

**2022-2023**  
**ACADEMIC PLANNING GUIDE**



# EAGLE VALLEY DEVILS

**Eagle Valley High School  
Eagle County School District  
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Gypsum, CO 81637**

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**School Code:** 060725

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**Tom Laframboise - Assistant Principal/Athletic Director**  
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**Sam Bartlett - Assistant Principal**  
**Tammi Boeke - Counselor**  
**Nicole O'Brien - Counselor**  
**Zachary Williams - Counselor**  
**Suzy Skinner – Registrar**

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## **FOREWARD**

The Academic Planning Guide is designed to help Eagle Valley High School students plan and continue their high school experience. The course selection process is another step in the progression of each student towards graduation. As a school we are committed to the mission, vision, and core values of this school which includes providing academic opportunities for our students to achieve success.

**Students, parents, teachers, and counselors should work together to develop an Individual Career and Academic plan (ICAP) which includes a four-year plan for a successful high school experience.**

Special attention should be given to considerations like the requirements for graduation, diploma competency requirements, college entrance requirements, and Individual Career and Academic Plan (ICAP). In addition, students should work with their current teachers in Mathematics, English, Social Studies, Foreign Languages and Science to assure that they will register for courses that meet their skill levels and post-high school plans.

**The courses you choose will have a direct effect on the classes we schedule for next year, so please pay careful attention to your selections. The opportunity for course changes at the start of each semester is limited. We cannot guarantee that every academic elective will be offered or that all requested courses will work in an individual student's schedule.**

This Academic Planning Guide was prepared to assist parents and students with the enrollment process and describes all the comprehensive course offerings at Eagle Valley High School for the school year. A description of each subject has been written to explain the basic content of each course. The courses listed in this handbook are tentative. Courses can only be offered if there is sufficient student enrollment. Course offerings and the number of times a course is offered each school year are determined by the number of students that register for that class.

The teachers, counselors and administrative staff at Eagle Valley High School are prepared to assist students in selecting a schedule geared to meet each student's individual needs and interests. It is our goal to meet the educational needs of all students and to provide them with a rigorous and comprehensive academic program. If we can assist you in any way with the process, please contact your student's counselor or a school administrator.

**Our Mission:** "Educating Every Student for Success"

**Our Vision:** "Expect More"

**Our Commitments:**

1. Serve the Students, Families, and Staff who make up our community.
2. Achieve excellence in the areas of Academics, Athletics, and Activities.
3. Build programs designed to provide Rigor, Relevance, and Results.
4. Expect Respectful, Responsible, and Accountable behaviors.

## **Nondiscrimination Statement**

Eagle County Schools commits to a policy of nondiscrimination and shall not discriminate in its educational, employment or hiring practices on the basis of race, color, national origin, ethnicity, religion, gender, sexual orientation, age, marital status or disability. Inquiry procedures have been established for students, parents, employees and members of the public. A lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. The following person has been identified as a compliance officer for Eagle County Schools: Philip Qualman, Superintendent of Eagle County Schools, 948 Chambers Ave. PO Box 740 Eagle, CO 81631 [\(970\) 328-6321](tel:9703286321); [philip.qualman@eagleschools.net](mailto:philip.qualman@eagleschools.net)



## Eagle Valley High School Profile

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EVHS Mission Statement:  
"Educating Each Student for Success".

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## THE SCHOOL AND COMMUNITY

Eagle Valley High School (EVHS) is a four-year comprehensive high school with a current enrollment of 1070 students located in a rural area of a resort community. Eagle Valley has been recognized with a "Performance" rating through the Colorado Department of Education and Eagle County Schools (ECS). It holds membership in the Colorado Council of High School/College Relations.

Eagle Valley is one of two traditional high schools, and two alternative high schools in Eagle County School District which serves nearly 7000 students from elementary to high school age.

Eagle County is a mountain resort community of approximately 54,000 full time residents located 100 miles west of Denver in the Colorado Rockies. The county includes the internationally known ski resorts of Vail and Beaver Creek. Eagle County is an economically and culturally diverse community and our students reflect this diversity.

## Demographics

1070 total students; approximately 51% Hispanic, 46% Caucasian, and 3% other. Nearly, 22% qualify for Free and Reduced Lunch.

## School Year

Eagle Valley High School is on a semester system with each class earning .5 credits. Year long classes earn 1.0 credit.

## 2020-2021 Schedule Adjustments

EVHS was on a hybrid schedule. Current Seniors attended classes in person or virtual synchronously two days a week and completed online work asynchronously three days a week as Juniors.

## CURRICULUM

Over 130 courses are offered in 11 departments:

**Honors** courses are offered in English I, English II, Integrated Math II, Integrated Math III, and Anatomy & Physiology and are designated by HON on the transcript. Grades in Honors are not weighted.

**Advanced Placement (AP)** courses are offered in 11 subjects: English Language, English Literature, Human Geography, European History, Studio Art, American Government, Physics, Statistics, and Spanish Language. 303 AP Exams were administered in May 2020.

**Dual Enrollment (DE)** classes offered in partnership with Colorado Mountain College in the 2021-2022 school year include: US History I&II, College Algebra, College Pre-Calculus, Calculus I & II, Biology I & II, English Composition I & II, Intro. to Environmental Science & Environmental Science Natural Disasters, and Psychology I & II. In 2020-2021, 286 students were enrolled in 526 DE classes earning a total of 1,783 college credits.

**Non-Guaranteed Transfer College Courses-** Intro to Culinary, Adv. Strength and Conditioning, Intro, Int. & Adv Auto Mechanics, and Certified Nurse Assistant

## Accelerated Courses

In the academic year of 2021, 264 students (26%) took 328 AP exams, 286 students (28%) were enrolled in Dual Enrollment courses, and 268 students (27%) took Honors Level courses.

\*Total Enrollment 1009 students\*





## Eagle Valley High School Profile

### EVHS College Attendance Class of 2021

4 Year College*	63%
2 Year College	18%
Gap Year	6%
Military	3%
Trade/Tech School	10%
Workforce	31%

\* Number of 4-Year  
Colleges/Universities  
attended: 48

### Co-Curricular Activities

Athletics:

Alpine Skiing, Baseball,  
Basketball, Cross Country,  
Dance, ESports, Football, Golf,  
Hockey, Lacrosse, Nordic  
Skiing, Soccer, Softball,  
Speech, Track, Volleyball,  
Wrestling

Activities:

Climbing Club, Cosmetology  
Club, Drama Club, Eagle Valley  
Student Media, ESports, Fly  
Fishing Club, Idle Hands,  
National Art Honor Society,  
National Green Schools,  
National Honor's Society,  
SPICE, Strength Training Club,  
STUCO, Ultimate Frisbee,  
Unified Champions, Young  
Life

### GRADUATION

24 total credits are required for graduation in 2022 with a minimum in the following areas:

English.....	4	US Government and Econ.....	1
Social Studies.....	2.5	Mathematics.....	3
Sciences.....	3	Physical Education.....	1.5
Health.....	5	Practical Skills.....	1

### GRADING AND RANKING

Grades are given on a letter scale: A, B, C, D, and F.

AP and Dual Enrollment classes are weighted by 1.0.

GPA is calculated using only semester grades to include all coursework. Class rankings are based on cumulative weighted GPA.

#### Non-Weighted - Weighted

	Points	Points	
A 90-100	4.0	5.0	Excellent
B 80-89	3.0	4.0	Above Average
C 70-79	2.0	3.0	Average
D 60-69	1.0	1.0	Below Average
F below 60	0.0	0.0	Failing

P ..... Passing credit earned/not included in GPA

WP ..... Passing at withdrawal/not included in GPA

WF ..... Failing at withdrawal/F in GPA

NG ..... No grade given/not included in GPA

NC..... No credit given

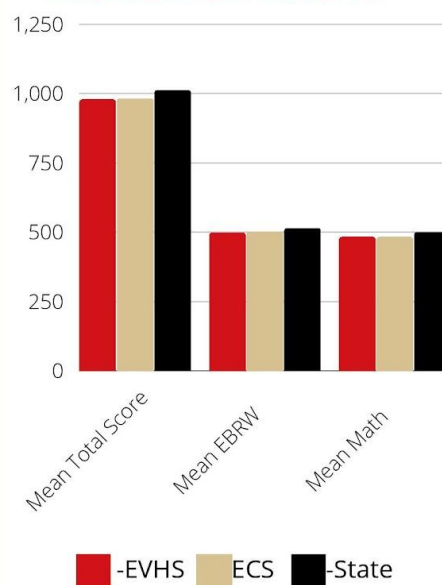
### Forgiveness Policy Prior to 2021-22 Academic Year:

Students may retake a course for which they have failed or received a D. The new grade becomes the official grade on the transcript. The previous grade appears as an NC for No credit.

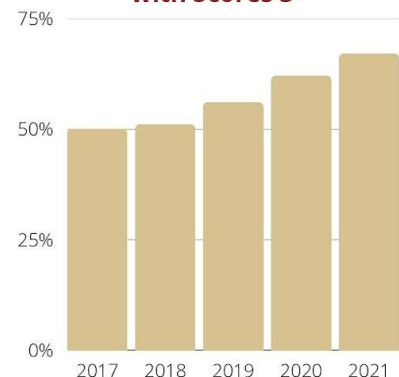
### Forgiveness Policy Starting 2021-2022 Academic Year:

Students may retake a course for which they have failed or received a D. The new grade becomes the official grade on the transcript. The previous grade will still be noted on the transcript, but will not be included in the student's GPA.

