

Martin Luther King, Jr.
Early College
2014-2015
Course Catalog



English

Introduction to Literature & Composition

Grades: 9

Prerequisite: None

Credits: 10

This is an introductory course organized around four genres: short stories, novels, poetry and plays. Students will be introduced to the concepts that shape each form and analyze how the author creates theme through different genres. Students will be read a variety of texts, write well-organized essays and develop oral communication skills.

American Literature & Composition

Grades: 10,11

Prerequisite: Intro to Literature & Composition

Credits: 10

Students will be introduced to the significant literature and writers of America from 1500 to the present day. Students will also become familiar with the philosophical, historical, social, and moral forces that have shaped American culture. Students will be read a variety of texts, write well-organized essays and develop oral communication skills.

This course is also offered through a Blended Learning model. Students will complete coursework and homework on computers. If students would prefer this option, they need Internet access at home.

World Literature & Composition

Grades: 10,11

Prerequisite: Intro to Literature & Composition

Credits: 10

This course is designed to introduce students to the important works of the world from the arrival of European explorers to contemporary times. We will study the literature in a chronological/historical sequence, as well as connect the authors and their literature to the appropriate ethnic, literary, geographical, and political environments within which they wrote. We will also analyze the ideologies and/or religious beliefs that influenced both the authors and their work.

Students will exit this class understanding:

- *Demonstrate independence.*
- *Build strong content knowledge.*
- *Respond to the varying demands of audience, task, purpose, and discipline.*
- *Comprehend as well as critique.*

- *Value evidence.*
- *Use technology and digital media strategically and capably.*
- *Come to understand other perspectives and cultures.*
- *The balance between individual freedom and responsibility to the community*

AP English Literature & Composition

Grades: 11, 12

Prerequisite:

Intro to & American Literature & Composition

Credits: 10

The AP English Literature and Composition class is a rigorous course which is designed to elicit from students an understanding and enjoyment of literature as well as an interpretation of its elements as students read and examine fiction, poetry, drama, and nonfiction. Reading will be both an in-class and out-of-class activity.

For the most part, Writing will be an in class activity except for final drafting. Students are expected to follow a writing process and will engage in group brainstorming, peer revision, and peer editing activities. The teacher will give revision feedback during the writing process. Furthermore, students will maintain a writing portfolio which will include their writing assignments, reflections on their writings, peer comments, parent comments, and teacher comments.

Discourse is also a major component of the course. Students are expected to be active participants in literary discussions so that ideas are developed and shares which will enhance writing and learning.

The organization of the course seeks to establish a routine of interacting with the literature so that students become comfortable during discourse and comfortable with a myriad of writing about literature assignments.

AP English Language & Composition

Grades: 11,12

Prerequisite:

Intro to Lit. & Comp & American Lit.& Comp.

Credits: 10

The AP English Language and Composition course elicits from students an understanding of rhetorical strategies and rhetorical devices as they read and examine, for the most part, nonfiction prose in a variety of contexts and for a variety of purposes. Students will utilize their knowledge of rhetoric gained through analysis in order to enhance their writing and speaking.

Math

Algebra I

Prerequisite: None

Grades: 9

Credits: 10

This course introduces the four major representations of a linear function. Students will work with variables, equations, functions and their applications to problem solving. A concentrated effort in working with real numbers and the interaction with basic operations is presented. Students will develop and apply skills as called for by problem solving situations. This required course emphasizes abstraction and critical thinking in mathematics.

Geometry

Prerequisite: Algebra I

Grades: 9,10

Credits: 10

This course provides the students with the knowledge language and logic of inductive geometry using an inquiry based learning strategy. Students will apply reasoning to line and angle relationships, polygons, circles, and geometric constructions. Informal proofs are investigated. Students will advance to topics such as special right triangle and circular relationships, as well as using formal proofs. This required course expands student's abstract and critical thinking in mathematics.

Algebra II

Prerequisite: Algebra I, Geometry

Grades: 10, 11

Credits: 10

This course extends the concepts learned in Algebra 1. Students will continue their study of linear and rational equations and inequalities. They will extend their problem solving to quadratic equations involving irrational numbers. Other topics include systems of linear equations and inequalities, exponential functions and possibly matrices. Students will also study logarithmic functions, series and statistics.

Algebra Advanced II

Prerequisite: Algebra I, Geometry and teacher recommendation

Grades: 10,11

Credits: 10

This course extends the concepts learned in Algebra 1. Students will continue their study of linear and rational equations and inequalities. They will extend their problem solving to quadratic equations involving irrational numbers. Other topics include systems of linear equations and inequalities, exponential functions and possibly matrices. Students will study conic sections and logarithmic functions in-

depth. Other topics may include sequences and series and other advanced topics.

Pre-Calculus**Grades: 11, 12****Prerequisite: Algebra II****Credits: 10**

This two-semester course is designed to provide students with a strong background in functions (trigonometric, linear, quadratic, absolute value, power, square root, exponential, rational and logarithmic). The course will also prepare a student for a Calculus course.

Probability & Statistics**Grades: 11, 12****Prerequisite: Algebra II or Higher****Credits: 10**

This course will prepare the student to understand the use of common descriptive statistics. It will also prepare the student to use conventional data interpretation techniques in a variety of academic, business and social applications. Topics include: descriptive statistics, probability and probability distributions, normal distributions and estimation. (Number Sense, Algebraic Concepts, Measurement, Data Analysis, and Computation).

AP Statistics**Grades: 11, 12****Prerequisite: Algebra II or Higher**
Fee: AP Exam**Credits: 10**

The purpose of the AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. Additionally, using the vocabulary of statistics this course will teach students how to communicate statistical methods, results and interpretations. Students will learn how to use graphing calculators and read computer output in an effort to enhance the development of statistical understanding. This curriculum is designed to prepare students for the AP Statistics Exam.

AP Calculus A/B**Grades: 11, 12****Prerequisite: Pre-Calculus**
Fee: AP Exam**Credits: 10**

In this course, students will complete transcendental functions and be able to use these skills in an application manner. Students will also investigate differential equations and their application in problem solving.

