. This course may include class discussions, laboratories, and performance assessments, formal assessments, power point presentations, video presentations, study guides, seat work and group projects. Homework averages between 30 minutes to one hour a week.

The Class fee is \$13.00.

33141 (A), 33142 (B) **HONORS BIOLOGY BLK**

2 Terms .5 Credit Each
Grade 9 - 12

Prerequisites: Geophysical with a Grade of "B" or Higher, or Teacher Recommendation

***HEAR, NCAA APPROVED**

Honors Biology is an accelerated and enriched Biology. The pace is faster and course topics are covered at a greater depth of knowledge compared to Biology A and B. Students are expected to help guide course study and take ownership of their learning. Honors Biology should be taken by students who already have good study skills in place and are comfortable working at a rigorous pace. The intent of Honors Biology is to provide students a fast track to advanced science classes such as Chemistry, AP Environmental Science, CMU Anatomy and Physiology, AP Physics and AP Biology. These classes become available to students the semester following successful completion of both Honors Geophysical Science and Honors Biology.

33181 (A), 33182 (B), 33183 (C) **ADVANCED PLACEMENT BIOLOGY**

3 Terms .5 Credit Each
Grades 10 - 12

Prerequisite: Geophysical Science, Biology or Honors Biology, and Chemistry
Strongly Recommended

***HEAR, NCAA APPROVED**

AP Biology will cover life processes and life forms in greater depth than Biology with emphasis on critical thinking, reading, and writing skills. This course serves as the equivalent to a college level freshman biology class. College credit *may* be obtained upon successful completion of the College Board AP Biology

Examination. Students will work individually as well as with partners and groups when needed. In addition, students will conduct eight or more of the College Board AP Biology laboratories. **The Class Fee is \$13.00.**

33160 (A), 33161 (B) **ZOOLOGY**

2 Terms .5 Credit Each

Prerequisites: Biology or Honors Biology (Grade of "B" or Higher Recommended)

Grades 10 - 12

***HEAR, NCAA APPROVED**

This course can be used to meet the Science Elective requirement.

Zoology is a survey of the animal kingdom with an analysis of systems relevant to their classification. The intention is to help students appreciate a variety of life forms and their unique and similar characteristics. It is intended for the student who desires to expand his/her knowledge of animal diversity.

The Class Fee is \$13.00.

33196 (A) 33197 (B) 33198 (C) **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Prerequisite: Geophysical Science, Biology;

3 Terms .5 Credit Each

Chemistry is strongly recommended; 9th Graders need a recommendation from a previous science teacher

Grades 10 - 12

***HEAR, NCAA APPROVED**

The AP Environmental Science course is designed to be the equivalent of a one-semester introductory college course. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships 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. College credit may be obtained upon successful completion of the College Board AP Environmental Science Examination. Students will work individually as well as with partners and groups when needed. Students should expect 3 to 5 hours of homework each week.

33311 (A), 33312 (B) **CHEMISTRY IN THE COMMUNITY**

2 Terms .5 Credit Each

Prerequisites: Biology and Math 1

Grades 10 - 12

***HEAR, NCAA APPROVED**

This course can be used to meet the Science Elective requirement

CHEMCOM (Chemistry in the Community) is designed as an applied, lab oriented chemistry course primarily for students who plan to pursue non-science college degrees. Its purpose is to help students realize the important role that chemistry will play in their personal and professional lives; use principles of chemistry to think more intelligently about current issues they will encounter that involve science and technology; and develop a life-long awareness of the potential and limitations of science technology. Assessment will include homework, laboratory work, and written quizzes and exams. Students should expect routine homework totaling 1-2 hours per week.

The Class Fee is \$13.00.

33321 (A), 33322 (B) **CHEMISTRY**

2 Terms .5 Credit Each

Prerequisites: Biology, completed with a Grade of "C" or Higher, Math 2 or concurrently in Math 2

Grades 10 - 12

***HEAR, NCAA APPROVED**

This course can be used to meet the Science Elective requirement

This course deals with the structure of matter. Emphasis is on chemical bonding, atomic structure, and chemical equations, computations of stoichiometry and fundamental laws and theories of chemistry. Mathematical reasoning and problem solving are used extensively in this class. Laboratory experience will be used in the application of these topics. This class is intended for students who plan to pursue a science, math or engineering related career. Use of a scientific calculator is necessary. Student grades will be determined by homework, tests, labs, and quizzes. A student should expect a minimum of 30-40 minutes of homework each school night.

The Class Fee is \$13.00.

33331 (A), 33332 (B), 33333 (C) **ADVANCED PLACEMENT CHEMISTRY**

Prerequisites: Chemistry (Grade of "C" or Higher is Recommended)
Chemistry Teacher Recommendation (Pre-calculus is also recommended)

3 Terms .5 Credit Each
Grades 10 - 12

***HEAR, NCAA APPROVED**

AP Chemistry is a college-level course examining the processes of chemistry: including the how and why of chemical reactions, chemical properties and chemical interactions in the environment. This course is intended for college-bound students planning to major in math, science or engineering. College credit may be earned upon successful completion of the Advanced Placement Chemistry Exam with a complete lab book. Graphing calculator skills are highly recommended. Lab is an important component of this course, and extra time may be required to perform laboratory activities. Grades are based on tests, lab reports, recitation and homework.

The Class Fee is \$13.00.

33405 (A) 33406 (B) 33407 (C) **ADVANCED PLACEMENT PHYSICS**

Prerequisites: Math 2; 9th Graders concurrently taking Math 3 or previous science teacher recommendation

3 Terms .5 Credit Each
Grades 9 - 12

***HEAR, NCAA APPROVED**

This course can be used to meet the Science Elective requirement

Physics is a comprehensive analysis of the physical laws of the universe. Through class discussion, mathematics and laboratory investigation, the topics of heat, light, sound, force, motion, and energy will be covered. This class will explore a practical application of physical properties in relation to our environment. This course is intended for the student pursuing higher education. Typically, there is less than 2 hours of homework per week. College credit may be earned upon successful completion of the Advanced Placement Physics "B" Exam.

The Class Fee is \$13.00.

33410 **ASTRONOMY**

Prerequisites: C or better in Geophysical Science/Honors Geophysical Science

1 Term .5 Credit
Grades 10 - 12

***HEAR, NCAA APPROVED**

This course can be used to meet the Science Elective requirement.

This course is a survey of the fundamental structures and aspects of the universe. Assessment will include formative and summative evaluations. Class participation is essential with an expectation of 30 minutes of homework a week.

The Class Fee is \$13.00.

33220 **PHYSICAL GEOLOGY**

Prerequisite: Geophysical Science

1 Term .5 Credit
Grades 10 - 12

This course is designed as an introduction to the composition and structure of the earth, its rocks and minerals, surface erosional and depositional features, and the agents that form them. Topics include weathering and erosion, earthquakes, streams and ground- water, oil and gas exploration, plate tectonics, faults and geologic structures. In this course, students will utilize the basic materials and tools of physical geology to correctly interpret and model a variety of geologic data in order to better understand how geologists discover, develop, produce, and protect the natural resources on which our society depends. There will be at least one field trip to a local geologic site. (1 Semester Class)

33230 **HISTORICAL GEOLOGY**

Prerequisite: Geophysical Science

1 Term .5 Credit
Grades 10 - 12

This is a course in which the principles of physical geology and stratigraphy are used to study the history of the earth and its inhabitants. Geologic features such as rocks and fossils are used to interpret and date past events. Students will analyze rock and fossil data, and apply the basic principles of stratigraphy to reconstruct geologic events. Geologic maps and cross-sections illustrating the geologic formations and provinces of Colorado will be interpreted. There will be at least one field trip to a local geologic site. (1 Semester Class)

37510 FOOD SCIENCE I

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

This course can be used to meet the Science Elective requirement.

This course is designed to teach physical science concepts as they relate to cooking, food safety and nutrition. This is accomplished through completion of textbook assignments and lab experiments. Because of the hands-on nature of this class, consistent attendance is necessary for success. Typically, there is not a homework requirement in this class.

37520 FOOD SCIENCE II

Prerequisite: Food Science I

1 Term .5 Credit

Grades 9 - 12

This course can be used to meet the Science Elective requirement.

This course is a continuation of Food Science I and requires the knowledge and understanding of scientific principles taught in it. This is accomplished through completion of textbook assignments and lab experiments. Because of the hands-on nature of this class, consistent attendance is necessary for success. Typically, there is not a homework requirement in this class.