### Class of 2022 SAT Statistics



### Percent of Total AP Students with Scores 3+



## **STUDENT FEES AND CHARGES**

Students at Eagle Valley High School will not be charged an automatic instructional fee as a condition of enrollment or as a condition of any class offered during the regular school day. However, some classes may charge for student consumption of expendable materials (e.g., Art), some classes may offer students a “take home option” fee which will be assessed only if the student wishes to keep their project and take it home or wishes to use school equipment for personal projects (e.g., art classes, and woods classes fall into this category), and some classes may suggest to students that purchasing certain items or supplies will be personally beneficial to the student (e.g., a personal calculator for math, flash drive for technology, planner or workbook, etc.).

**Class dues = Freshman-Sophomore (\$20.00); Junior-Senior (\$30.00)** Covers the cost of activities planned by the classes in lieu of having to have fundraisers, etc.

**Technology Fee = (\$20.00)** Supplemental and development fee to cover cost of classroom technologies

## **GRADE CLASSIFICATION AND TRANSFER CREDITS**

**Please note, current students must earn 18 credits in the required academic and elective areas by the beginning of their senior year to be on-track to graduate with their class.**

### **GRADE CLASSIFICATION FOR TRANSFER STUDENTS:**

Grade classification will be determined at time of enrollment based on total number of credits previously earned and total number needed for graduation.

### **TRANSFER CREDITS:**

1. Students who transfer in to Eagle Valley High School from outside the district will have their transcript evaluated by the Registrar’s office. Although Eagle Valley High School will accept all credits coming in from another district, up to the maximum allowed per calendar year, the specific “credit type” applied to these credits are at the discretion of the school counselors. Credits transferring in with a “weighted grade” will be applied only if EVHS honors the same course within our curriculum.
2. Transfer grades coming from an accredited academic institution will receive point values towards a GPA that correspond to that particular letter grade. Transfer grades coming from non-accredited or non- academic programs will receive credit on a pass/fail basis.
3. Students bringing in transfer credits from any foreign country will receive a pass/fail credit.
4. Students who wish to take course work for credit outside of Eagle County School District, must first gain approval from a school counselor and administrator.
5. In order to graduate from Eagle Valley High School, full time enrollment status is required for the full last term prior to graduation, unless approved by the principal.

## **ALTERNATE CREDITS**

### **WORLD ACADEMY and SUMMER SCHOOL:**

Students who need to recover credit not earned in the regular school year may attend The World Academy at RCHS or summer school at a cost. Grades earned during summer school do not replace previous grades earned during the school year nor affect GPA. For more information, see your counselor.

### **CREDIT EARNED OUTSIDE THE SCHOOL SETTING:**

Credit can be earned outside the school setting providing application is submitted through the counselor. Credit for pre-approved courses, including high school correspondence courses and online courses such as at CMC programs need to be approved by your counselor and principal. BYU or other online classes may NOT count as a seated class. BYU final exams must be proctored at EVHS and not at another site. BYU or other online providers must grant a letter grade and a transcript showing the grade/completion of the course. Therefore, you will be awarded a letter grade on your transcript only.

### PE CREDIT:

Participation and successful completion of any CHSAA approved sports season can earn 0.25 sports credits per season. Students are limited to a total of 1.0 credit total across four years. In addition, when approved by the principal, credit may be issued on a case-by-case basis for students who cannot participate in PE classes but do complete a physical therapy regimen or other approved documentation of sport/activity outside of the school day. The student must provide documentation from both a physician, physical therapist, or coach outlining the hours spent as well as dates, times, and duration of the regimen.

### FORGIVENESS POLICY:

Students who receive a D or F on a course may seek approval from their counselor to retake the exact same course in the same format. The new grade will be binding and the previous grade will no longer be calculated in the GPA, but will remain on the transcript to indicate that the course was repeated. Students need to have pre-approval when retaking a course and need to sign a contract at that time.

### COURSE CHANGE POLICY

Wise program planning involving discussions with teachers, parent/guardian and your counselor in the spring should mean that course changes are not necessary. A request for changing classes must be made to the counseling office **NO LATER THAN THE 5<sup>th</sup> SCHOOL DAY OF EACH SEMESTER**. Only in critical situations will any schedule changes be accepted after the 5<sup>th</sup> SCHOOL DAY OF THE **SEMESTER**. **The opportunity for course changes at the start of each semester is limited. We cannot guarantee that every academic elective will be offered or that all requested courses will work in an individual student's schedule.** Requests will be reviewed provided:

1. Credits for graduation are not jeopardized.
2. The requested class has room for additional students and major imbalances will not result.
3. Major schedule revisions are not required.
4. The parent/guardian, teacher and counselor approve and sign all needed paperwork.
5. There is sound, documented rationale for change.
6. When there is a schedule change requested, a student must appropriately complete the schedule change process. This includes teacher and parent/guardian signatures indicating approval for change.

UNTIL THIS PROCESS IS COMPLETED, A STUDENT WILL REPORT TO THE ORIGINAL SCHEDULED CLASS.

THE FINAL DECISION FOR ANY SCHEDULE CHANGE IS MADE BY THE COUNSELOR and ADMINISTRATOR, HAVING TAKEN INTO CONSIDERATION ALL THE ABOVE FACTORS.

## ECSD GRADUATION REQUIREMENTS

Starting with the graduating class of 2021, students must meet or exceed the following graduation requirements to receive a diploma from the Eagle County School District. Students must meet the minimum credit requirements represented in Box #1 in addition to at least one English and Math competency from the menu in Box #2 to be eligible for an Eagle County Diploma.

BOX #1 = Diploma Credit Requirements			Box #1 = Diploma Competency Requirements		
ECSD Credits Required for Diploma and Recommended for College Prep Diploma			College & Career Ready Demonstration Required for Graduation in ECSD and all other Colorado Schools <i>*In addition to the required coursework, all students must demonstrate competency in Math and English through one area below</i>		
Content	Standard Diploma	College Prep Diploma	Menu Options	English	Math
English	4	4	ACT	18	19
Math	3	3-4	SAT	470	500
Science	3	3-4	ASVAB	31	31
Social Studies	2.5	4	Accuplacer	241 on Reading OR 236 on Writing	255 on Arithmetic OR 230 on (QAS)
Economics Government	0.5 0.5		Concurrent Enrollment College Course	C- or Higher	C- or Higher
International Language	0	2	Advanced Placement	2	2
Physical Education	1.5	1.5	International Baccalaureate	4	4
Health	0.5	0.5	Verified District Capstone	District Approved	District Approved
Practical Skills	1	1	ACT Keyworks	Bronze or Higher	Bronze or Higher
TOTAL	24	24	Industry Certificates	Credentials from business and industry	Credentials from business and industry

### Eagle County School District, Re50J; File: IKF

It is the intention of the Board of Education that these requirements will constitute the minimum number and rigor of courses that will lead to graduation from the Eagle County School District. It is expected that the large majority of students will pursue a course of study that exceeds this minimum.

### Multiple Pathways

Graduation requirements should provide appropriate challenge and opportunity for students of all ability levels. The District defines graduation criteria for the following: Standard Diploma and College Prep Diploma. All pathways are available for students with special needs (SpEd, ESL, 504, Medical Conditions) depending on the option designated in the student's individual learning plan and the amount of modifications required.



## HOMEROOM

At EVHS we have a Homeroom period that meets during the week. This is a flexible time used to update and inform our school community on relevant issues. It may be used for a variety of activities that include, but is not limited to: class meetings, grade checks, counseling and career information, test preparations, surveys, school assembly's, etc.

For the year students will receive a Homeroom grade based on participation and attendance. The grade in this course Homeroom amounts to 0.50 credit for the entire years' worth of meeting.

## BELL SCHEDULE (2021-22 schedule, subject to change in future years)

Mon / Tues / Fri				Wednesday				Thursday			
REGULAR CLASSES				BLOCK CLASSES				BLOCK CLASSES			
Period	Min	Start	End	Period	Min	Start	End	Period	Min	Start	End
0	50	7:45	8:35	PD	70	7:45	8:55	0	50	7:45	8:35
1	53	8:40	9:33	0	50	9:00	9:50	4	90	8:40	10:10
2	53	9:38	10:31	1	90	9:55	11:25	5	90	10:15	11:45
3	53	10:36	11:29	HR	40	11:30	12:10	HR	20	11:50	12:10
4A Lunch	25	11:29	11:54	2A Lunch	25	12:10	12:35	6A Lunch	25	12:10	12:35
4A Class	53	11:59	12:52	2A Class	90	12:40	2:10	6A Class	90	12:40	2:10
4B Class	53	11:34	12:27	2B Class	90	12:15	1:45	6B Class	90	12:15	1:45
4B Lunch	25	12:27	12:52	2B Lunch	25	1:45	2:10	6B Lunch	25	1:45	2:10
5	53	12:57	1:50	3	90	2:15	3:45	7	90	2:15	3:45
6	53	1:55	2:48								
7	53	2:53	3:46								

## PUBLISHED BELL SCHEDULE

This bell schedule may change based on a variety of factors. Primarily it is subject to changes in transportation times. A published bell schedule will be provided in August at the start of each school year.

## REQUIREMENTS FOR SCHEDULING

- Seniors - enroll in 6/7 periods, 1 off period, optional off-campus lunch.
- Juniors - enroll in 6/7 periods, 1 off period, optional off-campus lunch.
- Sophomores - enroll in 7/7 periods, NO off-campus lunch.
- Freshmen - enroll in 7/7 periods, NO off-campus lunch.

## DOUBLE BOOKED CLASSES

Some courses will meet for two periods during the day. Most of these are AP, DE, or specialty courses where meeting more (or on an alternate schedule) provides necessary flexibility.