I. Functions, Graphs, and Limits

- Analysis of Graphs
- Limits of Functions (incl. one-sided limits)

- Asymptotic and Unbounded Behavior
- Continuity as a Property of Functions
- II. **Derivatives**
 - Concept of the Derivative
 - Derivative at a Point
 - Derivative as a Function
 - Second Derivatives
 - Applications of Derivatives
 - Computation of Derivatives
- III. **Integrals**
 - Interpretations and Properties of Definite Integrals
 - Applications of Integrals
 - Fundamental Theorem of Calculus
 - Techniques of Antidifferentiation
 - Applications of Antidifferentiation
 - Numerical Approximations to Definite Integrals

Science

Physical Science

Prerequisite: None

Grades: 9-12

Credits: 10

This is a project based learning class, we will study video game design, robotics, and science projects that include electricity, sound, forces, and matter. Students will present their projects to their class and to business people around the community. All presentations will be in electronic format with video and sound. Students will be required to sign a contract to agree to give 100 percent effort in the class, for themselves and their classmates.

Biology

Prerequisite: None

Grades: 9,10

Credits: 10

Biology is the study of life. This class explores five fundamental ideas that tie living systems together. It is an inquiry-based science class and a must for anyone who wishes to enter the health profession. During the first semester, students will learn how highly ordered living systems are and the mechanisms they use to maintain a stable internal environment. In addition, the course will focus on the various ways in which living organisms obtain and process the matter and energy they need to survive, thrive and reproduce. Second semester explores the concept of heredity – our linkage to other generations, natural selection as a means by which living systems change over time, and the interactions of living systems with their environment.

Chemistry

Prerequisite:

No Freshman

Grades: 10, 11

Credits: 10

This chemistry course is a full-year laboratory science class. The emphasis will be one of a rigorous science course that stresses scientific principles and analysis and includes a laboratory component.

Our textbook & curriculum is called *Active Chemistry* and is online. You will be responsible for demonstrating your knowledge of chemistry through chapter challenges, homework, quizzes and exams. Chapter Challenges are group projects like making a movie, a board game, etc.

Physics

Prerequisite:

Algebra I

Grades: 10, 11

Credits: 10

Physics is a fun and exciting study of many of the experiences we have every day. Going to Elitch Gardens and having fun on the roller coaster. We study how you walk, ride, or drive to school. We investigate electricity, and sound, while doing many experiments and projects along the way. This course uses a collaborative approach where you will learn as much from your peers as you learn from your teacher.

AP Biology

Prerequisite:

Students taking AP Biology should expect to do at least 2 hours of homework each evening. Prerequisites include biology and chemistry.
Fees: AP Exam

Grades: 11-12

Credits: 10

This Advanced Placement Biology course is an intensive course designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices, students will develop an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. The overarching goal of the course is to prepare for the AP exam that takes place in May. Students who score well on that exam can usually place out of college biology when they attend college.

The College Board recently redesigned the curriculum and, although the amount of material has been reduced, the emphasis on scientific thinking and analytical thinking has increased. The new AP Biology curriculum encompasses 4 'big ideas', with Essential Knowledge and Process Skills that support each one:

Big Idea 1: Evolution. The process of evolution drives the diversity and unity of life.

Big Idea 2: Cellular Processes (Energy and Communication). Biological systems utilize free energy and molecular building blocks to grow.
Big Idea 3: Genetics and Information Transfer. Living systems store, retrieve, transmit, and respond to information essential to life processes
Big Idea 4: Interactions. Biological systems interact and these systems and their interactions possess complex properties.

AP Physics

Grades: 11-12

Prerequisite:

Grade of B or Better in Algebra 2; Currently enrolled in Pre-Calculus or Calculus
Fees: AP Exam

Credits: 10

The AP Physics B course develops scientific representations of the universe and the world within which we live. AP Physics B is a college level course. AP Physics B students complete the AP Physics B exam near the end of the spring semester. It requires serious dedication and hard work to pass the AP Physics B exam. Students receiving a 3, 4, or 5 on the AP Physics B exam are given college credit at many universities and colleges.

The student's understanding of physics is developed with experiments that lead to representations of motion, force, energy, momentum, waves, light, sound, electricity, magnetism, thermodynamics, fluids, and nuclear physics. Rigorous problems are assigned to prepare students for the AP Physics B exam

AP Environmental Science

Grades: 11, 12

Prerequisite:

Chemistry, Biology, Algebra II

Credits: 10

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. This AP Environmental Science course is full-year class designed to be the equivalent of a one-semester, introductory college course in environmental science. The emphasis will be one of a rigorous science course that stresses scientific principles and analysis and includes a laboratory component. As such, it will fulfill the basic laboratory science college requirement. Approximately one class period per week is devoted to hands-on laboratory experiences or fieldwork. Students must be prepared to work outdoors for many of these labs.

Social Studies

Civics

Grades: 9-12

Prerequisite:

None

Credits: 5

This course provides a basis for understanding American Government on the national, state, and local levels; and emphasizes the necessity for the participation of the citizen in political activities.

Geography**Grades: 9- 12****Prerequisite: None****Credits: 5**

Description: Geography is the study of features on Earth's surface including landforms, water bodies, climate, plants, animals, and peoples. In this class, we will:

- Write arguments focused on discipline-specific content.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- Gather data, make inferences and draw conclusions from maps and other visual representations
- Create and interpret various graphs, tables, charts, and thematic maps
- Analyze and present information using a variety of geographic tools and geographic findings in graphs, tables, charts, and thematic maps
- Locate physical and human features and evaluate their implications for society (DOK 1-3)
- Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions

Ethnic Studies (Survey)**Grades: 10-12****Prerequisite: US History, Civics****Credits: 5**

Ethnic Studies I is a survey class that explores times, people, and places dealing with and detailing the history of Blacks and Latinos. This class will discuss and analyze the contribution to history of Blacks and Latinos from America and around the world. We will be studying the history of peoples from Africa, Latin America, as well as the United States.

Ethnic Studies II (Research)**Grades: 10-12****Prerequisite: US History, Civics, Ethnic Studies I (with a teacher recommendation a student may be able to go directly to Ethnic Studies II)****Credits: 5**

Ethnic Studies II is a research-based class that takes a deeper look at the experience of Blacks and Latinos in America. Students will be engaged in researching key aspects of life like; privilege, mass-incarceration, the war on

drugs, norming, along with myth-busting thoughts and ideas surrounding people of color.

U.S. History**Grades: 9-10****Prerequisite: None****Credits: 10**

The purpose of this course is to enable students to understand their connection to the development of American culture and society by examining the past and to prepare for their future as participating members of a global community. We will be studying American History from Post-Civil War Reconstruction, through today. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to understand the chronological development of the American people that has shaped the American nation.