39895 BIOL 209 CMU HUMAN ANATOMY & PHYSIOLOGY I (1st Semester)

1 Term, .5 Credit - GJHS

1 Term, 3 Credits - CMU

39898 BIOL 209L CMU HUMAN ANAT & PHYSIOLOGY I LAB (1st Semester)

1 Term, .5 Credit - GJHS

1 Term, 1 Credit - CMU

Grades 10-12

39896 BIOL 210 CMU HUMAN ANATOMY & PHYSIOLOGY II (2nd Semester)

1 Term, .5 Credit - GJHS

1 Term, 3 Credits - CMU

39897 BIOL 210L CMU HUMAN ANAT & PHYSIOLOGY II LAB (2nd Semester)

1 Term, .5 Credit - GJHS

1 Term, 1 Credit - CMU

Grades 10 - 12

Prerequisites: Biology (Grade of "B" or Higher Recommended) & the High School Scholar Requirements

***NCAA APPROVED**

In this college level science course, students will study the structure and functions of the human body.

Topics include general terminology, chemistry, cells, tissues, respiratory, skeletal, muscular, circulatory, and nervous systems. This is a class with a laboratory period included. In order to get a full year credit, the student must also take BIOL 210 Human Anatomy and Physiology II and BIOL 210L Human Anatomy and Physiology II Laboratory during the second semester. The latter course is a continuation of Human Anatomy and Physiology, which covers tissue physiology, and the reproductive, integumentary, urinary, endocrine, and digestive systems. This class requires that the lecture and the lab be taken concurrently (2 class periods per semester).

SOCIAL STUDIES

Graduation requirements include three (3) Social Studies credits. The Standards-Based Social Studies Program is outlined below:

Freshmen: Global Studies, Honors Global Studies or AP Human Geography 1.0 credit

Sophomores

Or Juniors: US History or AP US History 1.0 credit

AP US Government and Politics and/or AP Comparative Government and Politics .5 credit

Seniors: American Government, CMU American Government or AP US Government and Politics and/or AP Comparative Government and Politics .5 credit

Social Studies Electives: .5 credit

Advanced:	AP Psychology, AP Economics, AP World History
Historical:	Ancient World History, Middle Ages World History, Early Modern World History, 20 th Century World History, and Colorado History
Social:	International Forum I/II, Comparative Religions, Sociology, Psychology, *Economics
Political:	Law Related Education, Teen Court
	*Courses in the above four categories meet Social Studies and general elective requirements and a student does not have to stay with one topic.
	*Economics fulfills the Financial Literacy credit and a social studies elective credit.

34010 (A) 34020 (B) **GLOBAL STUDIES**

2 Terms .5 Credit Each
Grades 9 - 12

Course A Focus Areas: Introduction to Global Studies (using North America), Europe, Latin America, and Sub-Saharan Africa

Course B Focus Areas: North Africa, Southwest Africa, South Asia, East Asia, and Oceania
Strongly recommended at Grade 9

***HEAR, NCAA APPROVED**

The study of history, geography, economics, and civics is the study of humanity, people and events that have individually and collectively shaped our nation and the world. A strong and effective social studies program helps students make sense of the world in which they live and helps them see themselves as active members of a global community.

The Global Studies Course is designed to help students understand the interconnectedness of the world. Students will investigate the world and develop the knowledge and skills in history, geography, civics, and economics. Each unit has an emphasis in a particular standard, but all four standards should be taught throughout the year equally. The course provides students with the opportunity to explore various regions and cultures. In addition, the course enables students to investigate issues and themes from multiple perspectives, using a variety of primary and secondary sources that lead to in-depth understanding. As students explore the four social studies standards, they will have multiple opportunities to explore the content and skills of the social science disciplines. Evaluation will be based upon class activities, homework, quizzes and other various assessments. An average amount of homework of approximately 0-2 hours per week will be expected from each student.

34031 (A), 34032 (B) **HONORS GLOBAL STUDIES**

2 Terms .5 Credit Each
Grades 9 - 12

Strongly recommended at Grade 9

***HEAR, NCAA APPROVED**

Honors Geography is an opportunity for freshmen to gain valuable skills and study habits for future challenging classes. **The pace of this class is intense.** Students considering Honors Global Studies should think about the following: 1) Students have nightly 1 hour homework assignments. 2) Unit Testing includes memory mapping, essay tests and objective tests, 3) On-time attendance is crucial, and 4) Maturity, organization and a willingness to get positively involved in classroom activities are crucial to success.

34171 (A) 34172 (B) **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

2 Terms .5 Credit Each
Grades 9 - 12

Prerequisite: Proficient or Advanced in Reading and Writing PARCC/NWEA

***HEAR, NCAA APPROVED**

This course will introduce students to the dynamics of human population growth and movement, patterns of culture, economic use of the Earth, political organization of space, and human settlement patterns. The course is designed to be at least equal to a college freshman level Human Geography Course, and will entail committed and consistent plan of preparation that will total approximately five (5) hours outside of

class per week. Students will prepare for the National AP Human Geography Examination, which can earn college credit.

34040 LAW RELATED EDUCATION

1 Term .5 Credit

Strongly Recommended for Grades 9-10

Grades 9 - 12

***NCAA APPROVED**

Law Related Education is designed to develop an understanding of legal rights and responsibilities. Discussion of practical, everyday criminal and civil legal problems will accompany projects and daily assignments. Students will have an opportunity to meet community experts such as police, sheriff, public defenders, district attorneys and judges. Evaluation will be based upon class activities, homework, quizzes and other various assessments. An average amount of homework approximately 0-2 hours per week will be expected from each student.

34060 WORLD HISTORY – ANCIENT

1 Term .5 Credit

Prerequisites: None

Grades 10 - 12

***HEAR, NCAA APPROVED**

The purpose of this course is to study the development of societies that contributed to modern culture. Topics of study will include the development of religious ideas, political systems, cultural values, artistic creativity and technology. This course will extend from the dawn of history to ancient Egypt, Mesopotamia, India, China, the Americas and the civilizations of Greece and Rome. Evaluation will be based upon class activities, homework, quizzes and other various assessments. An average amount of homework of approximately 0-2 hours per week will be expected from each student.

34080 WORLD HISTORY – MIDDLE AGES AND RENAISSANCE

1 Term .5 Credit

Prerequisites: None

Grades 10 - 12

***HEAR, NCAA APPROVED**

The purpose of this course is to study the development of civilization following the fall of the Roman Empire. Topics will include the progress of European nations from the Dark Ages through the Renaissance and Reformation. Emphasis will be placed on feudalism, the growth and impact of the Christian Church, the increase of royal power, the Age of Absolutism and early exploration. Other topics will include the Byzantine Empire, the rise of Islamic nations, Russia, Africa, India, China, and Japan. Evaluation will be based upon class activities, homework, quizzes and other various assessments. An average amount of homework of approximately 0-2 hours per week will be expected from each student.

34100 WORLD HISTORY – EARLY MODERN TIMES

1 Term .5 Credit

Prerequisites: None

Grades 10 - 12

***HEAR, NCAA APPROVED**

This course is designed to give an overview of world history between the time of exploration to WWI. The purpose of this course is to study the development of world civilizations from the time of European exploration to the twentieth century. Topics will include Enlightenment, Imperialism, the American and European revolutions, Nationalism and the Industrial Revolution. Evaluation will be based upon class activities, homework, quizzes and other various assessments. An average amount of homework approximately 0-2 hours per week will be expected from each student.

34110 WORLD HISTORY – TWENTIETH CENTURY

1 Term .5 Credit

Prerequisite: None

Grades 10 - 12

***HEAR, NCAA APPROVED**

This course is designed to give an overview of world history between the time of WWI and present day. The purpose of this course is to study the major events and issues of the twentieth century. Topics will include the World Wars, Communism, and Fascism as social and political forces, the rise of Developing Nations, the Information Age, current events, and global issues. Evaluation will be based upon class activities, homework, quizzes and other various assessments. Approximately 0-2 hours of homework per week will be expected from each student.

34151 (A) 34152 (B) ADVANCED PLACEMENT WORLD HISTORY

2 Terms .5 Credit Each

Prerequisite: Teacher Recommendation

Grades 10 - 12

***HEAR, NCAA APPROVED**

The purpose of the AP World History course is to build a greater understanding of the development and interaction of human societies from the dawn of history to the twenty-first century. This understanding is advanced through discussions of history, culture, institutions, innovation, and geography and combines factual knowledge with comparison, analysis and interpretation. Specific themes provide further organization to the course, along with consistent attention to contacts among major societies that produce consequences, continuity, and change.