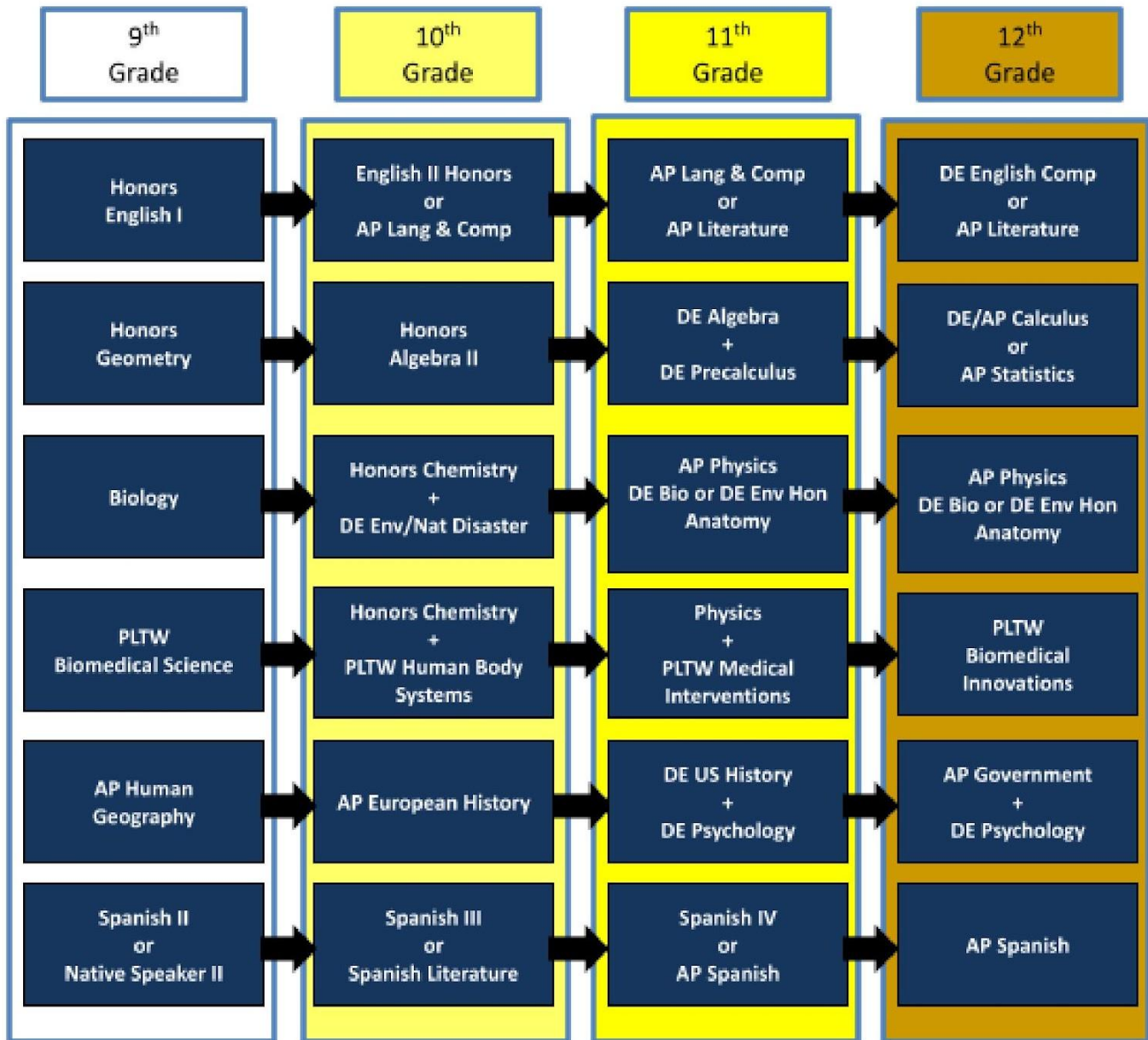
## ZERO HOUR

There are some courses that may be offered during Zero Hour. This time is before busses are scheduled to arrive. Zero Hour also has the potential for classes to either meet 5 days a week, or be combined with 1st hour for a double booked class. Students who do not have a Zero Hour can use this time to also meet with teachers who do not have a class.

## ACCELERATED COURSEWORK PLAN

There are different paths for students to experience accelerated coursework at EVHS. The chart below highlights some of the ways that students can begin, continue, and complete courses that push towards our most advanced courses. It is important to remember that it is not the expectation that students are accelerated in each content area; rather, students should seek opportunities where their talents, interests, and future career plans lead them to try these courses. The accelerated paths highlighted below are for our core content areas of English, Math, Science, Social Studies, and Foreign Language. We also offer upper level and advanced courses in many of our elective areas as well.

### Accelerated Paths



## **ADVANCED PLACEMENT PROGRAM**

Advanced Placement (AP) is a program of college-level courses and exams that gives high school students the opportunity to earn credit, advanced placement, or both for college while still in high school. AP classes will be the most rigorous courses offered at Eagle Valley HS and will receive a weighted grade. Since its inception in 1955, the AP program has allowed millions of high school students to take college-level courses and potentially earn college credit with qualifying exam scores. The AP curriculum consists of the course and an exam. Students are expected to participate in both parts in order to receive a weighted grade.

### **Potential Benefits of AP**

AP courses and exams represent the beginning of the journey through college-level academic challenges. Courses challenge the students to learn the subject in greater depth, develop analytical reasoning skills, and form disciplined study habits. Collegiate institutions recognize that applicants with AP experience are much better prepared for the demands of college courses. Tuition savings are realized for students whose AP performance earns them college credit. Students are encouraged to research the college/university of their choice for minimum score standards.

### **Open Enrollment Policy**

Eagle Valley believes all students benefit from the rigor of an AP course and thus maintains an open enrollment policy. There are a few qualifying factors to ensure proper placement when a student enrolls in an AP course. Teacher Recommendations – enrollment in every AP course at EVHS requires the signature of a current teacher in that content area. Prerequisites – some AP courses require the successful completion of an appropriate foundational class. Proficiencies – many of the academic departments suggest minimum proficiencies from prerequisite courses or standardized exams.

As a student enrolling in an AP course you are choosing a curriculum that goes beyond the basic high school graduation requirements. The pacing, difficulty, skill development, and content of such courses revolve around the expectation of student completion of the College Board AP Exam in May. It is with this understanding that you are making a commitment to a year-long course that demands some of the following elements from its participants.

1. Time Commitment – weekends, long breaks, will systematically be used to stay on schedule with content information. Expect daily homework appropriate for the time frame.
2. Participation – means being prepared along with displaying a willingness to actively take part in classroom discussions, simulations, and group work.
3. Work Ethic – those who are willing to use the best of their abilities to stay on course will find success. Anyone who lacks the discipline to meet the rigorous demands these courses present may encounter trouble.
4. Examination – EVHS students are required to take the AP exam, and it is a major focus of the course content and instruction. There is a cost in excess of \$96 for each AP exam taken.
5. Fees & Materials – there are additional costs accrued for participation in several AP courses. Many courses request that students purchase their textbook so they can be highlighted and written in. Other AP classes may have additional materials such as workbooks or lab fees.
6. Withdraws – due to scheduling demands students who enroll in an AP class forego the immediate availability of dropping into a “regular” course after registration, before the school year, and at semester changes.
7. Weighted Grades – students must complete the course in good standing, which includes completing both semesters and taking the AP examination for the final grade from each semester to be weighted.

### **AP Courses EVHS Offers**

European History, Human Geography, Language & Comp, Literature & Comp, Physics, Psychology, Spanish Language, Statistics, Studio Art, U.S. Government.

### **How are AP Students Recognized?**

Each year, the College Board recognizes high school students who have demonstrated college-level achievement through multiple AP courses and exams. Some of the awards and their requirements are as follows:

AP Scholar - grades of 3 or higher on three or more AP Exams.

AP Scholar w/ Honor - average of at least 3.25 on all AP Exams taken, & grades of 3 or higher on four or more

AP Scholar w/ Distinction - average of at least 3.5 on all AP Exams taken, & grades of 3 or higher on five or more

National AP Scholar – receive an average grade of at least 4 on all AP exams and grades of 4 or higher on eight or more of these exams.

## CONCURRENT OR DUAL ENROLLMENT INFORMATION

### DEFINITION OF DUAL ENROLLMENT

Concurrent Enrollment, which is sometimes referred to as Dual Enrollment, is a partnership between the Eagle County School District and Colorado Mountain College (CMC). It allows eligible students to take college courses during the regular school hours at their high school.

### COLLEGE AND HIGH SCHOOL CREDIT

Students who successfully complete a Dual Enrollment course earn **both** high school and college credit simultaneously. One semester of a college course equals the number of college credits associated with that course (usually 3 or 4) **and** a 0.5 high school credit. The high school credit earned is a “weighted grade.” CMC credit received for a C or better in a Dual Enrollment course is transferable to in-state public colleges and **many out-of-state and private** colleges.

### INSTRUCTORS

A combination of qualified EVHS and CMC faculty members serve as instructors for our approved Dual Enrollment courses. The instructor follows the college syllabus and use college-level text materials.

### ELIGIBILITY

In order to be eligible to take a Dual Enrollment course, a student must make an acceptable score on the Accuplacer Placement Exam administered by Colorado Mountain College. Students may also qualify by making an acceptable score on the Scholastic Aptitude Test (SAT) or an acceptable score on the ACT.