Ancient Civilizations**Grades: 10-11****Prerequisite: US History****Credits: 10**

In this course, we will study the emergence of the major civilizations of the ancient world, beginning with the Paleolithic Era (about 2.5 million years ago) and finishing with the end of the Middle Ages in fifteenth century A.D. We will pay special attention to how societies evolved across this expanse of time—from fragmented and primitive agricultural communities to more advanced and consolidated civilizations.

AP U.S. History**Grades: 11-12****Prerequisite: Teacher Recommendation
Fee: AP Exam****Credits: 10**

Advanced Placement (AP) U.S. History provides students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced courses in college by making demands equivalent to those made by a full-year introductory college course. Historical materials and interpretations will be assessed in order to arrive at conclusions necessary to present sound judgments in oral and written presentations. The course will cover the period of time from discovery and settlement to present day. You must take the AP exam in order to receive weighted credit on your final transcript.

AP U.S. Government & Politics**Grades: 11-12****Prerequisite: US History, Geography
Fee: AP Exam****Credits: 10**

A course which examines politics and government in the United States. Students will learn the factual information necessary to think critically about how government impacts people and how people can impact government. Students will also examine the impact of interest groups, the media, and society on American politics. In this course students will engage in research, rich discussion, and a college level academic experience with the opportunity to earn college credit. **You must take the AP exam in order to receive weighted credit on your final transcript.**

AP Human Geography

Grades: 10-11

Prerequisite: Teacher Recommendation
Fee: AP Exam

Credits: 10

AP Human Geography is a year-long course that focuses on the distribution, processes, and effects of human population on the planet. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situations at local, regional and national scales. Internet activities, case studies, and videos are used to explore certain topics.

AP Psychology

Grades: 11-12

Prerequisite: Teacher Recommendation
Fee: AP Exam

Credits: 10

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

AP European History

Grades: 11-12

Prerequisite: Teacher Recommendation
Fee: AP Exam

Credits: 10

This course is designed to introduce students to the rich complexities of European history using college level rigor and methodology. Students analyze and interpret the major political, ideological, economic, and social forces at work in European history. The students also regularly select, interpret, and defend theses using a variety of modes including synthesis essays, interpretive and persuasive essays, and Socratic seminars. Each unit features document based questions, selected readings, and a 25-point quiz. In the second semester students write a 5-page paper following the AP exam.

Afro-Hispanic American History

Grades: 10-12

Prerequisite: US History, Civics

Credits: 10

This class will examine the history of African Americans, Latinos and Latinas in the United States within a social, economic, political, and religious context.

Course Purpose and Objectives: Afro Hispanic American History will help prepare you to critically examine current events, celebrate Latino culture and heritage, and understand the history of Latino peoples in America.

Concurrent Enrollment

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| ENG 102- Academic Writing (Western State) | Grades: Qualifying Accuplacer/ACT |
| Prerequisite: See below | Credits: 3 College Credits |

Provides students the opportunity to practice strategies for developing writing projects on unfamiliar topics in unfamiliar formats to become more effective and efficient writers. Writers learn to practice strategies for making writing more comprehensible for readers and to use a wide range of writing processes for getting started, developing, organizing, and polishing writing projects.
Prerequisites (one of the following): ENG 099; ACT English score of 18 or higher to demonstrate writing proficiency and ACT Reading score of 17 or higher to demonstrate reading proficiency; SAT Critical Reading score of 440 or higher to demonstrate writing proficiency and SAT Critical Reading score of 430 or above to demonstrate reading proficiency; Accuplacer Sentence Skills test score of 95 or higher and Accuplacer Reading Comprehension test score of 80 or higher; or combination of ACT, SAT, and Accuplacer scores to fulfill both reading and writing proficiencies.

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| Math 098- Beginning Algebra (Western State) | Grades: Qualifying Accuplacer/ACT |
| Prerequisite: See below | Credits: 3 College Credits |

An introduction to Algebra with a review of basic arithmetic. Includes decimals, fraction, percentage, ratio, proportion, signed numbers, algebraic expressions, factoring, exponents and radicals, linear equations, and graphs. MATH 098 is offered through Extended Studies and a fee is assessed. Credit does not count toward graduation. Graded Satisfactory/Unsatisfactory only.

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| Math 099- Intermediate Algebra | Grades: Qualifying Accuplacer/ACT |
| Prerequisite: See below | Credits: 3 College Credits |

A review of the arithmetic of fractions and decimals, percentage problems, signed numbers, arithmetic, and topics of basic algebra, including simplifying algebraic expressions, solving and graphing linear equations, basic factoring, working with algebraic fractions, and solving rational and quadratic equations. This course is designed for students who need a review of the basic algebra skills necessary to complete the required mathematics courses MATH 131 or MATH 140. MATH 099 is offered through Extended Studies and a fee is assessed. Credit does not count toward graduation. Graded Satisfactory/Unsatisfactory only. Prerequisite: ACT math score of 16 or above; SAT math score of 400 or above, MATH 098; or Accuplacer Elementary Algebra test score of 60 or above.

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| Math 140- College Algebra | Grades: Qualifying |
| | Accuplacer/ACT |
| Prerequisite: See below | Credits: 3 College Credits |

An integration of the essential algebraic manipulations, solving equations and inequalities, polynomial functions, exponential and logarithmic functions, and techniques of graphing. Prerequisite: ACT math score of 19 or above; SAT math score of 460 or above; MATH 099; or Accuplacer Elementary Algebra test score of 85 or above.

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| Mat 122- College Trigonometry (CCA) | Grades: Qualifying |
| | Accuplacer/ACT |
| Prerequisite: See below | Credits: 3 College Credits |

Topics include trigonometric functions (with graphs and inverse functions), identities and equations, solutions of triangles, complex numbers, and other topics as time permits. Graphing calculator required.

Prerequisite: Successful completion of [MAT 121](#) (grade C or higher) or equivalent assessment scores (CLM 63-102, ACT Math: 24+, SAT Math: 527+).

Course Note: This is a statewide guaranteed transfer course.

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| PSY 101- General Psychology (CCA) | Grades: Qualifying |
| | Accuplacer/ACT |
| Prerequisite: See below | Credits: 3 College Credits |

Focuses on the scientific study of behavior including motivation, emotion, physiological psychology, stress and coping, research methods, consciousness, sensation, perception, learning, and memory.