34141 (A), 34142 (B) UNITED STATES HISTORY

2 Terms .5 Credit Each

Strongly recommended at Grade 11

Grades 10 - 12

***HEAR, NCAA APPROVED**

US History explores in-depth history, civics, geography, and economics themes in US History from the Industrial Revolution to present. This course builds on skills which will include cause and effect relationships, analysis, evaluation, and the use of primary sources to prepare students for the 21st Century.

The following three strands will be incorporated throughout the course:

- Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the internet, to support or reject hypotheses.
- Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts.
- Analyze ideas critical to the understanding of American history. Topics to include but are not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism.

Evaluation will be based upon class activities, homework, quizzes and other various assessments. An average amount of homework of approximately 1-3 hours per week will be expected from each student

34161 (A), 34162 (B) ADVANCED PLACEMENT UNITED STATES HISTORY

2 Terms .5 Credit Each

Prerequisite: Teacher Recommendation

Grades 11 - 12

***HEAR, NCAA APPROVED**

This course is designed to give students a study of the history of the United States from the time of European exploration to the present. Factual knowledge and analytical skills will be used to interpret and assess historical materials and issues. This course will provide student with class work equivalent to an introductory US History course in most colleges and is designed to prepare students for the Advanced Placement Exam. Evaluation will be based on classroom activities, readings, tests, and written projects. A minimum of 4-6 hours of homework each week will be expected for each student.

34180 AMERICAN GOVERNMENT

1 Term .5 Credit

Grade 12

***HEAR, NCAA APPROVED**

Students need to be informed, connected, and engaged participants in the American Political system. Students must understand the ramifications of political decisions from the local, state, and national level all the way up to international level implications. Students will know the basic building documents of the American Political system, their history and their impact on current policies. Students will investigate the structure of the American government system, the three branches, Federalism and how these philosophies interact to form the American political milieu. Evaluation of learning will be based on class activities, research assignments, homework, quizzes, tests and any other work assigned by the instructor. Weight of assignments may vary by instructor. An average amount of homework approximately 1-3 nights per week should be expected (possibly more in a block class), though this may vary by instructor.

34195 ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS:

Prerequisite: Teacher Recommendation

2nd Semester.5 Credit
Grades 11 - 12

***HEAR, NCAA APPROVED**

***This course is offered as a year-long course and is taught concurrently with
AP US Government and Politics***

This **one-semester college-level course** prepares students to take the AP Comparative Government and Politics AP Exam. The course is designed to teach students to understand and be able to critically analyze fundamental concepts used to study the processes and outcomes of politics in six different countries: China, Great Britain, Iran, Mexico, Nigeria, and Russia. Specific emphasis will be placed on understanding major comparative political concepts, themes, and generalizations; knowing and understanding facts pertaining to the government and politics of the six studied countries; and being able to compare and contrast political institutions and processes across countries and to derive generalizations. Students will need to purchase their own textbook if they want one that is updated with current information.

As a college-level course, it is rigorous and demanding. It requires students to put forth their best effort on a daily basis in class, preparatory textual reading, and in reading and listening to mass media sources. Students have nightly 1-2 hour homework assignments, primarily out of the textbook and from selected articles from the British Broadcasting Company (BBC), the Journal of Democracy, and the Wall Street Journal.

34196 ADVANCED PLACEMENT US GOVERNMENT AND POLITICS:

Prerequisite: Teacher Recommendation

1st Semester.5 Credit
Grades 11 - 12

***HEAR, NCAA APPROVED**

***This course is offered as a year-long course and is taught concurrently with
AP Comparative Government and Politics***

This **one-semester college-level course** prepares students to take the AP United States Government and Politics AP Exam. The course is designed to teach students to understand and be able to critically analyze U.S. government and politics through an in-depth study of facts, concepts, and theories pertaining to US government and politics and patterns of political processes and behavior and their consequences with an emphasis on various government structures and procedures and the political effects of those structures and processes. By the end of this course, students will understand and be able to describe how our form of government developed through the years and functions today. Students will need to purchase their own textbook.

As a college-level course, it is rigorous and demanding. It requires students to put forth their best effort on a daily basis in class, preparatory textual reading, and in reading and listening to mass media sources. Students have nightly 1-2 hour homework assignments. Be prepared for nightly reading, weekly writing, and the expected use of your higher order thinking skills.

34200 INTERNATIONAL FORUM I

34210 INTERNATIONAL FORUM II

Prerequisite: None

2 Terms .5 Credit Each
Grades 10 - 12

***HEAR, NCAA APPROVED**

International Forum is an issues-oriented class. Discussion and debate of contemporary and controversial topics involve the student in class participation and critical thinking. Subject matter has a political perspective as problems and their possible solutions are examined at international, national and local levels, and in relationship to the individual. This course will deal with issues such as the environment, energy, defense, aging, poverty, substance abuse, crime and violence. (Each semester is exclusive of the other.) In addition to Positive Discussion Involvement, evaluation will be based on a 1-2 page formal research paper and an essay test for each of the four units per semester. Homework averages 1-2 hours per week.

34240 SOCIOLOGY

Prerequisite: None

1 Term .5 Credit

Grades 10 - 12

***HEAR, NCAA APPROVED**

This course is designed to give sophomores, juniors, and seniors an introduction to sociological theory and application. Sociology explores important societal factors such as cultural change and dynamics, group structure and function, social status and class, social behaviors, deviance and racial relations. In addition, social institutions including marriage and family, religion, and education will be covered. The course will attempt to give students an overall perspective on the structure and function of societies as well as provide for a study of current social problems and conditions. Evaluation will be based upon class activities, homework, quizzes and other various assessments. An average amount of homework, approximately 1-2 hours per week, will be expected from each student.

34260 PSYCHOLOGY

Prerequisite: None

1 Term .5 Credit

Grades 10 - 12

***HEAR, NCAA APPROVED**

This course is designed to give sophomores, juniors, and seniors an introduction to psychological theory and application. Psychology is the study of the mental processes and behavior. The course will cover such topics as sensation, perception, memory, thought, learning, human relations, personality, behavior disorders and mental health. Types of therapy, techniques of mental measurement and statistics will also be studied. Consideration will be given to theory and research relative to the topics. Evaluation will be based upon class activities, homework, quizzes and tests. An average amount of homework, approximately 1-2 hours per week, will be expected from each student.

34281 (A), 34282 (B) ADVANCED PLACEMENT PSYCHOLOGY

Prerequisites: Teacher Recommendation

2 Terms .5 Credit Each

Grades 11 - 12

***HEAR, NCAA APPROVED**

Psychology is a vibrant, living, and ever-growing science. Although its roots are in the distant past, it has flourished in the 21st Century. Psychology might be called the science of today; concerned with and dealing with current behavior; sensation and perception; states of consciousness; learning and memory; motivation and emotion; stress measurement; language, thought and intelligence; abnormal behavior; psychotherapy; and social psychology. The course culminates in the Advanced Placement Psychology Examination. Evaluation will be based on class activities, class projects, homework, quizzes, and tests. An average amount of homework, approximately 2-4 hours per week, will be expected for each student.

34320 ECONOMICS

Prerequisite: None

1 Term .5 Credit

Grades 10 - 12

HEAR, NCAA APPROVED*This course meets the .5 credit for Financial Literacy graduation requirement.**

This course is designed to give sophomores, juniors and seniors an introduction to economic theory and application. The purpose of this course is to help students understand the American economic system of free enterprise so that they will be able to make better financial, employment, and personal decisions. Students will study how the United States economy works by examining the basic elements of free market system, the interaction of supply and demand, the banking system and the national economy. Evaluation will be based upon class activities, class projects, homework, quizzes and tests. An average amount of homework, approximately 1-2 hours per week, will be expected from each student.

34331 ADVANCED PLACEMENT MICROECONOMICS

Prerequisite: None

1 Term .5 Credit

Grades 11 - 12

HEAR, NCAA APPROVED*This course meets the .5 credit graduation requirement for Financial Literacy.**

This course is offered as a year-long course and is taught concurrently with AP Macroeconomics.

This course is designed to give juniors and seniors an introduction to microeconomics theory and applications. The purpose of the AP MicroEconomics course is to give students an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Topics will include basic economic concepts, the nature and

functions of product markets, factor markets and market failure, and the role of government. Evaluation will be based on class activities, class projects, homework, quizzes, and tests. An average amount of homework, approximately 2-4 hours per week, will be expected for each student.

34332 ADVANCED PLACEMENT MACROECONOMICS

1 Term .5 Credit

Prerequisite: None

Grades 11 - 12

***HEAR, NCAA APPROVED**

This course meets the .5 graduation requirement for Financial Literacy.