### TUITION

The Eagle County School District will pay for a maximum of six classes annually that are approved dual enrollment or approved career technical classes. This applies to students who receive a C or higher in the class. **If a student enrolls in a Dual Enrollment course and receives a grade lower than a C, the student will be charged for the tuition cost for that course.** (Current CMC tuition is \$90.00 per credit hour. This is subject to change.)

### TEXTBOOKS

Dual Enrollment students are required to purchase their own textbooks. CMC uses a mail order company for their textbooks.

### WITHDRAWS

If you officially drop a CMC course prior to the class census date (usually defined as the completion of 15 percent of the course instruction), the class will not appear on your transcript. If you drop after the census date but before the Class Withdrawal (Drop) Date (usually defined as the completion of 75 percent of the course instruction), a “W” will be assigned for the class. This applies to both the CMC and EVHS transcript as they will both have a “W” assigned to the course. Students enrolled in a class after this date must receive an evaluative or Audit grade (“A” through “F,” “P” or “AU”).

**Students may be able to drop a Dual Enrollment course offered through CMC at a date that is later than the EVHS policy and it would follow the above guidelines. However, if a course is dropped after the EVHS approved 5 day window at the beginning of a semester the student will not be guaranteed placement in another course offered by EVHS.**

### SCHEDULING

The courses may need special scheduling in order to accommodate the required contact hours or schedule of adjunct faculty instructors. Students will need to be prepared to potentially have “double booked” classes that meet during two periods during one day, but have off-periods during the week in order to accommodate a class that is offered in a more college style of scheduling.

The following classes are being offered in the Dual Enrollment Program with Colorado Mountain College. Successful completion of these classes will give you high school and college credit. You must meet the college prerequisite for each class.

EVHS Course	CMC Course Code	Cr.	Prerequisites
US History	HIS 121 US Hist to Reconstruction HIS 122 US Hist Since Civil War	3 3	Accuplacer reading / writing score 246+ SAT Verbal score of 470
Psychology	PSY 101 General Psychology I PSY 102 General Psychology II	3 3	
English Composition I & II	ENG 121 English Composition I ENG 122 English Composition II	3 3	
Natural Disasters	ENV 110 Natural Disasters	3	
Environmental Science	ENV 101 Intro to Environmental Science	4	
College Biology I & II	BIO 111 Gen. College Biology I BIO 112 Gen. College Biology II	5 5	
Theatre Appreciation Playwriting	THE 105 Theatre Appreciation THE 215 Playwriting	3 3	
College Algebra	MAT 121 College Algebra	4	Accuplacer math score of 245+ (AAF) SAT math score of 500
College Pre-Calculus	MAT 166 Pre-Calculus	5	Accuplacer math score of 280-300 (AAF) Or passing grade in MAT 121
Calculus I	MAT 201 College Calculus I	5	Passing grade in MAT 166
Calculus II	MAT 202 College Calculus II	5	Passing grade in MAT 201
Calculus III	MAT 203 Calculus III	5	Accuplacer grade in MAT 202
Certified Nurse Assistant	NUA 101 Nurse Aide Health Care Skills	4	Students must be 17 at the start of class and provide immunization record.
Certified Nurse Clinical	NUA 170 Nurse Aide Clinical Experience	1	Students must be 17 at the start of class and provide immunization record.
Culinary	Various courses and credits		Accuplacer reading/writing 225-235
Automotive	Various courses and credits		10th - 12th grades only - off campus

Accuplacer is a computerized academic placement test developed by the Educational Testing Service, the same company that has the SAT and AP exams. This is an untimed, multiple-choice test that is administered by a proctor. Test results are available immediately. Students are allowed to take the Accuplacer twice per CMC semester.

Students must meet prerequisites to participate in the Dual Enrollment program. Eagle County Schools pays for the college tuition for dual enrollment classes, however they do not pay for D's or F's. If a student receives a D or F, they will receive a bill from ECS for the tuition that was paid.

Students must purchase books for these classes. The school does not provide books for Dual Enrollment classes.

Colorado Mountain College, Vail Valley Campus contact person: Carol Carlson 970-569-2934 or ccarlson@coloradomtn.edu



## Higher Education Admission Requirements

In 2003, the Colorado Commission on Higher Education adopted the Higher Education Admission Requirements which are entry requirements for students planning to attend any of Colorado's public four-year colleges or universities.

Private colleges and universities set their own admission standards, so students should contact those institutions directly for information regarding their enrollment policies. Additionally, public two-year colleges have open enrollment policies, meaning that students applying to these schools do not need to meet the following admissions requirements.

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

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

Academic Area*	2010+ Graduates	CCHE INDEX SCORE FOR FIRST-TIME FRESHMAN	
English**	4 years	Institution	Requirements (HEAR)
Mathematics (Must include Algebra I, Geometry, Algebra II or equivalents)***	4 years	Adams State College*	80
Natural/Physical Sciences (two units must be lab-based)***	3 years	Colorado School of Mines	110
Social Sciences (at least one unit of U.S. or world history)	3 years	Colorado State University	101
Foreign Language	1 year	Colorado State University--Pueblo	86
Academic Electives****	2 years	Fort Lewis College	92
* CCHE, CDE, and School Districts are developing standards for alternative demonstration of proficiency to be accepted in lieu of course completion. For course guidelines see paragraph 4.01 of the <a href="#">Admissions Standards Policy</a> . **Two units of ESL English may count for HEAR requirements when combined with two units of successfully completed college preparatory English. ***College-preparatory ESL mathematics/science courses that include content and academic rigor/level comparable to other acceptable courses may satisfy HEAR requirements. ****Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate courses, and appropriate CTE courses.		Mesa State College*	85
		Metropolitan State College of Denver**	76
		University of Colorado--Boulder	103
		University of Colorado--Colorado Springs	92
		University of Colorado--Denver	93
		University of Northern Colorado	94
		Western State College	80
		*Applies to students admitted to four-year programs only; **Applies to admitted students 19 years of age and younger;	

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



## COLLEGE ENTRANCE CONSIDERATIONS

If your plans after graduation from high school include college, check individual colleges and university websites or talk directly with admission counselor. Carefully consider the **five major factors** most colleges use for admission:

- **Curriculum** (the courses a student takes in high school): Colleges take into consideration the level of courses taken, the overall strength of the student's curriculum, and the broad based foundation needed to undertake college work. Most colleges are looking for students who have consistently challenged themselves academically by selecting rigorous courses while in high school.
- **Grades**: Grades are still the best predictor of academic success in college, and most colleges check high school grades carefully before admitting students. Note: some colleges do not recognize / accept "D's". Check with the college/university of choice to verify. Be aware that the student's transcript sent to colleges reflects his/her work, GPA, and class rank through the end of his/her junior year, or the first semester of the senior year. Coursework for the senior year is also part of the application process.
- **College Entrance Tests**: Students who challenge themselves academically by selecting rigorous courses in high school consistently score higher on college entrance tests such as the ACT and SAT. These tests measure student knowledge in academic areas and help indicate their level of achievement in core classes. Colleges use these test scores as one predictor of academic success in college. Most colleges require testing with either the SAT or ACT, and more selective schools might require three SAT Subject tests. Colorado colleges use an index of GPA and test scores to determine admission to in-state, public, four-year colleges.

<u>Descriptor (School example)</u>	<u>ACT</u>	<u>SAT</u>
<b>Highly Selective</b> (Elite Private Schools – Harvard)	27-36	1290-1600
<b>Selective</b> (Competitive Public Schools – CU-Boulder)	22-28	1110-1320
<b>Traditional</b> (Many State Schools – CSU)	18-24	950-1180
<b>Open</b> (Local/Regional Schools – Colorado Mesa)	16-21	870-1070

*\*This chart is a general guide based on historical trends. Students are encouraged to check directly with every institution to check for up-to-date requirements.*

- **Student Activities - In & Out of School**: Involvement and participation in school, community, and religious activities such as: clubs, athletics, music, and student government. Work and volunteer projects are also important for college admission. The critical point is not how many activities you joined, but how meaningfully you have participated and fulfilled your responsibilities.
- **Recommendations**: Most colleges ask for personal recommendations from your teachers, coaches, employers, and counselors. Your chances for admission will be enhanced by comments from those who know you well. Recommendations often include information about personal traits such as: integrity, judgment, reliability, motivation, initiative, leadership, and character.

## STANDARDIZED TESTING INFORMATION

**The following standardized tests will be available for students at Eagle Valley High School.**

*\*The SAT, ACT, and ASVAB all have minimums to meet Eagle County diploma competency requirements (see page 5)*

### **9th Grade:**

**PSAT8/9: State of Colorado has made this mandatory for sophomores.** See description in 11<sup>th</sup> grade standardized testing information.

### **10th Grade:**

**PSAT10: State of Colorado has made this mandatory for sophomores.** See description in 11<sup>th</sup> grade standardized testing information.

## **11th Grade:**

**ACT:** The American College Test is commonly used for admissions purposes and tests the following areas: English, Mathematics, Reading, and Science Reasoning. Most Colorado colleges and universities use the ACT or the SAT when admitting new students.

*\*Eagle County Diploma Competency Requirement (English 18, Math 19)*

**SAT: State of Colorado has made this mandatory for juniors.** Many colleges accept the SAT scores for admissions. As a state mandated exam, every spring Eagle County High Schools offer this test to juniors at no charge during the school day in April. This test does not include the writing section.

*\*Eagle County Diploma Competency Requirement (English 470, Math 800)*

**PSAT/NMSQ:** The PSAT (Preliminary Scholastic Achievement Test) can be used by the College Board as the qualifying test to identify juniors for the National Merit Scholarships. The areas tested are: Verbal, Mathematics, and Writing. This test is offered to all interested and eligible students each fall and there is a fee associated with this exam.