*Prerequisite: Successful completion of [ENG 090](#) (grade C or higher) and [REA 090](#) (grade C or higher) or equivalent assessment scores.
Course Note: This is a statewide guaranteed transfer course.*

Public Speaking

Prerequisite: ENG 060

Grades: Qualifying
Accuplacer/ACT
Credits: 3 College
Credits

Combines the basic theories of communication with public speech performance skills. Emphasis is on speech preparation, organization, support, audience analysis, and delivery. **Concurrent Enrollment Course with CCA; COM 115**
Prerequisite: Successful completion of [ENG 060](#) or [CCR 092](#), [CCR 093](#), or [CCR 094](#) (grade C or higher) or equivalent assessment scores.

Introduction to International Relations

Prerequisite: See Ms. Bruce, room 236
'P'roficient on TCAP Writing test preferred

Grades: 11, 12

Credits: 10

This is a college course taught through CU SUCCEEDs. There will be extensive reading and essay writing. This course is an introductory survey of the various theories of international relations with a focus on the interactions between nation states, international organizations, regimes and transnational movements. Themes examined will include foreign policy conduct, international security and political economy, human rights, and environmental management.

Electives

Art

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| Media Art I | Grades: 9, 10, 11, 12 |
| Prerequisite: N/A | Credits: 10 |

This course is for any student interested in art. This course will explore a variety of diverse artistic media and styles. Some of the media used may be: marker, colored pencil, pastels, different types of paint, printmaking, collage, paper, fiber, mixed media, clay, recycled materials and many more! Fun for any level of talent or experience!

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|---------------------------------|------------------------------|
| Drawing & Painting I | Grades: 9, 10, 11, 12 |
| Prerequisite: N/A | Credits: 10 |

Drawing and Painting 1 is the Art class for all students who are interested in improving their drawing and painting skills. You may be a beginner or have experience in drawing and painting. Students will be introduced to mediums such as graphite (pencil), paint, printmaking, pen and ink, marker, pastel and colored pencil. Students will explore various styles such as Realism, Abstraction, Symbolism, Pop art Expressionism and graffiti.

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| Drawing & Painting II | Grades: 10, 11, 12 |
| Prerequisite: Drawing & Paint I or Teacher Approval | Credits: 10 |

Drawing and painting 2 will build upon skills and media learned in painting and drawing 1. Students will be able to delve into the media and subjects they're passionate about. Work produced in this class should reflect originality and imagination on the part of the student. Career opportunities in the Art World are explored.

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| Drawing & Painting III | Grades: 10, 11, 12 |
| Prerequisite: Drawing & Paint II or Teacher Approval | Credits: 10 |

Drawing and painting 3 will build upon skills and media learned in painting and drawing 1&2. Students will be able to delve into the media and subjects they're passionate about. Work produced in this class should reflect originality and imagination on the part of the student. Career opportunities in the Art World are explored.

AP Art Studio**Grades: 11, 12****Prerequisite:** Drawing & Paint II or III or Teacher Approval**Credits: 10**

This course is the capstone of the two-dimensional art sequence, as it compares to an introductory college course in studio art foundations. Students will focus on the preparation of student portfolios in drawing and design. The course will prepare students for college level work and the rigors of art school and/or university course work. This course is recommended for serious art students who are considering taking art beyond high school or who just love it!

Ceramics I**Grades: 9, 10, 11, 12****Prerequisite:** N/A**Credits: 10**

An introduction to the art of working with clay will be studied in depth. The basics of wedging, slipping and scoring are the fundamentals. The focus of this course will be hands on building techniques, clay construction with coil, pinch-pot, slab, templates and armature. A great learning experience for anyone that enjoys clay.

Ceramics II**Grades: 10, 11, 12****Prerequisite:** Ceramics I or Teacher Approval**Credits: 10**

An introduction to more complex clay working techniques will be covered in this course. The fundamentals are exaggerated by the addition of more complicated approaches to working with clay, including an introduction to the pottery wheel as well as more complicated glazing techniques. Students will make work that they can use (like cups and bowls) as well as sculpture.

Ceramics III**Grades: 10, 11, 12****Prerequisite:** Ceramics II or Teacher Approval**Credits: 10**

This is an advanced course for working with clay. Students will focus on working with the pottery wheel and different approaches not covered in previous classes. Students will explore a variety of glazes that possess interesting characteristics, like crackle and metal lusters. Students will be making sets of plates, bowls or other dinnerware.

Theatre/Performing Arts

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|---------------------------------------|------------------------------|
| Drama I | Grades: 9, 10, 11, 12 |
| Prerequisite: Teacher Approval | Credits: 10 |

Drama I follows the Colorado content standards for Theatre: *Create, Perform* and *Critically Respond*. The course focuses on three main units, *Pantomime, Improvisation* and *Performance*. It is an active program where participation and teamwork are key to be successful. Culminating projects (example: Martin Luther King Jr. Day Performance, Shakespeare scenes, etc.) may also be included in the course.

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|---------------------------------------|------------------------------|
| Drama II | Grades: 9, 10, 11, 12 |
| Prerequisite: Teacher Approval | Credits: 10 |

Drama II also follows the Colorado content standards for Theatre: *Create, Perform* and *Critically Respond*. Drama II reviews and expands on initial skills learned in Drama I. Drama II has a focus on learning about different roles, theory and styles of Theatre. There is also an expectation to perform in front of a live audience. (MLK Day Performance, self-created culminating projects etc.) This course also looks at different playwrights including Shakespeare.

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| Drama III & Stagecraft | Grades: 9, 10, 11, 12 |
| Prerequisite: Teacher Approval | Credits: 10 |

Drama III also follows the Colorado content standards for Theatre: *Create, Perform* and *Critically Respond*. Drama III is a combined course with Stagecraft. The course has a more advanced focus in performing for a live audience, producing, directing, creating backstage sets, and technical theatre. It may also have an element of auditioning.

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| Dance Production | Grades: 9, 10, 11, 12 |
| Prerequisite: N/A | Credits: 10 |

Students in this course will improve basic dance technique, explore creative movement and choreographic elements, and learn about dance from around the world. Students will participate in fitness-related activities as well as artistic exploration of movement. Students will critique dance using specified criteria and dance terminology. Students will perform various dance styles and techniques.

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| Dance Production II | Grades: 9, 10, 11, 12 |
| Prerequisite: Dance Production I | Credits: 10 |

Students in this course will continue to learn technique and choreographic skills as well as various dance styles. Skills from dance 1 will be built upon including physical fitness, artistic expression, choreographic techniques including improvisation and abstraction, and more advanced dance movement. Community performances will be required.