This course is offered as a year-long course and is taught concurrently with AP Microeconomics.

This course is designed to give juniors and seniors an introduction to macroeconomic theory and application. The purpose of the AP MacroEconomics course is to give students an understanding of the principles of economics that apply to an economic system as a whole. Topics will include basic economic concepts, measurements of economic performance, national income and price determination, the financial sector, inflation, unemployment, and stabilization policies, economic growth and productivity, and international trade and finance. Evaluation will be based on class activities, class projects, homework, quizzes, and tests. An average amount of homework approximately 2-4 hours per week will be expected for each student.

34340 COMPARATIVE RELIGIONS

1 Term .5 Credit

Prerequisite: None

Grades 11 - 12

***HEAR, NCAA APPROVED**

This course is designed to give students an introduction into world religions and their place in human affairs. The course will identify the basic concept of religion and the religious philosophies of the Western World and Eastern World including Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Topics and themes will include geographical influences, historical events, founders, sacred writings, religious rites, and ceremonies. Religious concepts and philosophical views will be discussed in an academic, non-proselytizing environment. An average amount of homework, approximately 1-2 hours per week, will be expected for each student.

34410 COLORADO HISTORY

1 Term .5 Credit

Prerequisites: None

Grades 10 - 12

***HEAR, NCAA APPROVED**

This semester course surveys prehistoric peoples of Colorado, native peoples, the Spanish frontier, fur trade, mining, transportation, political development, the cattle industry, industrial and energy-related growth, resource allocation and issues confronting Colorado's future. This course involves independent research. Evaluation will be based upon class activities, homework, quizzes and other various assessments. An average amount of homework, approximately 0-2 hours per week, will be expected from each student.

34375 TEEN COURT

1 Term .5 Credit

Prerequisite: None (*Law Related Education is strongly encouraged*)

Grades 10 - 12

This course is designed to give all enrolled students trial experience and an enhanced understanding of the system of law of the United States of America. Topics include jurisprudence, trial procedures, courtroom etiquette, rules of evidence and case material preparation.

Students in this class will be introduced to the American judicial system with expertise coming from community resources such as police, sheriff, and public defender, city attorneys from the Grand Junction Teen Court, district attorneys and judges. Students will be introduced to the model in place for the Grand Junction Teen Court, be responsible for the cases to be argued each session, serving as either representatives for the people or the defense for the teen defendants ordered to appear, and be responsible for the preparation and coordination of each teen court session. **Students must commit to be present for each Teen Court session (usually eight sessions per semester) held after school hours in the City Juvenile Courtroom.**

Evaluation will be based on class activities, case preparation, tests and quizzes, and trial performance. This class will require attendance and effort outside of assigned class times. Attendance is required at all Teen Court sessions that are held at Grand Junction City Hall outside of normal school hours (approximately 3 hours every other week). Students will also be required to conduct case preparation at times that differ from normal school hours including but not limited to, meeting with defendants and acquiring relevant evidence.

39391 **POLS 101 CMU AMERICAN GOVERNMENT-GTSS1**

Prerequisite: Previous Social Studies Teacher Recommendation

1 Term, .5 Credit - GJHS

1 Term, 3 Credits - CMU

Grade 12

This college level course addresses the structures and functions of the American political system and the constitutional development of federalism and separation of powers. Also, it focuses on citizen participation and influence in politics, the Congress, presidency and the Supreme Court, and public policy including civil rights and liberties.

As a college-level course, it is rigorous and demanding. It requires students to put forth their best effort on a daily basis in class, preparatory textual reading, and in reading and listening to mass media sources. Students have nightly 1-2 hour homework assignments. Be prepared for nightly reading, weekly writing, and the expected use of your higher order thinking skills. Students will need to purchase their own textbook.

TECHNOLOGY EDUCATION

These classes are designed for students at any level of development. The classes are designed around hands-on activities. Students have access to the tools, supplies, equipment and computers that are necessary to complete assignments during class. When students use class time to their advantage, there is very little homework. **There is a \$20.00 fee for each class that helps cover the cost for supplies.** Safety glasses are required for all classes. (Except Computer Communications) Unless given permission by the instructor, students are limited to two technology classes per academic year. The two may not be taken concurrently.

Manufacturing

37060 **MANUFACTURING PRODUCTION**

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

Students are introduced to the manufacturing process. Students learn how to design and manufacture products using wood. Computers will be used to research and design projects. Students will also learn the proper use and safety rules for various woodworking equipment including scroll saws, band saws, drill presses, miter saw, planer, etc. Students will be able to design and build several projects.

37095 **ROBOTICS**

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

Students will study concepts in automation, including areas such as movement, motion, and electric control systems. Students learn about hydraulics, pneumatics, electronics, and mechanics by building robotic arms. Students will use computers to research and design projects. Students will learn basic soldering techniques during the "Battle Bot" phase. Students will also learn the proper use and safety rules for various woodworking equipment including scroll saws, band saws, drill presses, miter saw, planer, etc. Students will be able to design and build several projects.

37082 MECHANICAL

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

Students will study electronics by dissecting and testing VCR's, stereos, printers and other electronic components. Students use computers to research how electronic equipment works and how to trouble shoot electronics. Rube Goldberg machines are researched, designed and built. Innovations and inventions are also explored. Students will learn the proper use and safety rules for various woodworking equipment, including scroll saws, band saws, and disc / belt sanders, soldering irons and multi-meters. Students will be able to design and build several projects.

Construction**37100 POWER AND ENERGY**

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

Students will study concepts in various energy systems. Students use computers to research and design projects such as solar powered vehicles, catapults, wind powered vehicles, and wind generators. Areas that students might explore include solar power, wind power, hydroelectric power, and energy of the future. Students will also learn the proper use and safety rules for various woodworking equipment including scroll saws, band saws, and disc / belt sanders. Students will be able to design and build several projects.

37130 ARCHITECTURAL DESIGN

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

Students will study concepts in modern and alternative architecture. Students learn about architecture by building models of houses which they design. Students will use computers to research and design their projects. Areas that students will be exploring are alternative building materials, house styles, building components, and homes of the future. Students will also learn the proper use and safety rules for various woodworking equipment, including scroll saws, band saws, and disc / belt sanders. Students will be able to design and build several projects.

37140 STRUCTURAL DESIGN

Prerequisite: None

1 Term .5 Credit

Grade 9 - 12

Students will study concepts in modern and alternative building and construction. Students use computers to research and design projects such as bridges, towers, and buildings. Students learn about engineering by testing their projects for flexibility, strength, and durability. Students will also learn the proper use and safety rules for various woodworking equipment including scroll saws, band saws, and disc / belt sanders. Students will be able to design and build several projects.

Transportation**37086 AEROSPACE**

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

Students will study concepts in aeronautics and aerospace. Students build and test a variety of air travel vehicles. Students use computers to research and design projects such as gliders, parachutes, helicopters, model airplanes, and rockets. Students will also learn the proper use and safety rules for various woodworking equipment, including scroll saws, band-saws, and disc / belt sanders. Students will be able to design and build several projects.

37081 LAND TRANSPORTATION

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

Students will study concepts regarding a variety of land transportation vehicles. Students will build various land transportation vehicles that might include co2 cars, rocket cars, magnetic levitation cars, hovercrafts, and spring actions cars. Students use computers to research and design projects. Students will learn basic soldering techniques during the "Battle Bot" phase. Students will also learn the proper use and safety rules for various woodworking equipment including scroll saws, band-saws, drill presses, miter saw, planer, etc. Students will be able to design and build several projects.

Communications**37022 COMPUTER COMMUNICATION**

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

Students will study concepts involving various computer programs including CAD, Photoshop, and Publisher. Students will use a variety of computer programs to create projects, such as logos, digital pictures, notepads, mirror designs, and house designs. Students might also explore projects involving web pages, t-shirt designs, brochures, and newsletters. Simulation software, such as Roller Coaster and Bridge Builder will be available too. This is a great class for the creative side in you! Because so much of this class is computer based, a Responsible Use Agreement form must be signed.

Advanced Technological Education**37150 ADVANCED STUDIES**

Prerequisite: 4 Technology Courses (Must include Manufacturing Production)
Teacher Recommendation

1 Term .5 Credit

Grades 11 - 12

This course is designed to allow students to design their own course of study. Students will use computers to research and design projects. Students will be required to submit an application which includes the project content, goals and objectives, research methods, time frame and methods of analysis. Students will also learn the proper use and safety rules for various woodworking equipment, including scroll saws, band saws, drill presses, miter saw, planer, table saw, etc. Students will be able to design and build several projects. **Instructor approval is required.**

Students may sign up for a class twice and receive credit. The first time is at a beginning level; the second time is at an advanced level. If a student wishes to take a class a third time they need to get instructor approval and sign up for Advanced Studies.