**Science CMAS:** Consists of a series of tests for to measure individual progress on the Colorado Model Content Standards.

*\*Score is used for placement in Senior year Science Courses. Must have minimum proficiency for DE Science.*

## **Other exams available for post-secondary preparation:**

*\*Although not specifically offered through Eagle Valley Schools these exams are available at local sites and are recommended for certain career paths.*

**ASVAB:** The Armed Services Vocational Aptitude Battery is a multiple choice test, administered by the US Military Entrance Processing Command, used to determine qualification for enlistment in the US armed forces.

*\*Eagle County Diploma Competency Requirement (English 31, Math 31)*

## **SAT II: Subject Tests**

Subject tests are one-hour multiple-choice tests that measure a student's knowledge of a particular subject and ability to apply that knowledge. Check the requirements of the college you are considering, since many don't mandate students take these subject tests for admissions. SAT Subject Tests are used at more selective colleges and universities.

## **ATHLETICS & ACTIVITY ELIGIBILITY**

Colorado High School Athletic Association (CHSAA) guidelines are as follows:

1. The student must be enrolled in a minimum of 6 classes each semester before and during participation, and must be passing a minimum of 5 courses to remain eligible.
2. The student may not fail more than two classes per semester, given seven or more classes, in order to participate. Eligibility is based on the grades of the previous semester of attendance until the date CHSAA has determined when eligibility can be regained with successful schoolwork.
3. The student may not participate in the upcoming year if they reach the age of 19 prior to August 1.
4. Students may not participate more than four years.
5. Any student who has attended more than 4 years of high school is ineligible for high school athletics.



## **NCAA FRESHMAN – ELIGIBILITY STANDARDS**

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Student athletes interested in playing NCAA college sports in college can start by contacting their school counselor for eligibility information.

**KNOW THE RULES:** For more information regarding the rules, please go to [www.ncaa.org](http://www.ncaa.org). Click on “Academics and Athletes” then “Eligibility and Recruiting.” Or visit the Eligibility Center Web site at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). Please call the NCAA Eligibility Center if you have questions: Toll-free number: (877) 262-1492.

## COLORADO CAREER CLUSTER MODEL

Colorado Career & Technical Education (CTE) believes that every student should be on a path that leads to career success, through seamless plans of study fostering academic and technical achievement, to develop a globally competitive workforce for Colorado. Use of this model will enhance Colorado's ability to grow a globally competitive workforce.



**Inner Circle = Core Graduation Requirements.** EVHS Students must complete these to receive a high school diploma.

- Math = 3.0 credits
- Science = 3.0 credits
- English = 4.0 credits
- Social Studies = 3.5 credits (Econ & Govt)
- PE/Health = 2.0 credits
- World Language = 1.0 (recommended)

**Middle Circle = College & Career Programs.** Supports and provides opportunities for students to gain experience related directly to college and careers.

- AVID
- Early College High School
- CMC - Dual Enrollment
- Advanced Placement
- Career X - Careerwise

**Outer Circle = Experiential Pathways (Electives).** Course offerings to give students direct experience in future college & career pathways. 8.5 credits required for graduation

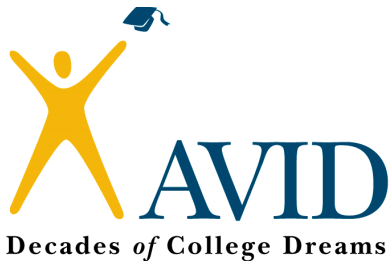
- Health Sciences
- Automotive
- Bike Repair
- Education/Teaching
- Culinary/Foods
- Engineering/Technology
- Media Studies
- Visual Arts
- Performing Arts
- Construction Trade

## EVHS CAREER PATHWAYS

The following chart demonstrates how students can engage in a career pathway at EVHS. These are designed to show how students can take advantage of concentrated coursework (sometimes across multiple content areas) to experience curriculum designed for a career. Instead of designating each column as 9th - 12th grade, they show Year 1 - Year 4, to indicate they don't necessarily have to start in a particular grade.



## ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)



**AVID MISSION STATEMENT:** AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The mission of AVID is to ensure that ALL students, and most especially the least served students who are in the middle:

- will succeed in rigorous curriculum;
- will complete a rigorous college preparatory path;
- will enter mainstream activities of the school;
- will increase their enrollment in four-year colleges; and

- will become educated, responsible leaders in a democratic society.

**WHAT IS AVID:** Over 28 years, AVID has become one of the most successful college-preparatory programs ever for low-income, underserved students, and today reaches more than 320,000 students in nearly 4,000 U.S. schools in 45 states, Canada, and 15 other countries. This is accomplished through...

- A structured, college preparatory system working directly with schools and districts.
- A direct support structure for first-generation college goers, grades 4-12.
- A schoolwide approach to curriculum and rigor.
- A professional development program providing training throughout the U.S.

**WHY AVID WORKS:** There are some basic principles that define what become the supports of AVID.

- Places AVID students in rigorous curriculum and gives them the support to achieve;
- Provides the explicit "hidden curriculum" of schools;
- Provides a team of students for positive peer identification; and
- Redefines teacher's role as that of student advocate.

**AVID STUDENT PROFILE:** When looking at applicants these are some potential indicators of candidates.

- |                                  |   |
|----------------------------------|---|
| • Average to High Test Scores    | • Historically Underserved in 4-year Colleges |
| • 2.0-3.5 GPA                    | • Low Income                                  |
| • College Potential with Support | • Special Circumstances                       |
| • Desire and Determination       |   |
| • First to Attend College        |   |

**AVID PROGRAM ESSENTIALS:** The following applies for all students who are a part of the program

- Voluntary Participation – students are interviewed and selected for AVID
- AVID Elective class – must take the AVID Elective class (1.0 yearlong course) for all 4 years of high school
- Rigorous courses – enroll in one or more advanced academic class (AP/DE/honors classes) each semester,
- WICOR – writing, inquiry, collaboration, organization, and rigor
- Trained tutors – tutoring occurs twice a week during the Elective class with outside, adult tutors
- Citizenship – maintain satisfactory citizenship and attendance in all classes,

## EVHS AVID SELECTION PROCESS

**CAPACITY:** EVHS has the capacity to have about 25-30 students in each grade level of AVID. Because of this there will be a selection process to determine which students can be included in the AVID program.

**APPLICATION:** This written application will have a due date and needs to be returned to the main office for a student to move forward in the process.

**INTERVIEW:** Applicants will go through a brief interview with the EVHS AVID Site Team. This is composed of teachers, counselors, and administrators.

**ACCEPTANCE:** Students will receive a formal letter of your acceptance. They will then work with counselors to redo schedule to ensure they meet the rigorous course requirements and have the AVID elective class in their schedule. Finally, students and parents will be invited to an Induction Ceremony in May to recognize the commitment. Students will have to maintain a 3.0 GPA to remain in the program.



## SEAL OF BILITERACY

The Seal of Biliteracy is an award on a diploma at graduation from high school for those that demonstrate academic proficiency in English and at least one other language.

The purpose of the Seal of Biliteracy is to:

- Acknowledge and certify attainment of biliteracy skills;
- Prepare students with 21st century skills that will benefit them in the labor market and the global society
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities, grants and scholarships with a method to recognize and give credit to applicants for their dedication to attainment of high level skills in 2 or more languages

## STUDENT CHECKLIST

Speak with your counselor or foreign language teacher about how you can meet the criteria for the Seal of Biliteracy. All criteria must be completed with documentation submitted by April 30 of your graduating year.

Student Name	School:	
	<i>Date Completed</i>	<i>All criteria must be met</i>
Letter of Intent		Letter of Intent signed and returned to school counselor.
Academic Proficiency		<input type="checkbox"/> Demonstrate grade level abilities in English by achieving <u>one</u> of the following: <ul style="list-style-type: none"> <li>• 70 or higher on Dual Enrollment English Composition</li> <li>• 3 or higher on AP English language</li> <li>• 3 or higher on AP English literature</li> <li>• ACT English test with a score of 18 <u>and</u> the ACT Reading test with a score of 17</li> <li>• 4 or higher on IB English test</li> <li>• 430 or higher on SAT</li> </ul>
		<input type="checkbox"/> Demonstrate grade level abilities in a language <u>other than English</u> by achieving <u>one</u> of the following: <ul style="list-style-type: none"> <li>• 3 or higher on foreign language Advanced Placement (AP) exam, including the AP Language and Culture or AP Literature and Culture</li> <li>• 4 or higher on Foreign Language International Baccalaureate test</li> <li>• A portfolio that contains evidence demonstrating proficiency in each mode of communication for that language (reading, writing, speaking, and listening). Evidence could include assessments, presentations, interviews, essays, or other alternatives. <i>Speak with your foreign language teacher for more information about the portfolio option.</i></li> </ul>
Community Service  Authentic Language & Cultural Experiences		<input type="checkbox"/> Take action in your community! Completing community service hours can help you make a positive impact on our community, as well as provide you with authentic language practice and cultural experiences. Participate in a total of 20 community service hours, where <u>at least half</u> of the time is spent working in the language other than English. Community service can be at school, home or community. (i.e. reading buddy to younger students at school, summer food program, homework club, interpreting for others, tutoring other students, IB Ambassador, personal affiliation outside of school such as church/tribal group, etc.) Provide a letter from the organization(s) where your community service took place on company letterhead indicating hours worked, language(s) used, type of work, and supervisor signature. <i>Contact the counseling office for assistance.</i>
Reflection & Oral Presentation		<input type="checkbox"/> Score proficient in an Exit Interview that contains a presentation and answering questions around topic of bilingualism and its impact on you, U.S. communities and the world. <i>See page 2 for more information.</i> <i>Contact the counseling office at your school by October 1 of your junior or senior year to set up the appointment for your Exit Interview.</i>



## EL SELLO DE LECTOESCRITURA

El Sello de Lectoescritura Bilingüe es un diploma galardonado a los alumnos que al graduarse de la preparatoria demuestran el dominio académico de inglés y por lo menos un idioma más.