Music

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|-----------------------------------|------------------------------|
| Keyboard Skills I & II | Grades: 9, 10, 11, 12 |
| Prerequisite: N/A | Credits: 10 |

This course introduces students to the basics of piano keyboard skills. Students will become familiar with musical notation, note identification, rhythm, and hand placements. Students will move through course material at an individual pace allowing students to focus on specific areas of piano music.

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| High School Mixed Choir | Grades: 9, 10, 11, 12 |
| Prerequisite: N/A | Credits: 10 |

This course is a performing ensemble that works throughout the year to prepare for performances. Topics covered during class time include rehearsal skills, basic music notation (rhythm, dynamics, tempo), solfege, and music score interpretation. This ensemble often performs at the MSU choral festival, pep rallies, as well as a couple of evening concerts.

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| Advanced Choir | Grades: 10, 11, 12 |
| Prerequisite: Audition | Credits: 10 |

This course is an auditioned performing ensemble of 12-18 students that works throughout the year to prepare for performances. This group works on more advanced music than the high school choir, and individual practice will be expected outside of class rehearsal time. This ensemble often performs at MSU choral festival, pep rallies, as well as a couple of evening concerts.

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|---------------------------------------|---------------------------|
| Basic Music Theory | Grades: 10, 11, 12 |
| Prerequisite: Teacher Approval | Credits: 10 |

Basic Music Theory is designed to introduce students to the building blocks of music notation. Emphasis is placed on the development of skills necessary to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Fundamental aural, analytical and compositional skills are used with both listening and written exercises.

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|---------------------------------------|---------------------------|
| Beginning/Intermediate Band | Grades: 9,10,11,12 |
| Prerequisite: Teacher Approval | Credits: 10 |

Beginning/Intermediate students will learn how to play a wind instrument. This band performs 2 evening concerts per year. No previous experience is necessary.

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|---------------------------------------|---------------------------|
| Advanced Band/Ensemble Instr. | Grades: 9,10,11,12 |
| Prerequisite: Teacher Approval | Credits: 10 |

Students will learn and perform many different genres of music from pop to classical. This band performs 2 evening concerts per year, many performances at Pep Rallies, College Bowl Assemblies, and occasional community performances.

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|---------------------------------------|---------------------------|
| Advanced Orchestra | Grades: 9,10,11,12 |
| Prerequisite: Teacher Approval | Credits: 10 |

Students will learn and perform many different genres of music from pop to classical. This orchestra performs 2 evening concerts and provides the entry music for graduation.

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|---------------------------------------|---------------------------|
| Drum Line | Grades: 9,10,11,12 |
| Prerequisite: Teacher Approval | Credits: 10 |

Drum line is an auditioned ensemble. The Drum Line performs at 2 concerts per year, pep rallies, assemblies, and occasionally for community events.

Physical Fitness

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| Fitness | Grades: 9-12 |
| Prerequisite: N/A | Credits: 10 |

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Weight Training**Grades: 11-12****Prerequisite:** Varsity Athletes Only**Credits: 10**

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Bodyworks (All Female Class)**Grades: 9-12****Prerequisite:** N/A**Credits: 10**

This is a two semester course engaging students in activities related to fitness, with an emphasis on cardiovascular strength, muscle strength, conditioning, flexibility, wellness, health, nutrition, and stress management. Activities include walking/jogging, running, aerobic exercise, step aerobics, Tae Bo, Pilates, yoga, plyometric exercise and medicine balls, hand weights, jump rope, circuit training, stretching, visualization and relaxation techniques. Health risks, anatomy, media and consumer information, and healthy choices round out the coursework. Come prepared to work hard and discover how your body works!

World Languages

AP Spanish Language**Grades: 10, 11, 12****Prerequisite:** Spanish IV or Heritage Spanish III
and Teacher Approval**Credits: 10**

The learning objectives for this course include interpersonal, presentational, and interpretive communication. Students are prepared for the A.P. Language & Culture Exam. Beauty and aesthetics, contemporary life, families & communities, global challenges, personal & public identities, and science & technology are explored throughout the year. Students will be provided with texts and a variety of materials such as technology, to expand their knowledge and their critical thinking. This course is conducted in Spanish.

AP Spanish Literature**Grades: 11, 12****Prerequisite:** AP Spanish Language and
Teacher Approval**Credits: 10**

The AP Spanish Literature course is designed to meet the requirements of a third-year college introduction to Hispanic Literature class. Readings include works from seven centuries of Hispanic Literature. The list was created by the College Board to ensure that all significant genres, literary periods, and geographical areas are included in the course of study. Students will be provided with texts and a variety of materials like novels of famous writers as well as technology to expand their knowledge and critical thinking. This course is conducted in Spanish.

Spanish Heritage Speakers I**Grades: 9, 10, 11, 12****Prerequisite:** M.S. Heritage Spanish I and
Teacher Approval**Credits: 10**

This course will help students become proficient in their native language through the development of their reading and writing skills. This course is designed for students with personal connections to the language and culture. Emphasis is on vocabulary development, and grammatical structures and functions. Students develop writing skills through fun and creative projects. Students will experience Hispanic culture through music, art, and culinary expressions.

Spanish Heritage Speakers II**Grades: 9, 10, 11, 12****Prerequisite:** Heritage Spanish I and Teacher
Approval**Credits: 10**

This course will continue to develop students' proficiency in reading and writing. Heritage 2 is designed for students with personal connections to the language and culture. There is a continued focus on vocabulary and grammar. Students develop writing skills through fun and creative projects developed around history, geography, and biographies of famous writers and heroes.

Spanish Heritage Speakers III**Grades: 9, 10, 11, 12****Honors****Prerequisite:** Heritage Spanish II and Teacher
Approval**Credits: 10**

This course furthers students' knowledge of language skills and prepares them for Advance Placement Courses in Spanish. It's designed to expand their understanding of the civilization and culture of different Hispanic countries.

Heritage 3 Honors will increase your proficiency and integrate language skills using authentic materials and resources. Continued emphasis is placed on the communicative standards while students work on fun projects and activities to increase their knowledge of culture and music. This course is conducted in Spanish.

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| Spanish I | Grades: 9, 10, 11, 12 |
| Prerequisite: N/A | Credits: 10 |

Spanish I is an introduction to the Spanish language and culture. Students are introduced to the language in such a way that they learn the grammar as well as how to communicate orally in the language. A good, working knowledge of English grammar is an advantage to any student taking this course.