VISUAL ARTS

Students are limited to two art classes per academic year unless given permission by an instructor. The two classes may not be taken concurrently.

**Art I is a prerequisite for all other art classes at GJHS;
it may not be taken concurrently with any other art class.**

These courses meet the .5 Fine Arts requirement.

38000 ART I

Prerequisite: None

1 Term .5 Credit

Grades 9 - 12

This is a survey course that offers opportunities to learn art fundamentals in 2D and 3D processes and techniques. The course will include but is not limited to; freehand drawing, portraiture, use of color, linear perspective, art elements and principles of design, art history and art appreciation. Creativity and originality

is emphasized. Work is done in class, regular attendance is critical for successful completion of projects.
This course is a prerequisite for all art courses. The Class Fee is \$20.00.

38020 ART II

1-2 Terms .5 Credit Each
Grades 10 - 12

Prerequisite: Art I

Art II is an in depth survey course of advanced techniques and media. This course could include 2-D and 3-D art, as well as mixed media and collaborative projects. Art history and art criticism is included. Creativity/originality and self-expression is emphasized along with the development of personal style. Work is done in class, **regular attendance is critical** for successful completion of projects. This is a performance-based class.
The Class Fee is \$20.00.

38060 DRAWING & PAINTING

1 Term .5 Credit
Grades 10 - 12

Prerequisite: Art I

Drawing/Painting I will provide students the opportunity to further develop drawing and painting skills learned in ART I. Students will use a variety of wet and dry medium and techniques incorporating the elements of art and principles of design. Art history and art criticism is included. Creativity/originality and self-expression is emphasized along with the development of personal style. Work is done in class, **regular attendance is critical** for successful completion of projects.
The Class Fee is \$20.00.

38100 CERAMICS I

1 Term .5 Credit
Grades 9 - 12

Prerequisite: Art I

This course is an introduction to the use of clay for functional and artistic purposes. Basic hand-building skills will be emphasized as well as beginning exposure to the potter's wheel. Basic decoration and finishing techniques will be included. Art history and art criticism is included. Creativity/originality and self-expression are emphasized along with the development of personal style. Work is done in class, **regular attendance is critical** for successful completion of projects.
The Class Fee is \$20.00.

38120 CERAMICS II

1-2 Terms .5 Credit
Grades 10 - 12

Prerequisite: Art I and Ceramics I

This course's focus provides in depth exposure to the potter's wheel and more advanced hand building techniques. Students will work with high fire glazes, staining techniques, and possibly raku firing. Creativity/originality and self-expression are emphasized along with the development of personal style. Work is done in class, **regular attendance is critical** for successful completion of projects.
The Class Fee is \$20.00

38160 PRINTMAKING I

1 Term .5 Credit Each
Grades 9 – 12

Prerequisite: Art I

This course will include the basic printmaking processes: screen printing, relief cutting, intaglio etching, lithography, collotypes, and monotypes. Students will create limited edition in selected printing processes. Creativity/originality and self-expression are emphasized along with the development of personal style. Work is done in class, **regular attendance is critical** for successful completion of projects.
The Class Fee is \$20.00.

38180 3-D DESIGN (SCULPTURE)

1 Term .5 Credit
Grades 9 - 12

Prerequisite: Art I

This course will give the student experience in designing and creating sculptures using the three basic processes; additive, subtractive, and manipulative. Sculptures will be created from a variety of materials from cheap junk to precious purchases. Creativity/originality and self-expression are emphasized along with

the development of personal style. Work is done in class, **regular attendance is critical** for successful completion of projects. **The Class Fee is \$20.00.**

38240 PHOTOGRAPHY I

Prerequisite: Art I; Digital Camera and Flash/USB Drive

1 Term .5 Credit
Grades 10 - 12

This course is designed for students to develop a compositional approach to photography using digital and computer technologies. Developing a personal eye, creativity and originality will be emphasized. Students will learn digital darkroom processes using Adobe Photoshop Elements. History and appreciation of photography and photographers will be part of the total experience. Creativity/originality and self-expression are emphasized along with the development of personal style. Work is done in class, **regular attendance is critical** for successful completion of projects. **The Class Fee is \$20.00.**

38250 PHOTOGRAPHY II

Prerequisite: Successful Completion of Photo I with A or B
Must have Digital Camera and Flash/USB Drive

1 Term .5 Credit
Grades 10 - 12

This class builds on the skills learned from Photography I. There will be advanced exploration in the areas of other photographic genres, as well as increased development of skills in Adobe Photoshop Elements. Creativity/originality and self-expression are emphasized along with the development of personal style. Work is done in class, **regular attendance is critical** for successful completion of projects. Homework is minimal so it is essential that the student is in class every day. **Students must provide a digital camera and flash drive.** **The Class Fee is \$20.00**

38200 GRAPHIC DESIGN

Prerequisite: Art I and Computer Applications

1 Term .5 Credit
Grades 9 - 12

This course is designed to explore the graphic arts field through the use of technology. Students will use basic drawing, design and computer skills to produce quality end products. Areas covered could include: typography, logo design, advertising/marketing art and package design. Creativity/originality and self-expression are emphasized along with the developments of personal style. Work is done in class, **regular attendance is critical** for successful completion of projects. **The Class Fee is \$20.00.**

WORLD LANGUAGE

There is NO World Language credit required to graduate from high school; however, if you are planning to attend a four-year Colorado public college or university, HEAR and NCAA do have some requirements which World Language credits meet.

The purpose of this department is to introduce students to the basic structure of languages, other than English, increasing knowledge and building fluency with each successive term. Students also learn cultural, geographical, and historical information about the people and places connected with the language. Each level builds on the previous ones and thus it is important for students to apply themselves and to do well right from the start in the beginning levels and in each subsequent level. It is also best to take these classes without any time gaps between levels. World language classes are academic electives. Strong study skills, excellent attendance, and a willingness to participate actively in class on a daily basis are essential. Ten to fifteen minutes of daily review and practice are expected. World language classes offered at GJHS are French, German, and Spanish.

Although there is no graduation requirement for world languages, we recommend that students take a minimum of two years of the same world language. Many colleges and universities require three years of the same language for admittance. If you are planning to attend college after high school, we recommend that you plan your World Language study to include taking it your senior year, so that your knowledge and skills will be fresh in your mind as you transition to college level work.

If you are a weak student in English Language Arts, we recommend that you wait until your sophomore or junior year to start a World Language, when you have made the adjustment to high school and have improved your language skills in reading and writing English.

If you are a strong student in Language Arts, we recommend that you start World Language study in your freshman year and plan on continuing with the same language all four years. HEAR requires two credits in academic electives, one of which must be a World Language credit.

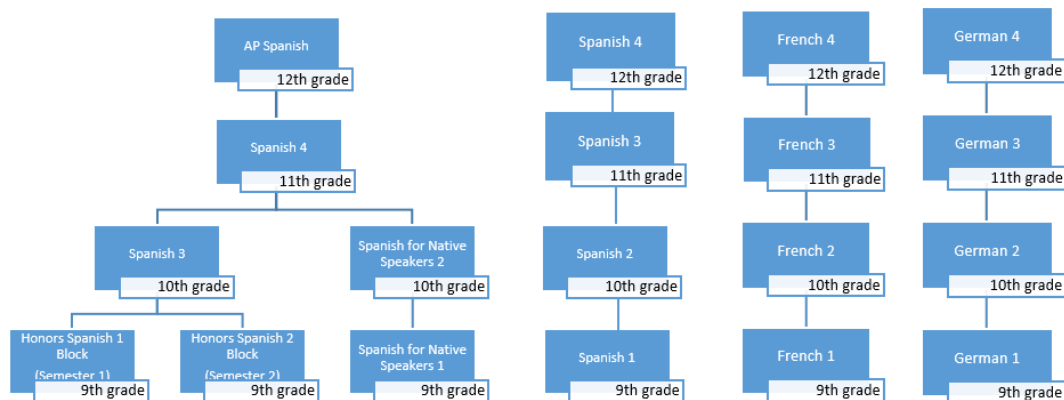
In addition, depending on their selectivity, many colleges and universities look for two to three years of the same World Language when considering students for admission.

INTRODUCTION TO WORLD LANGUAGES

World Language courses build students' communication skills in the four key areas of language: listening, speaking, reading and writing. Students will also explore the importance of cultural awareness and our connectedness with the global community.