El propósito del Sello de Lectoescritura Bilingüe es el de:

Reconocer y certificar el logro de habilidades de lectoescritura bilingüe

- Preparar a los estudiantes con habilidades del siglo XXI que les serán de ayuda en el mercado laboral y sociedad global
- Proveer a los empleadores una manera de identificar personas con habilidades bilingües, incluyendo las habilidades para leer y escribir en dos idiomas
- Proveer a las universidades, subsidios y becas a manera de reconocer candidatos dedicados a lograr habilidades académicas avanzadas en dos idiomas o más

## LISTA DE VERIFICACIÓN DEL ESTUDIANTE

Habla con tu consejero o maestro de idioma extranjero para saber cómo puedes cumplir con los criterios para el sello de lectoescritura bilingüe. Todos los criterios necesitan cumplirse con la documentación necesaria para el 30 de abril en tu año de graduación.

Nombre del estudiante:		Escuela:
	Fecha que se completó	Todos los criterios necesitan cumplirse
Carta de Intención		La carta de intención necesita estar firmada y entregarse al consejero de la escuela.
Dominio académico		<input type="checkbox"/> Demuestra habilidades de nivel de grado en inglés al completar <u>uno</u> de los siguientes: <ul style="list-style-type: none"> <li>● 70 o más en Composición en inglés de doble matrícula</li> <li>● 3 o más en idioma en inglés AP (Clase Avanzada)</li> <li>● 3 o más en literatura en inglés AP</li> <li>● Puntuación del examen ACT en inglés de 18 y el examen de lectura del ACT de 17</li> <li>● 4 o más en el examen de inglés del bachillerato internacional</li> <li>● 430 o más en el examen SAT</li> </ul>
		<input type="checkbox"/> Demostrar habilidades de nivel de grado en un idioma además de inglés al cumplir con uno de los siguientes: <ul style="list-style-type: none"> <li>● 3 o más en el examen de Clase avanzada (AP) en un idioma extranjero, incluyendo el idioma y cultura o literatura y cultura AP</li> <li>● 4 o más en el examen de idioma extranjero del bachillerato internacional</li> <li>● Un portafolio que contenga evidencia demostrando dominio en cada modo de comunicación para ese idioma (lectura, escritura, habla y escucha). La evidencia puede incluir evaluaciones, presentaciones, entrevistas, ensayos u otra alternativa. Habla con tu maestro de idioma extranjero para más información acerca del portafolio de información.</li> </ul>
Servicio a la comunidad  Idioma auténtico y experiencias culturales		<input type="checkbox"/> ¡Toma acción en tu comunidad! El cumplir con horas de servicio a la comunidad te puede ayudar a hacer un impacto positivo en nuestra comunidad, al igual que proporcionar con auténtica práctica del idioma y experiencias culturales. Participa en un total de 20 horas de servicio a la comunidad, donde al menos la mitad del tiempo te pases trabajando en un idioma además de inglés. El servicio a la comunidad puede ser en tu escuela, hogar o vecindario (ejemplo: siendo un compañero de lectura a niños menores en la escuela, club de tareas, interpretar a otros, Embajador del Bachillerato Internacional, afiliación personal fuera de la escuela, tal como una iglesia/grupo, etc.). Proporciona una carta de parte de la organización(es) donde ofreciste tu servicio a la comunidad con el membrete de la organización indicando las horas de trabajo, el idioma(s) usado, el tipo de trabajo y la firma. Contacta la oficina de consejería si necesitas ayuda.
Reflexión y presentación oral		<input type="checkbox"/> Califica con aptitud en una entrevista de salida que contenga una presentación y contesta preguntas acerca de un tema de bilingüismo y su impacto en ti, en comunidades de los Estados Unidos y el mundo. Ver la página 2 para más información. <i>Contacta la oficina de consejería en tu escuela antes del 1° de octubre de tu grado 11 o 12 para organizar la entrevista de salida</i>

## COURSE SELECTION GUIDELINES

Course selection takes place in the spring before the upcoming school year. **It is important that families are well informed and make clear decisions with their course selections because they will be held to those commitments.** The EVHS schedule is built around student requests for the full year and making changes after registration affects the entire system. Proper course selection is based on knowledge of graduation requirements, good planning, and familiarity with the requirements of courses including prerequisites.

**Scheduling:** It will be policy that students will be enrolled in a set number of courses each year. This will be based on the total of 14 courses available to take each year, 7 per semester. This does not count Homeroom. All students will be enrolled in Homeroom each year.

- 11<sup>th</sup> & 12<sup>th</sup> - enroll in 6/7 periods, 1 off period, optional off-campus lunch.
- 10<sup>th</sup> - enroll in 7/7 periods, NO off-campus privileges.
- 9<sup>th</sup> - enroll in 7/7 periods, NO off-campus privileges.

**Availability of Classes:** While every effort will be made to provide the classes a student has selected during registration, some classes may not be available due to student enrollment numbers, staffing, and budget.

**Course Credit Deadline:** No credit can be earned if a student enters a class after the tenth day of the semester, unless transferring from a similar class.

**Early Graduation:** Students planning to complete their high school course work in less than eight semesters should develop an early graduation plan with their counselor and parents. An early graduation form is available in the Counseling Center and must be approved by the principal. A student who plans to graduate early must complete all requirements set by the State Board of Education and the Eagle County Board of Education. All plans must be submitted prior to October 1<sup>st</sup> of a student's 12<sup>th</sup> grade year for approval.

**Enrollment:** Students enrolling in Eagle Valley HS and have withdrawn from a previous school must enroll three weeks prior to the end of a semester in order to receive credit from Eagle Valley for the semester. Students who have not been in attendance at a school during a semester may not receive credit at EVHS if they enroll 3 weeks after the semester begins. Students will be auditing courses (for no credit) if they enroll at any time after the three week window at the beginning of the semester.

## COURSE DESCRIPTIONS

Eagle Valley High School prides itself on offering our students a wide variety of classes and content areas. In this section you will find an alphabetical listing of each Department or content area with all course offerings. The descriptions also include such things as appropriate grade level, credits, fees, and prerequisites.

### CREDITS

Please note that the credits also reflect the number of semesters the particular courses encompass. For example, if the listing says the course is worth .5 credits, then it will be a single semester class whereas those listing 1.0 credit are two semesters in length. Some classes may be taken for one semester or two semesters.

### COURSE/LAB FEES

Due to the nature of some courses, there may be a minimal fee involved. These fees cover the costs of consumable materials used by the students during the course of the classroom activities. If there are circumstances involved which would prevent the student/parent from paying the lab fees, please contact the instructor for alternative arrangements.

### MISCELLANEOUS

CE/DE – Concurrent/Dual Enrollment refers to courses offered for high school and college credit simultaneously.

© = CMC – refers to Colorado Mountain College

+ = AP – refers to Advanced Placement

\* = PREREQUISITE – a course or requirement that must be successfully completed before enrolling

\$ = FEES – amount owed to take course because of consumable materials.

~ = NOTE – special consideration for taking the course

d = DOUBLE – course requires enrollment in 2 periods (course may not meet every day)

## English Department

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English I	English II	English III	English IV *Capstone
English I Honors	English II Honors	AP Language & Composition	AP Literature & Composition
	AP Language & Composition	AP Literature & Composition	DE English Comp I & II
Entrance to Honors, AP, and DE classes will be based on a combination of Accuplacer scores, grades, and teacher recommendation.			
*Capstone – students who have not met any other available diploma competency requirements, will need to complete Capstone unit within English IV course.			
English 180 & English 280			
	Credit Recovery English		

**ENGLISH/LANGUAGE ARTS I Gr: 9 Cr: 1.0**

This course explores the themes “The Journey” and “Relationships” through the study of classical and contemporary works of literature as well as non-fiction texts. The course offers multiple opportunities for students to engage in informal and formal discussions and presentations to develop their oral expression and listening skills. Students will craft literary and informational essays to improve their writing skills and learn research skills for the 21st century classroom.

**HONORS ENGLISH/LANG ARTS I\* Gr: 9 Cr: 1.0**

This course is an advanced – level alternative to English I for students who wish to challenge themselves with the pace and rigor of an honors classroom. The course explores the same themes of “The Journey” and “Relationships” with a more intense literary selection of classical and contemporary works of literature. This course prepares students for the academic rigor of honors courses in the English Department.

***\*PREREQUISITE: Students must have proficiency in 8th grade language arts, minimum of grade level reading by standardized testing, and teacher recommendation.***

**ENGLISH/LANGUAGE ARTS II Gr: 10 Cr: 1.0**

This sophomore-level class resumes where English I ended. English II students explore world literature in a global context while developing critical thinking and literacy skills. Instruction in grammar usage, mechanics, vocabulary building, and writing improvement will strengthen students’ skills to succeed in college and life. Instruction in research skills and public speaking will be applied when all English II students research, compose and ultimately present a speech. Longer essays will be a focus. Students will work on revision, sentence improvement, and sentence building techniques.