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| Spanish II | Grades: 9, 10, 11, 12 |
| Prerequisite: Spanish I | Credits: 10 |

Students in Spanish II advance their skills in the language to narrating about their lives in the past and future tenses. Their vocabulary grows as well as their ability to function in the language.

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| Spanish III | Grades: 9, 10, 11, 12 |
| Prerequisite: Spanish I & 2 | Credits: 10 |

This course is a basic grammar review of Spanish I and II with an emphasis on compound tenses and the subjunctive mood. Literature is introduced and students learn to converse on a variety of topics.

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| Spanish III Honors | Grades: 9, 10, 11, 12 |
| Prerequisite: Spanish I & 2; Teacher Approval | Credits: 10 |

Spanish III Honors is an elective class that will further prepare the student for real-life interactions in Spanish language. This class is also a prerequisite for Spanish IV Honors and/or AP Spanish. The class will consist of higher-level listening, reading, speaking, and writing exercises as well as dealing with advanced grammatical structures and high-level vocabulary lists. Students are strongly encouraged to speak Spanish in the classroom as much as possible when dealing with each other or with me. Students need to be aware that reasonable out-of-class time will have to be devoted to this subject in order to be successful in this class.

Spanish IV Honors**Grades: 11, 12****Prerequisite:** Teacher Approval**Credits: 10**

Spanish 4 is designed to prepare students for the AP Spanish Language course. Students will use their foundations in lower-level courses to propel their communicative strategies in the target language. This course will serve as a full introduction to literary analysis and response, as well as expanded compositions. Students will be expected to reinforce their learning outside of class. Successful completion will allow students to begin AP Spanish Language the following year. This class is taught primarily in Spanish.

French I**Grades: 9, 10, 11, 12****Prerequisite:** N/A**Credits: 10**

This is a beginning course in French that emphasizes oral and written communication in a variety of topics at the basic level. It covers grammar and structures necessary for speaking. The course is intended for students with no previous knowledge of the French language. The student will be responsible for several readings that are level appropriate. The course provides beginners with an introduction to the civilization, customs and culture of the French people. The five goal areas of standards will be covered during the year: Communication, Cultures, Connections, Comparisons, and Communities.

French II**Grades: 9, 10, 11, 12****Prerequisite:** French I & Teacher Approval**Credits: 10**

The purpose of this course is to further the students' conversational skills in French. In addition to new vocabulary, many new grammatical points will be covered. As in the first course, there will be a great emphasis on developing the students' speaking, reading and writing ability. The student will create their own dialogues and will be responsible for several readings and several compositions. This course also expands students' understanding of the civilization, culture and customs of the French-speaking people. As with the first level the course continues to cover the Foreign Language Standards: Communication, Cultures, Connections, Comparisons and Communities.

French III Honors**Grades: 9, 10, 11, 12****Prerequisite:** French I & 2; Teacher Approval**Credits: 10**

This course furthers the knowledge of students' language skills through review of the fundamentals of French structure, and by emphasizing oral reading comprehension and self-expression in speaking and writing. This course also expands students' understanding of the civilization, culture, and customs of the French-speaking people. This course is also designed to develop proficiency and integrate their language skills using authentic materials and resources. As with

the first level the course continues to cover the Foreign Language Standards: Communication, Cultures, Connections, Comparisons and Communities. Course requires permission of instructor.

Computer Science/CTE

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| CTE Graphic Design | Grades: 9, 10, 11, 12 |
| Prerequisite: N/A | Credits: 10 |

This course is an overview of the basic elements of Design; its purpose, techniques, influences, and its connection to past and current culture. Students will learn visual literacy and critical thinking applied to projects created in a variety of traditional media and/or design software programs. Students will be challenged to push themselves in areas of research, creativity, and problem solving as well as learn about and expand their knowledge of the basics of the principles and elements of design

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| CTE Multimedia | Grades: 9, 10, 11, 12 |
| Prerequisite: N/A | Credits: 10 |

In Multimedia students are introduced to basic design principles and are able to plan, design, and develop interactive multimedia projects using various software applications. Throughout the semester, students work on individual and collaborative presentations and projects. Students will have an understanding of media literacy and the impact of media on businesses, consumers, and our society. By the end of the course, students will be able to create multimedia educational projects, which include the following elements: audio, video, images, text, and graphics

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| CE- CTE Intro to PC Applications (CIS) | Grades: 10, 11, 12 |
| Prerequisite: Qualifying Accuplacer score required for college credit. | Credits: 10 |

This class is a concurrent enrollment class for CCA. Students earn 3 credit hours of college credit upon completion of the course, which is one year. This course introduces computer concepts and components as well as Microsoft Office suite software that include word processing, database management, spreadsheets, PowerPoint, and information technology components.

Concurrent Enrollment Course with CCA; CIS 118

CE- CTE Web Design 1**Grades: 11, 12****Prerequisite:** Qualifying Accuplacer score
required for college credit.**Credits: 10**

In Web Page Design students are introduced to basic design principles and are able to design and develop Web-based sites using HTML. Throughout the semester, students work on individual and collaborative in-class and on-line activities, presentations and individual projects. By the end of the course, students will be able to create Web sites that include the following HTML elements: tables, and graphics. **Concurrent Enrollment Course with CCA; MGD 141**

English Electives

Yearbook Staff**Grades: 9, 10, 11, 12****Prerequisite:** N/A**Credits: 10**

In this course, students will create the yearbook. Students will learn about meeting deadlines and working with a team. They will take photos ,conduct interviews , work with yearbook software to lay out team pages, design the background, select cover art, and create memories for the entire school to share for years to come.

Intro to Debate Honors**Grades: 9, 10, 11, 12****Prerequisite:** Debate Coach Approval; See Ms.
Bruce.**Credits: 10**

First-year debaters (Novices) will learn to debate competitively. Integrated units covered include the stock issues paradigm, elements of argumentation, research skills, and public speaking. The debate topic for 2014-15 is exploration and development of the oceans.

This course is designed only for students interested in competing on the Early College's highly successful debate team in the Denver Urban Debate League. Note: debate is a two-partner event. There is no cost to join the team or to compete. Students will be expected to compete in up to six tournaments (Friday/Saturday)—usually one per month from October through March. Students must remain academically eligible (i.e., no Fs in any courses). Students are also encouraged to participate in after school practices and scrimmages as well as League workshops, when available.