Below is a flow chart of the World Language courses offered at Grand Junction High School. Although there are no listings for French and German Advanced Placement classes, they may be arranged with permission of the instructor. If you have experience in a language and are unsure of which course you should take, arrange a placement test with the Counseling Department.

World Languages offered at GJHS



LEVEL ONE:

Prerequisite: None

Recommendations: "C" Average Overall In Their Most Recent Language Arts/English class.

2 Terms .5 Credit Each

Grades 9 - 12

Native Spanish Speakers should not register for Spanish 1 or 2, but should consider level 3 or 4, Spanish for Native Speakers 1, Advanced Placement Spanish, or another language after consulting with an upper level Spanish teacher and the World Language Department Chair.

***HEAR, NCAA APPROVED**

The level one world language course is designed to focus on high frequency vocabulary and language structures through student interaction with the target language. Language will be learned through a variety of activities including: stories, video media and technology, cultural exploration, etc. Regular attendance and active participation are critical components for student success.

35201 (A), 35202 (B) **French I** 35321 (A), 35322 (B) **German I** 35001 (A), 35002 (B) **Spanish I** 35006 (A), 35007 (B) **Honors Spanish I Block** (Must be taken in the fall semester with Spanish II Block in the spring semester of the same school year. This sequence enables non-Spanish speaking students to reach AP Spanish their senior year. This sequence also enables sophomores and juniors to accelerate and extend their progress through the levels of Spanish.

LEVEL TWO:

Prerequisite: Successful Completion of Level 1 with a "C" or Better

and/or Teacher Approval. *Native Spanish speakers should not register for Spanish 1 or 2, but should consider level 3 or 4, Spanish for Native Speakers, Advanced Placement Spanish, or another language after consulting with an upper Spanish teacher and the World Language Department Chair.*

2 Terms .5 Credit Each

Grades 9 - 12

***HEAR, NCAA APPROVED**

The level two world language course is designed to increase students' competence through continued interaction with the target language. The focus will be on more advanced language structures and expanded vocabulary in context. Level two students will demonstrate increasing spontaneity and flexibility in their ability to communicate in the target language in all four areas: speaking, listening, reading and writing. Regular attendance and active participation are critical components for student success.

35221 (A), 35222 (B) **French II** 35341 (A), 35342 (B) **German II** 35021 (A), 35022 (B) **Spanish II** 35031 (A), 35032 (B) **Honors Spanish II Block** (Must be taken in the spring semester with Spanish I Block in the fall semester of the same school year. This sequence enables non-Spanish speaking students to reach AP Spanish their senior year. This sequence also enables sophomores and juniors to accelerate and extend their progress through the levels of Spanish.

LEVEL THREE:

Prerequisite: Successful Completion of Level 2 with a "C" or Better
and/or Teacher Recommendation

2 Terms .5 Credit Each

Grades 9 - 12

***HEAR, NCAA APPROVED**

The level three world language course is designed to increase students' competence and confidence in the target language. The focus continues to be on increasingly advanced language structures and vocabulary building. Regular attendance and active participation are critical components for student success.

35241 (A), 35242 (B) **French III** 35361 (A), 35362 (B) **German III** 35041 (A), 35042 (B) **Spanish III** 35046 (A), 35047 (B) **Spanish III Block** (Must be taken during the same school year as Spanish IV Block and teacher recommendation required)

LEVEL FOUR:

Prerequisite: Successful Completion on Level 3 with a "C" or Better
and/or Teacher Recommendation

2 Terms .5 Credit Each

Grades 9 - 12

***HEAR, NCAA APPROVED**

The level four world language course is designed to further develop students' abilities and skills in the target language with increasing depth and breadth. Regular attendance and active participation are critical components for student success.

35261 (A), 35262 (B) **French IV** 35382 (A), 35383 (B) **German IV** 35061 (A), 35062 (B) **Spanish IV** 35060 (A), 35060 (B) **Spanish IV Block** (Must be taken during the same school year as Spanish III Block and teacher recommendation required)

35101 (A), 35102 (B) **ADVANCED PLACEMENT SPANISH** 2 Terms .5 Credit Each
Prerequisites: Successful completion of Spanish IV with a "C" or better Grades 11 - 12
**Native Spanish speakers must complete Spanish for Native Speakers I and II and Spanish 3 and 4 before taking AP Spanish

***HEAR, NCAA APPROVED**

Spanish AP students will review the grammatical components of the language with further study of the more technical details. Through the study of authentic materials, the AP Spanish Language students will practice speaking, reading, writing, and listening completely in Spanish. As stated in the College Board AP Spanish guidelines, "the course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level." Students successfully completing this course should be prepared for the Spanish Language Advanced Placement examination.

35481 (A), 35482 (B) **SPANISH FOR NATIVE SPEAKERS I** 2 Terms .5 Credit Each
Prerequisites: None Grades 9 - 12

***NCAA APPROVED**

This course is designed to increase the literacy level of the Spanish speaking student. Students will focus on increased reading fluency using a variety of materials (such as novels, non-fiction books, articles, poetry, and song lyrics) and accuracy in writing through a wide variety of writing activities. Students will gain experience in speaking for a variety of purposes. Students will explore the variety of cultural nuances of the greater Spanish speaking world, including those within the United States. To succeed in this course, students must show growth in reading, writing, and speaking, based on pre/post assessment rubrics. Progress will be measured based on individual entry levels following the pre-assessment.

35480 (A), 35490 (B) **SPANISH FOR NATIVE SPEAKERS II** 2 Terms .5 Credit Each
Prerequisites: Spanish for Native Speakers I with a "C" or better Grades 9 - 12
Greater emphasis will be placed on expansion of formal vocabulary through reading and writing activities, and on increasing awareness of appropriate word choice, register, and grammatical accuracy. Students will be expected to demonstrate growth based on pre/post assessment rubrics. Progress will be measured based on individual entry levels following the pre-assessment.

35420 (A), 35421 (B) **AMERICAN SIGN LANGUAGE** 2 Terms .5 Credit Each
Prerequisites: None Grades 9 - 12

This course is an introduction to basic receptive and expressive skills in American Sign Language, including vocabulary, manual alphabet, grammatical structure, facial expressions. Deaf culture and the history of ASL will also be covered in this course.

SPECIAL COURSE WORK

39001 (A), 39002 (B) **STUDENT GOVERNMENT - STUDENT COUNCIL**
Prerequisite: Elected to School Office 1-2 Semesters .5 Credit Each
Grades 9 - 12

Student Council is designed as a course that explores leadership and positive involvement in both school and community. Daily activities help develop leadership by placing students in varied levels of responsible situations where leadership is required to accomplish the established goals. Many of the techniques used involve real world skills such as delegation, goal-setting, meeting deadlines, committee work, brainstorming/planning, communication and promptness.

39005 STUDY LAB

1 Semester .5 Credit

Prerequisites: Teacher Approval

Grades 9 - 10

This course is designed to serve students who are struggling academically (earning D's or F's) in at least two core classes. Students are referred to Study Lab by teachers, counselors, staff members or themselves. Students accepted in Study Lab will work on being successful in their other classes. Study Lab focuses on developing time management, organizational skills and goal setting. In addition, Study Lab will work to build reading comprehension, knowledge of using a text book and resource materials as well as developing basic computer skills. The student will be paired with a student mentor who will assist the student in practicing these skills during the lab. Students will be expected to apply these skills in their other classes. (Elective Credit)

39016 (A) 39017 (B) STUDENT MENTOR

1 – 2 Semesters .5 Credit Each

Prerequisites: Teacher Approval

Grades 11 - 12

Student mentors act as teaching assistants and receive .5 elective credit for a grade of A-D or no credit for an F and are limited to one per semester. Mentorships are available to students for academic classes if the teacher determines they can utilize that service. Mentors may also be paired with 9th or 10th graders who are enrolled in Study Lab. Generally, mentors are recruited by teachers and must have at least a 2.75 G.P.A. They are usually busy the entire period assisting in teaching/learning activities. They may work with individuals or small groups, help a student who has been absent to get caught up, prepare or deliver lessons, answer questions, clarify information, etc. They may assist with some types of grading or preparing labs. Mentors may be asked to put in time after school similar to an assignment in another class. Mentors need to be trained by the teacher. Confidentiality is very important as students may be aware of individual student's information. Attendance is paramount as teachers depend on their services daily. Hours from the mentorship can be used for Service Learning if the student waives the credit.