**HONORS ENGLISH/LANG ARTS II\***

**Gr: 10 Cr: 1.0**

This course is a world literature/composition based English course for those who have shown mastery of the elements of grammar usage, mechanics, and writing that are taught in English II as part of the standard district curriculum. Students will review and learn more advanced elements of usage and writing, will continue to build vocabulary, will write a variety of longer papers of several genres, will engage in some creative writing, and will be involved in other oral presentations. Students will read and respond to a great variety of world literature, including novels, plays, epics, and other shorter works with the usage of literary elements.

***\*PREREQUISITE: Teacher Recommendation and A average from English I.***

**ENGLISH/LANGUAGE ARTS III ~ Gr: 11 Cr: 1.0**

This class continues to develop skills learned in English II. Students will focus on close reading of both fiction and nonfiction, detailed annotation, and analytical writing. Students will use critical thinking skills to continually analyze and evaluate the American experience through the lenses of varied American authors with a special focus on concepts such as transcendentalism, justice, injustice, civil disobedience, freedom of speech, privilege, and racism. This class is largely discussion based and students will play an essential role in leading their classmates in academic discourse.

**ENGLISH/LANGUAGE ARTS IV~ Gr: 12 Cr: 1.0**

**Activism: Create A World You Want to Live In** English IV engages senior level students in an analysis of activism in literature and contemporary society, while developing the communications skills necessary for success after high school. Students will develop academic essay writing skills as well as utilize research and writing techniques to create multi-media oral presentations. A combination of classical literature and contemporary nonfiction provides students with an opportunity to make connections about social and economic struggles over a variety of time periods. The theme of activism and creating a world you want to live in will offer students the opportunity to perform coffee shop readings and create multi-media grant proposals on behalf of Eagle County nonprofit organizations.

***\*NOTE – Course will have Capstone unit embedded to meet diploma proficiency requirements.***

**AP LANGUAGE AND COMPOSITION+\*§**

**Gr: 10 or 11 Cr: 1.0**

The AP English Language and Composition course aligns to introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. At the end of the course, the students are expected to take the AP Test

offered by The College Board to receive college credit, if a score of a 3 or higher is achieved.

**+AP – Advanced Placement course**

**\*PREREQUISITE – An average of a C or higher in Honors English II; A average from English II or III; A average for students coming from English I with Accuplacer Reading & Writing Score; and Teacher Recommendation**

***\$FEES – current rate for AP exams (\$97.00)***

**AP LITERATURE AND COMPOSITION+\*\$**

**Gr: 11 or 12**

**Cr: 1.0**

Advanced Placement Literature and Composition should engage students in careful reading and critical analysis of imaginative literature. The course will focus on an intensive study of representative works from various genres and periods. The course will also focus on writing assignments which will increase students' ability to explain and provide evidence for their analysis of texts. The writing in this course will always reinforce their reading. At the end of the course, the students are expected to take the AP Test offered by The College Board to receive college credit, if a score of a 3 or higher is achieved.

**+AP – Advanced Placement course**

**\*PREREQUISITE – An average of a C or higher in Honors English II or AP Lang; an A average in English II or III; and Teacher Recommendation**

***\$FEES – current rate for AP exams (\$97.00)***

**DUAL ENROLLMENT/ ENGLISH COMPOSITION I & II  
(ENG 121 &122) ©\* Gr: 12 Cr: 1.0**

Dual Enrollment English Composition I and II are credit-carrying, college level courses. A minimum final grade of C- is required to receive 3 CMC credits for each course. These courses address varied kinds of college writing including five long writing pieces: rhetorical analysis, synthesis, argument, narrative, and research. Students are expected to engage in the writing process of drafting, revising, editing, and publishing. Each course requires the purchase of college textbooks as well as weekly reading and writing assignments. These courses are discussion based with a heavy emphasis on critical and analytical thinking. College level dedication and work ethic is expected and necessary for a successful experience.

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**\*PREREQUISITE – CMC placement, summer reading.**

**CREDIT RECOVERY ENGLISH~ Gr: 10-12 Cr: 0.5**

Credit Recovery English is a semester course designed for students who need to recover a semester credit of English. The class will focus on secondary reading, writing, listening, speaking and research skills. Students will analyze and evaluate selections of both fiction and non-fiction and produce both formal and informal writing assignments. In-class participation is a critical component of this course and will facilitate understanding of the material.

***~NOTE – This course is open to grades 10 - 12 and can be taken for a total of two semesters.***

## English Language Acquisition

## Adquisición del Idioma Ingles

### Rising 9th grade core-class placement for ELLs

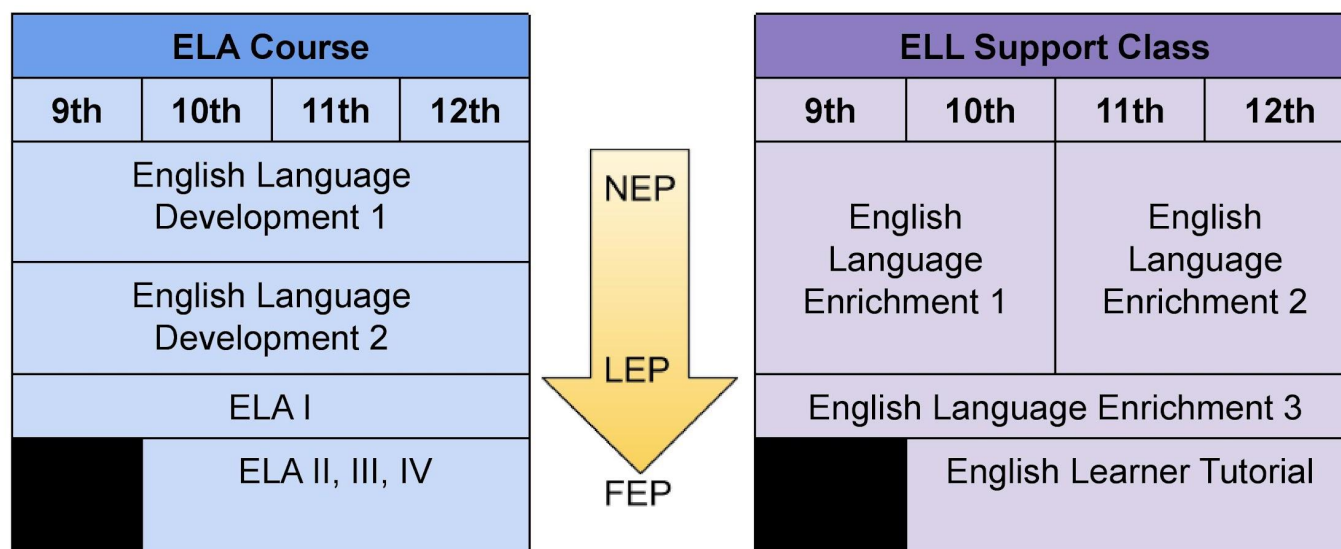
	ELA and Enrichment			Math	S.S.	Science
<b>Beginner</b> (WIDA 1-2.0) (☆ GL ≤ 2)	English Language Development (ELD) 1	AND	English Language Enrichment (ELE) 1	<i>For ELL placement in Math, SS and Sci, follow each department's placement guidelines- there are no special courses offerings for ELLs.</i> MS ELD teachers will work directly with EVHS ELD Contact to identify needs and ensure placement in co-taught courses for NEPs.		
<b>Intermediate</b> (WIDA 2-3.0) (☆ 2 ≤ GL ≤ 4)	English Language Development (ELD) 2	AND				
<b>Advanced</b> (WIDA 3.0+) (☆ GL ≥ 4)	English/ Language Arts I (9th)	AND	English Language Enrichment (ELE) 3	Pre-Algebra  OR Algebra I (if A or B in 8th grade Math, or GL star score)	World Geography  AND Personal Economics	Biology  OR PLTW- Principles of Biomedical Science (project-based learning for students interested in the medical field)
<b>LTELL</b> (Long Term ELL) (WIDA 2.0+) (☆ GL ≥ 4)	English/ Language Arts I (9th) OR Honors English I	Optional for those enrolling in ELA I (9th): English Language Enrichment (ELE) 3				

### Rising 10th-12th grade core-class placement for ELLs

	ELA and Enrichment			Math	S.S.	Science
<b>Beginner</b> (WIDA 1-2.0) (☆ GL ≤ 2)	English Language Development (ELD) 1	AND	10th grade: English Language Enrichment (ELE) 1	<i>For ELL placement in Math, SS and Sci, follow each department's placement guidelines- there are no special courses offerings for ELLs.</i> HS counselors will work directly with EVHS ELD Contact to identify needs and ensure placement in co-taught courses for NEPs.		
<b>Intermediate</b> (WIDA 2-3.0) (☆ 2 ≤ GL ≤ 4)	English Language Development (ELD) 2	AND	11th & 12th Grade: English Language Enrichment (ELE) 2			
<b>Advanced</b> (WIDA 3.0+) (☆ GL ≥ 4)	<i>Learners in need of significant support:</i> English/ Language Arts I (9th)	AND	English Language Enrichment (ELE) 3	<u>Standard options</u>  <b>10th:</b> <ul style="list-style-type: none"> <li>Algebra 1</li> <li>Geometry</li> </ul> <b>11th:</b> <ul style="list-style-type: none"> <li>Geometry</li> <li>Algebra 2</li> </ul> <b>12th:</b> <ul style="list-style-type: none"> <li>Algebra 2</li> <li>Business &amp; Consumer math</li> </ul>	<u>Standard options</u>  <b>10th:</b> <ul style="list-style-type: none"> <li>World History</li> </ul> <b>11th:</b> <ul style="list-style-type: none"> <li>US History</li> </ul> <b>12th:</b> <ul style="list-style-type: none"> <li>Government</li> <li>Civic Engmt</li> </ul>	<u>Standard options:</u>  <b>10th:</b> <ul style="list-style-type: none"> <li>Chemistry</li> <li>PLTW</li> </ul> <b>11th:</b> <ul style="list-style-type: none"> <li>Physics in Sports &amp; Earth Science</li> <li>Physics</li> </ul> <b>12th:</b> <ul style="list-style-type: none"> <li>AP/DE Science options</li> </ul>
	<i>Independent learners:</i> English/ Language Arts II, III or IV  -OR- HONORS/DE/AP	AND	(recommended): English Language Tutorial			
<b>LTELL</b> (WIDA 2.0+) (☆ GL ≥ 4)	English/ Language Arts II, III or IV  -OR- HONORS/DE/AP	AND	(if needed): English Language Tutorial			



## English Language Arts Progression for ELLs



### English Language Development 1\*~

**Gr: 9-10**

**Cr: 1.0 (English)**

**NEP 9th & 10th Grade** are introduced to beginning English learners to beginning English Language Arts skills, concepts, and literature through fundamental English language acquisition skills, concepts, and topics. Instructors will determine the appropriate level for each student. May be taken twice for English Language Arts Credit as needed.