Competitive Speech I Honors**Grades: 10, 11, 12****Prerequisite:** Debate Coach Approval; See Ms.
Bruce.**Credits: 10**

Second-year debaters (Junior Varsity) will learn more advanced skills such as original affirmatives, Kritiks, counterplans, and debate theory. Students will be expected to contribute research and evidence as well as mentor the school's Novice debaters. The debate topic for 2014-15 is exploration and development of the oceans. Competitive Speech 1, 2, and 3 will be scheduled into the same section.

This course is designed only for students interested in competing on the Early College's highly successful debate team in the Denver Urban Debate League. Note: debate is a two-partner event. There is no cost to join the team or to compete. Students will be expected to compete in up to six tournaments (Friday/Saturday)—usually one per month from October through March. Students must remain academically eligible (i.e., no Fs in any courses). Students are also encouraged to participate in after school practices and scrimmages as well as League workshops, when available.

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| Competitive Speech II Honors | Grades: 11, 12 |
| Prerequisite: Debate Coach Approval; See Ms. Bruce. | Credits: 10 |

Third-year debaters (Varsity) will learn more advanced skills such as original affirmatives, Kritiks, counterplans, and debate theory. Students will have opportunities to debate in CHSAA tournaments. Students will be expected to contribute research and evidence as well as mentor the school's Novice debaters. The debate topic for 2014-15 is exploration and development of the oceans. Competitive Speech 1, 2, and 3 will be scheduled into the same section. This course is designed only for students interested in competing on the Early College's highly successful debate team in the Denver Urban Debate League. Note: debate is a two-partner event. There is no cost to join the team or to compete. Students will be expected to compete in up to six tournaments (Friday/Saturday)—usually one per month from October through March. Students must remain academically eligible (i.e., no Fs in any courses). Students are also encouraged to participate in after school practices and scrimmages as well as League workshops, when available.

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| Competitive Speech III Honors | Grades: 11, 12 |
| Prerequisite: Debate Coach Approval; See Ms. Bruce. | Credits: 10 |

Fourth-year debaters (Varsity) will learn more advanced skills such as original affirmatives, Kritiks, counterplans, and debate theory. Students will have opportunities to debate in CHSAA tournaments. Students will be expected to contribute research and evidence as well as mentor the school's novice debaters. The debate topic for 2014-15 is exploration and development of the

oceans. Competitive Speech 1, 2, and 3 will be scheduled into the same section.

This course is designed only for students interested in competing on the Early College's highly successful debate team in the Denver Urban Debate League. Note: debate is a two-partner event. There is no cost to join the team or to compete. Students will be expected to compete in up to six tournaments (Friday/Saturday)—usually one per month from October through March. Students must remain academically eligible (i.e., no Fs in any courses). Students are also encouraged to participate in after school practices and scrimmages as well as League workshops, when available.

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| Competitive Speech IV Honors | Grades: 11, 12 |
| Prerequisite: Debate Coach Approval; See Ms. Bruce. | Credits: 10 |

Fifth-year debaters (Varsity) will learn more advanced skills such as original affirmatives, Kritiks, counterplans, and debate theory. Students will have opportunities to debate in CHSAA tournaments. Students will be expected to contribute research and evidence as well as mentor the school's novice debaters. The debate topic for 2014-15 is exploration and development of the oceans. Competitive Speech 1, 2, and 3 will be scheduled into the same section.

This course is designed only for students interested in competing on the Early College's highly successful debate team in the Denver Urban Debate League. Note: debate is a two-partner event. There is no cost to join the team or to compete. Students will be expected to compete in up to six tournaments (Friday/Saturday)—usually one per month from October through March. Students must remain academically eligible (i.e., no Fs in any courses). Students are also encouraged to participate in after school practices and scrimmages as well as League workshops, when available.

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| Conspiracy Theory | Grades: 9, 10, 11, 12 |
| Prerequisite: N/A | Credits: 10 |

In Conspiracy Theory, students will explore different types of conspiracy theories; Secret Societies like the Illuminati and Anonymous, Extra Terrestrial theories and other possible conspiracy theories around recent events. Classwork includes research, evaluating differing views of events, classifying theories, short writing assignments and creating digital presentations.

Other Select Courses

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| Female Latina Leaders | Grades: 9, 10, 11, 12 |
| Prerequisite: N/A | Credits: 10 |

Latina Leaders is an elective course that focuses on two main aspects: *Leadership and Identity*. We explore an array of questions including but not limited to: What does it mean to be Latina? What does it mean to be a minority? What does it mean to be a woman? Where do I fit in the world? How can I break stereotypes? Etc. These topics are supplemented with various texts. There is also a *hands-on* leadership aspect built into the course. All students are expected to take leadership in the community. This may include pairing up with student council, fundraising, field trips, organizing events etc. The course centers on Latina Culture but is not exclusive to any race or ethnicity.

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| Female Latina Leaders II | Grades: 9, 10, 11, 12 |
| Prerequisite: Female Latina Leaders I | Credits: 10 |

This class will follow Latina Leaders I. It will focus on being a Latina in our current community and what that looks like. It will have a heavy leadership component and a heavy media literacy component. Latina Leaders in general is an elective course that focuses on two main aspects: *Leadership and Identity*. We explore an array of questions including but not limited to: What does it mean to be Latina? What does it mean to be a minority? What does it mean to be a woman? Where do I fit in the world? How can I break stereotypes? Etc. These topics are supplemented with various texts. There is also a *hands-on* leadership aspect built into the course. All students are expected to take leadership in the community. This may include pairing up with student council, fundraising, field trips, organizing events etc. The course centers on Latina Culture but is not exclusive to any race or ethnicity. It is gender specific.

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| Student Leadership (Student Council) | Grades: 9, 10, 11, 12 |
| Prerequisite: N/A | Credits: 10 |

Student Government is a group of students that come together to promote school unity, and school spirit. Student council members have different tasks depending on their title. We all work together to promote MLK's core values such as integrity, excellence, trust and adaptability. Student council members have differentiated goals depending on their level on student council. There is a head boy and head girl (both students must have been students at MLK since 6th grade), Presidents, Vice Presidents, Secretaries, and student reps for each

grade level. Members receive “ism” and “anti- racism” trainings throughout the year. Students are introduced to “target, agent, ally” power and privilege roles in society. Students also engage in a number of activities that challenge their ability to be empathetic with one another, and be stronger leaders as a result of being able to read body language in addition to being able to understand oppression in society.

College Summit 9th-11th

Grades: 9, 10, 11

Prerequisite: College Summit 10th and 11th grade priority enrollment will be given to those who were previously in College Summit.