39046 (A) 39047 (B) TUTOR MENTOR

1 - 2 Semesters .5 Credit Each

Prerequisites: Tutor Mentor Coordinator Approval

Grades 11 - 12

This course pairs qualified juniors and seniors with younger students in selected elementary and middle schools. Students will assist learners with math and reading primarily and will also model strategies that will help the younger students in all disciplines. General qualifications include good attendance, good communication skills, desire to work with youngsters and good work habits.

Tutors may choose to earn service learning hours instead of credit.

39063 (A) 39064 (B) RISE 10

1 - 2 Terms .5 Credit Each

39065 (A) 39066 (B) RISE 11

Grades 10 - 12

39067 (A) 39068 (B) RISE 12

Prerequisite: Teacher, Counselor Selection/Recommendation

This is not an elective course. Students are chosen to participate in the 4-year RISE program based upon specific criteria. Applications for this program are accepted in the spring. RISE is designed to help under-represented students prepare for college. The course tracks progress, teaches basic study skills, and promotes higher-level thinking habits for students who require additional support beyond the regular classroom.

39021 (A), 39022 (B) ADVANCED LEADERSHIP TRAINING (ALT)

2 Terms .5 Credit Each

Prerequisite: Application Process in Spring Each Year

Grades 11 - 12

This volunteer activity is designed for the LINK Leader who wishes to both improve leadership skills and help organize, evaluate and run the LINK Crew Program. Students will learn and practice the skills of speaking, writing, advising, critical thinking, research, evaluation, small group motivation, large group presentation, intervention, planning organization, delegation, and publication.

STUDENT ASSISTANTSHIPS

Students who are interested in Student Assistantships should contact the teacher they wish to assist.

39100 TEACHER AIDE

1 Semester .25 Credit

Prerequisite: Teacher Approval; 2.0 GPA

Grades 10 - 12

Student Aides act as clerical assistants helping teachers in learning activities or other designated tasks as determined by the instructor. They may earn .25 credit for a grade of P (pass) or no credit for F (fail) and are limited to one per semester. An aide assists the teacher in completing tasks such as filing, returning papers, organizing, cleaning, creating bulletin boards, etc. A contract with parent approval is required. Many students opt to receive Service Learning hours instead of the minimal credit. Hours are determined by number of days present X 45 minutes (split block) or X 95 minutes (block). Students must notify the Counseling Center of the decision to get Service Learning Hours during the school year the class is taken. Students are responsible for coordinating with their supervising teacher and submitting the Service Learning Hours Verification Form that documents the number of service learning hours they have earned during the term. The Service Learning Hours Verification Form must be turned in to the Main Office to have the hours counted towards the minimum 30 hour requirement.

39150 MEDIA LAB AIDE

1-2 Semesters .5 Credit Each

Prerequisite: Library Staff Approval

Grades 10 - 12

Library Media Aides will assist in the day-to-day operations of a school library media center. Students will learn to shelve books, check books in and out, and use the Online Public Access System (OPAC) to look up books that are in the GJHS Library and other District 51 libraries. Students are expected to provide quality customer service to student and staff patrons, and may also be asked to do other duties in line with being a student library media aide. Students are expected to maintain patron confidentiality, dress appropriately, be self-motivated and behave in accordance with an office environment. Students will receive a letter grade each quarter.

39110 MAIN OFFICE AIDE

1 Semester .5 Credit

Prerequisite: Main Office Approval

Grades 10 - 12

Students may earn .5 credit for assisting with telephone answering, filing, customer service, and general office duties in the main office. Confidentiality required. A main office aide contract with parent and administrative approval must be completed. Main Office Aides must comply with the School Dress Code.

39120 COUNSELING AIDE

1 Semester .5 Credit

Prerequisite: Counseling Office Approval

Grades 10 - 12

Students may earn .5 credit for assisting with reception work, answering the telephone, running slips for students, filing, organizing, customer service and general office duties in the Counseling Center. Attendance is very important. Students are expected to maintain confidentiality concerning personnel actions. Students and parents must complete a contract which outlines roles and responsibilities and establishes behavioral expectations for the student. Students receive a letter grade for this work experience.

39130 ATTENDANCE AIDE

1 Semester .5 Credit

Prerequisite: Attendance Office Approval

Grades 10 - 12

Students may earn .5 credit for assisting with reception work, running slips for students, picking up attendance slips, filing, organizing, and other general office duties in the Attendance Office. Attendance is very important. Students are expected to maintain confidentiality concerning students and staff. Students and parents must complete a contract which outlines roles and responsibilities and establishes behavioral expectations for the student. Students receive a letter grade for this work experience.

COLORADO MESA UNIVERSITY WESTERN COLORADO COMMUNITY COLLEGE-BISHOP CAMPUS HIGH SCHOOL COURSE OFFERINGS

The following Technical Education Programs are coordinated through Western Colorado Community College (WCCC) for the benefit of students in Mesa County Valley School District #51, Colorado Mesa University and the community. Bus transportation is available from the area high schools to almost all of the technical education programs.

THE TECHNICAL EDUCATION ADVANTAGE

Study and skills training in technical education courses can achieve:

- Specific occupational skills
- Employability skills
- Preparation for direct entry into work after high school with increased occupational choices and opportunities for career growth
- Preparation and pathways to post-secondary two or four year programs at the college or university level with some programs offering transferable college credits
- Improved options for employment to earn money for continued education of choice

All WCCC programs offer equal enrollment opportunities for both males and females.

ENROLLMENT AND REGISTRATION

High school students who want to enroll in a technical program at WCCC may do so through their high school counselor. Students are required to complete a WCCC Application (available in high school counseling offices or at WCCC) and arrange for an interview with the program instructor to confirm enrollment. This interview can be arranged by contacting the WCCC Student Services or the program instructor and must be completed prior to the first day of class.

Priority for program enrollment is given to current or continuing students with satisfactory program performance and to seniors and juniors.

All programs are one year long. Students can receive college credit if they complete their courses with a B or better. The cost to receive the credit is \$25.00 per credit hour.

TO ENROLL:

All WCCC programs require a completed application and an interview with the appropriate WCCC instructor before enrollment can be considered. Contact your high school counselor or WCCC Student Services at 255-2670.

WCCC CROSS-WALKED CLASSES

*Contact the program instructor or Student Services for more information on the Technical Scholars option and how to sign up for college credit. **Technical Scholars course tuition is \$50 per credit hour and will be paid by the school district. Student must repay district if course grade is below "C". Registration for Technical Scholars college credit is offered in September and March of each year. NO registrations will be accepted after March 31st. The course equivalency matrix details the potential college course credit available those who successfully complete the necessary course competencies.

Due to travel time, students attending WCCC will be eligible for only one release and/or study hall each semester in order to remain a full-time student.

Title	Subject Credit	1 st Semester	2 nd Semester
Digital Design I	Elective	.75 credit	.75 credit
	English Elective	.25 credit	.25 credit
	Fine Arts	.25 credit	.25 credit
	Computers	.25 credit	.25 credit

Title	Subject Credit	1 st Semester	2 nd Semester
Computer Networking I	Elective	1 credit	1 credit
	Math	.5 credit	.5 credit

Title	Subject Credit	1 st Semester	2 nd Semester
Machining Technology I	Elective	1 credit	1 credit
Machining Math	Math	.5 credit	.5 credit

Title	Subject Credit	1 st Semester	2 nd Semester
Marketing Education I	Elective	.5 credit	.5 credit
	English 3/English Elective	.5 credit	
	English Elective		.5 credit
	Math	.5 credit	.5 credit

Title	Subject Credit	1 st Semester	2 nd Semester
Medical Prep I	Elective	.5 credit	.5 credit
	Science elective	.5 credit	.5 credit
	English Elective	.5 credit	.5 credit

Title	Subject Credit	1 st Semester	2 nd Semester
STEM	Elective	.5 credit	.5 credit
	Science Elective	.5 credit	.5 credit
	Math Elective	.5 credit	.5 credit

Title	Subject Credit	1 st Semester	2 nd Semester
Transportation Services I	Elective	.5 credit	.5 credit
	Physical Science Elective	.5 credit	.5 credit
	Math	.5 credit	.5 credit

Title	Subject Credit	1 st Semester	2 nd Semester
Welding Technology	Elective	1 credit	1 credit
Welding Math	Math	.5 credit	.5 credit

CAREER CENTER

The Career Center is structured to meet the career training needs of secondary school students. Emphasis should be given to 10th through 12th grade students who request a career training alternative allowing them to gain job-entry level skills in combination with the educational program at their home school. Academic instruction, which includes Key Train and Work Keys assessment, is an integral part of every vocational program. A goal of the Career Center is for every student to achieve a minimum Level 3 (Bronze), Work Keys Certificate of Competency in reading, math and locating information. Students will then be prepared to enter the world of work or continue in a higher education program upon graduation. It is also possible for a Career Center student to access Western Colorado Community College (WCCC) programs. Opportunities at Career Center include the following:

Early Childhood Professions
Construction Technology
Computer Maintenance Technology
Communication Technology

Floriculture Operations
Landscape Industry
Culinary Arts
Small Engine Repair

Due to travel time, students attending Career Center will be eligible for only one release and/or study hall each semester in order to remain a full-time student.

MOD I: 7:40-9:30

MOD II: 9:35-11:25

MOD III: 12:30-2:20

41005 EARLY CHILDHOOD PROFESSIONS

4 Quarters 3 Credits

Location: Career Center

Grades 9 - 12

Do you like children? Then we have a fun class for you! This program (ECP) combines direct experience of working with young children (3-4 years old) in a licensed preschool (ECE) with academic instruction in safety, child development, parenting, careers, in early childhood, nutrition, snack preparation, first aid, health, and curriculum planning. Advanced students may be eligible for placement at a training work site in a preschool, childcare center or other related business in the community.

41035 CONSTRUCTION TECHNOLOGY

4 Quarters 3 Credits

Location: Career Center

Grades 9 - 12

Learn to use power drills, hammers, and saws as well as learn how to build a house. Students will obtain many skills in the construction field, including the proper care and use of hand tools and power equipment, shop safety, types of building materials, related applied mathematics, measuring, blueprint reading, framing and roofing. Students complete projects ranging from doghouses to a 1,800 square foot, \$200,000+ home. Advanced students may be eligible for placement in internships or paid employment.

41035 ALTERNATIVE ENERGY CONSTRUCTION TECHNOLOGY

4 Quarters 3 Credits

Prerequisite: Beginning and Intermediate Construction Coursework
in Construction Technology

Grades 10 - 12

Interested in working in the construction field with a focus on saving energy and learning how to build "green"? Alternative Energy Technology is learning to use building materials efficiently, save energy, cut down on waste, and to maintain a healthy indoor environment. Students will complete similar projects to those in Construction Technology but will gain an extra skill set that will set them apart from others in the building industry.

41045 CULINARY ARTS

Mod I 4 Quarters 3 Credits

Location: Career Center

Mod III 4 Quarters 4 Credits

Grades 9 - 12

Mod I = 7:40-9:30 daily Mod III = 12:30-2:20 (Mondays) and 11:00-2:20 (Tuesday-Friday)

Do you like to cook? Do you like working with people? The Culinary Arts program gives students experience working with the public in a licensed, school-based restaurant. Students operate and maintain the kitchen and dining room. The morning students are involved in food preparation and baking for the restaurant (COYOTE CAFÉ) and catering. Afternoon students do line cooking and serve customers, as well as catering. Students earn a Certificate of Course Competency.

41065 FLORICULTURE OPERATIONS & MANAGEMENT

4 Quarters 3 Credits

Location: Career Center

Grades 9 - 12

Are you creative? Do you like live plants and flowers? In this class, students gain hands-on experience following the seasonal operations of an on-site floral shop. Topics covered include applied floral design as well as basic safety systems, applied plant science/systems, horticulture employability, leadership/community stewardship, marketing and sales, business management, and customer service. A Certificate of Completion is offered.

41085 LANDSCAPE INDUSTRY EXPLORATION

4 Quarters 3 Credits

Location: Career Center

Grades 9 - 12

If you like to work outside with plants and get dirty, this class is meant for you! This course offers instruction in basic horticulture and landscape systems. Hands-on activities include career exploration, native plant studies, wetland/wildlife exploration, tool and equipment operation, community leadership and stewardship, and horticulture employability skills. Students are also introduced to forestry and orchard management. A Certificate of Completion is offered.

41020 COMPUTER TECHNOLOGIES

4 Quarters 3 Credits

Location: Career Center

Grades 9 - 12

Do you want to learn how to put a computer together in less than ten minutes and still have it work? Students will learn how to repair and upgrade computer hardware and troubleshoot software and hardware problems. With completion of the program, students earn the National Computer Repair Certification, known as A+. Students will also gain experience in word processing and real world shop skills.

Snap a picture, shoot a video, put different sound and music to it and place it on the web! Students will gain a firm understanding of web design, video production, photography and working with audio. The main tools students will use are the following Adobe products: Dream Weaver, Premiere, Photoshop, Fireworks. After students build a portfolio online, they will have a web based album of all their work. Students will also be introduced to flash animation, game creation and e-commerce. Show up with your best attitude, creativity and a passion for learning.

41095 SPORT VEHICLE REPAIR

4 Quarters 3 Credits

Location: Career Center

Grades 10 - 12

Do you want to learn how to change oil and spark plugs, rebuild carburetors and repair all kinds of small vehicles and machinery? This course will provide hands-on training in performing a complete overhaul of two and four stroke engines, test procedures and repair of electrical components. Students will also learn major repair of frame and suspension components and general repair of most small engines, including lawn mowers, chain saws, rotary tillers, motorcycles.

41070 SMALL ANIMAL CARE

4 Quarters 3 Credits

Location: Career Center

Grades 10 – 12

The Small Animal Care Program will introduce students to animal care skills necessary for small animal kennels, animal day care facilities, pet stores and animal clinics. The topics of study include small animal management, animal ethics and law, small animal assistant skills, veterinary terminology and career development. Science and math will be embedded in, but not restricted to, the animal nursing, clinical pathology, animal health and nutrition. Math will be embedded in the small animal office administration skills. Language skills are embedded in the required presentation, demonstration and research papers. Students will participate in off campus field trips to veterinary clinics, specialized veterinary clinics, boarding kennels, humane societies, pet stores, animal breeder, feed stores, local groomers and other sites related to the class curriculum.

Career Center Courses with Academic Credit earned per quarter 2014-2015

Computer Technologies		
Computer Technologies 1	0.5	Elective
Computer Technologies Math	0.25	Math
Computer Technologies 2	0.75	Elective
Computer Technologies 3	0.75	Elective

Early Child Prof		
Early Child Prof 1	0.625	Elective
Early Child Lang	0.125	Eng. Elect
Early Child Prof 2	0.625	Elective
Early Child Math	0.125	Math
Early Child Prof 3	0.75	Elective
Early Child Prof 4	0.75	Elective

Landscaping		
Landscaping 1	0.5	Elective
Landscaping Math	0.25	Math
Landscaping 2	0.5	Elective
Landscaping Science	0.25	Science
Landscaping 3	0.75	Elective
Landscaping 4	0.75	Elective

Sport Vehicle Repair		
Sport Vehicle Repair 1	0.5	Elective
Sport Vehicle Repair Math	0.25	Math
Sport Vehicle Repair 2	0.5	Elective
Sport Vehicle Repair Science	0.25	Science
Sport Vehicle Repair 3	0.5	Elective
Sport Vehicle Repair Math	0.25	Math
Sport Vehicle Repair 4	0.75	Elective

Construction		
Construction 1	0.5	Elective
Construction Math	0.25	Math
Construction 2	0.5	Elective
Construction Math	0.25	Math
Construction 3	0.75	Elective
Construction 4	0.75	Elective
Property Mgmt./Maint	0.5	Elective
	0.25	Math
Construction-Adv Studies	0.5	Elective
	0.25	Math

Culinary Arts		
Culinary Prep 1	0.5	Elective
Culinary Prep Math	0.25	Math
Culinary Prep 2	0.5	Elective
Culinary Prep Science	0.25	Science
Culinary Prep 3	0.75	Elective
Culinary Prep 4	0.75	Elective
Culinary Restaurant 1	0.75	Elective
Culinary Rest Math	0.25	Math
Culinary Restaurant 2	0.75	Elective
Culinary Rest Science	0.25	Science
Culinary Restaurant 3	1.0	Elective
Culinary Restaurant 4	1.0	Elective

Floriculture		
Floriculture 1	0.5	Elective
Floriculture Math	0.25	Math
Floriculture 2	0.5	Elective
Floriculture Science	0.25	Science
Floriculture 3	0.75	Elective
Floriculture 4	0.75	Elective

Small Animal Care		
Small Animal Care 1	0.5	Elective
Small Animal Math	0.25	Math
Small Animal Care 2	0.5	Elective
Small Animal Science	0.25	Science
Small Animal Care 3	0.75	Elective

Healthcare Prep		
Healthcare Prep 1*	0.75	Elective
Healthcare Prep 2*	0.75	Elective

* Academic crosswalks for HCP are still being determined at this time for the 2014-15 school year.

Notes

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