Credits: 10

The College Summit emphasizes college and career readiness by treating high school as a launchpad to college. Students develop skills and competencies in the five *College Summit Core Understandings*:

SELF ADVOCACY – Students will be empowered to speak about their personal experiences and comfortable communicating with a variety of individuals.

ACADEMIC EXCELLENCE – Students will know their academic strengths, weaknesses, and learning style and understand the correlation between effort and success.

COLLEGE/CAREER CONNECTION – Students will understand the connection between success in a given field and the appropriate education and training.

COLLEGE 101 – Students will build a college-going vocabulary and prepare for the academic rigors of college through exposure to college-level curricula and work.

FINANCIAL AWARENESS – Students will understand the costs associated with various post-secondary options and making plans for covering them, learn about personal financial responsibility, and connect their education level to their future salary potential.

College Summit-12th grade

Grades: 9, 10, 11

Prerequisite: Application basis only, process will start in April. Students who apply are **required** to attend a 4-day workshop over the summer.

Credits: 10

Students will attend a 4-day workshop over the summer at a Colorado university to become Peer Leaders during their senior year. Seniors will still continue to develop the College Summit Core Understanding skills, however they will be expected to lead their peers in developing these skills as well. Students will be responsible for planning and implementing 2-3 college readiness campaigns for their peers. Strong leaders are encourage to apply.

AVID 9**Grades: 9****Prerequisite:** Application; See Mr. Hall**Credits: 10**

The central goal of the **AVID program (Advancement Via Individual Determination)** is to prepare underserved students in the academic middle that have high potential for acceptance into and success in postsecondary education. An AVID student is defined as enthusiastic, ardent and vigorous in pursuit of his/her post high school goals. AVID students are expected to maintain at least a "C" average in all their classes, model good citizenship in the classroom, and become active members of the school and broader community. Students must go through an application/interview process and be approved by the AVID site team in order to take this elective course each academic school year.

This is the first course of a 4-year program that prepares students for advanced placement courses in high school and future college level coursework. This class focuses on developing writing, inquiry, collaboration, and reading through the content areas as well as communication, self-advocacy, leadership, and organization/time management skills.

AVID 10**Grades: 10****Prerequisite:** Application; See Mr. Hall**Credits: 10**

The central goal of the **AVID program (Advancement Via Individual Determination)** is to prepare underserved students in the academic middle that have high potential for acceptance into and success in postsecondary education. An AVID student is defined as enthusiastic, ardent and vigorous in pursuit of his/her post high school goals. AVID students are expected to maintain at least a "C" average in all their classes, model good citizenship in the classroom, and become active members of the school and broader community. Students must go through an application/interview process and be approved by the AVID site team in order to take this elective course each academic school year.

This is the second course of a 4-year program that prepares students for advanced placement courses in high school and future college level coursework. This course continues with the development of writing, inquiry, collaboration, and reading across the content areas, but also includes a focus on college and career research. Students also design and complete service projects as evidence of their leadership skills.

AVID 11**Grades: 11****Prerequisite:** Application; See Mr. Hall**Credits: 10**

The central goal of the **AVID program (Advancement Via Individual Determination)** is to prepare underserved students in the academic middle that have high potential for acceptance into and success in postsecondary education.

An AVID student is defined as enthusiastic, ardent and vigorous in pursuit of his/her post high school goals. AVID students are expected to maintain at least a “C” average in all their classes, model good citizenship in the classroom, and become active members of the school and broader community. Students must go through an application/interview process and be approved by the AVID site team in order to take this elective course each academic school year.

This is the third course of a 4-year program that prepares students for advanced placement courses in high school and future college level coursework. This course continues with the development of writing, inquiry, collaboration, and reading across the content areas, but also includes a focus on developing the college entrance essay and coming to a better understanding of the requirements for acceptance into 4-year universities. Students also design and complete service projects as evidence of their leadership skills.

AVID 12**Grades: 12****Prerequisite:** Application; See Mr. Hall**Credits: 10**

The central goal of the **AVID program (Advancement Via Individual Determination)** is to prepare underserved students in the academic middle that have high potential for acceptance into and success in postsecondary education. An AVID student is defined as enthusiastic, ardent and vigorous in pursuit of his/her post high school goals. AVID students are expected to maintain at least a “C” average in all their classes, model good citizenship in the classroom, and become active members of the school and broader community. Students must go through an application/interview process and be approved by the AVID site team in order to take this elective course each academic school year.

This is the final course of a 4-year program that prepares students in the academic middle that have high potential for advanced placement courses in high school and future college level coursework. This course continues with the development of writing, inquiry, collaboration, and reading across the content areas, but also includes a focus on the college application and financial aid process. Students also design and complete service projects as evidence of their leadership skills.

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ACT Prep**Grades: 10, 11, 12****Prerequisite:** N/A**Credits: 10**

The purpose of this course is to improve your ACT scores. Benefit from the personal attention of private tutoring combined with the dynamic interaction of a small group.

Introduction to International Relations

Grades: 11, 12

Prerequisite: See Ms. Bruce, room 236
'P'roficient on TCAP Writing test
preferred

Credits: 10

This is a college course taught through CU SUCCEEDs. There will be extensive reading and essay writing. This course is an introductory survey of the various theories of international relations with a focus on the interactions between nation states, international organizations, regimes and transnational movements. Themes examined will include foreign policy conduct, international security and political economy, human rights, and environmental management.

Career & Technical Education Pathway (CTE)

In Project Lead the Way Engineering (PLTW), students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students investigate topics such as aerodynamics and astronautics, biological engineering and sustainability, and digital electronics and circuit design, giving them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers. Schools offer a minimum of three courses by the end of the third year of implementation: Introduction to Engineering Design, Principles Of Engineering, and any specialization course or the capstone course.

Foundation Courses

Introduction to Engineering Design

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Principles Of Engineering

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Specialization Courses

Civil Engineering and Architecture

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. Some students have seen these designs come to life through partnerships with local housing organizations.

Computer Integrated Manufacturing

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

Computer Science and Software Engineering

Open doors in any career with computer science! In CSE, students create apps for mobile devices, automate tasks in a variety of languages, and find patterns in data. Students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world.

*CSE is also the first course in PLTW's Computer Science program. Students will be able to count CSE as both the third course of PLTW Engineering and the first course of PLTW Computer Science if they decide to pursue and complete two programs of study.

Digital Electronics

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Capstone Course - Engineering Design and Development

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