**\*PREREQUISITE – teacher approval, students must be enrolled in English Language Enrichment 1.**

**~NOTE – WIDA exams determine placement or movement between courses.**

### English Language Development 2\*~

**Gr: 11-12**

**Cr: 1.0 (English)**

**NEP 11th & 12th Grade** are introduced to intermediate English learners to intermediate and advanced English Language Arts skills, concepts, and literature through intermediate English language acquisition skills, concepts, and topics. Instructors will determine the appropriate level for each student. May be taken twice for English Language Arts Credit as needed.

**\*PREREQUISITE – teacher approval, students must be enrolled in English Language Enrichment 2 or 3 depending on skill level**

**~NOTE – WIDA exams determine placement or movement between courses.**

### English Language Arts 1 / 9th Grade English\*~

**Gr: 9-12**

**Cr: 1.0 (English)**

**LEP and Long-Term ELL Students** develop advanced abilities in English Language Arts skills, concepts, and literature through advanced English language acquisition skills, concepts, and topics. Instructors will determine the appropriate level for each student. May be taken twice for English Language Arts Credit as needed.

**\*PREREQUISITE – teacher approval, students may be enrolled in English Language Enrichment 3 or English Language Learner Tutorial.**

**~NOTE – WIDA exams determine placement or movement between courses.**

### English Language Arts 2, 3, or 4\*~

**Gr: 10-12**

**Cr: 1.0 (English)**

**LEP and Long-Term ELL students** may be placed in ELA 2, 3, or 4 depending on their age, ability, and readiness to access grade-level standards. ELL students placement into ELA 2, 3, or 4 must be based on a body of evidence. Depending on the student, they may be placed directly into their age-level class without having taken the previous ELA 2 or 3 class. This course is designed to develop advanced English learners' abilities in English Language Arts skills, concepts, and literature through advanced English language acquisition skills, concepts, and topics. Instructors will determine the appropriate level for each student. May be taken twice for English

Language Arts Credit as needed.

**\*PREREQUISITE – teacher approval, students may be enrolled in English Language Enrichment 3 or English Language Learner Tutorial.**

**~NOTE – WIDA exams determine placement or movement between courses.**

### **English Language Enrichment 1\*~**

**Gr: 9-12 Cr: 1.O (Elective)**

**Newcomer and Low NEP** students are instructed in beginning English language acquisition skills, concepts, and topics, including beginning English reading skills and vocabulary. Students are introduced to US culture, schools, and community. Students are taught social-emotional wellness skills to actively participate in school and the community.

**\*PREREQUISITE – teacher approval.**

**~NOTE – WIDA exams determine placement or movement between courses.**

### **English Language Enrichment 2\*~**

**Gr: 9-12 Cr: 1.O (Elective)**

**Intermediate ELL (High NEP or Low LEP)** students are instructed in intermediate English language acquisition skills, concepts, and topics across content areas, including intermediate language-based strategies, intermediate vocabulary. Students are instructed in various strategies and skills to support academic language development across content.

**\*PREREQUISITE – teacher approval.**

**~NOTE – WIDA exams determine placement or movement between courses.**

### **English Language Enrichment 3\*~**

**Gr: 9-12 Cr: 1.O (Elective)**

**Advanced ELL (High LEP or Long-Term ELL)** students are instructed in advanced English language acquisition skills, concepts, and topics across content areas, including cross-content specific language skills, and advanced vocabulary strategies and words. Students are

instructed in various strategies and skills to support academic language development across content.

Students may be enrolled in Co-Taught English Language Arts or English Language Arts 1, 2, 3, or 4.

**\*PREREQUISITE – teacher approval.**

**~NOTE – WIDA exams determine placement or movement between courses.**

### **English Language Learner Tutorial \*~**

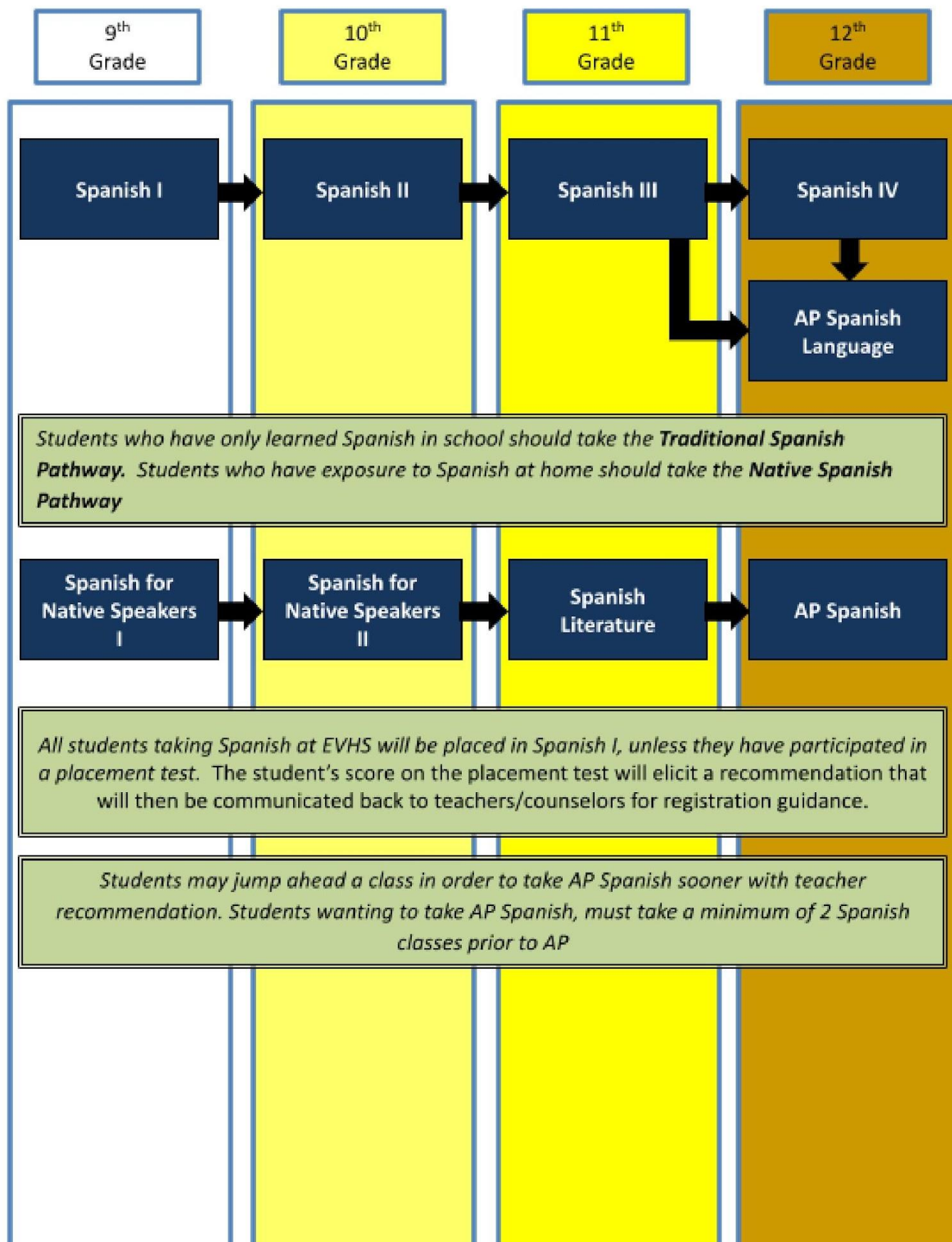
**Gr: 9-12 Cr: 1.O (Elective)**

**Long-term ELL or struggling FEP students** are instructed in cross-content literacy and study skills to further develop independence in content and language. Cross-content strategies, post-graduation goals, and social-emotional wellness are explicitly taught by the instructor. Instructors can be ELL teachers, Access teachers, or content area teachers as needed. Students may be enrolled in Co-Taught English Language Arts or English Language Arts 1, 2, 3, or 4.

**\*PREREQUISITE – teacher approval.**

**~NOTE – WIDA exams determine placement or movement between courses.**

## International Language



**SPANISH I****Cr: 1.0**

An emphasis is placed on reading, writing and understanding Spanish. The vocabulary is directed toward everyday usage and verbs in the present tense. Instruction includes speaking, reading, writing, and listening. Instruction and evaluation are designed to promote oral competency in Spanish, and understanding basic grammar. An introduction to the Spanish culture will be included.

**SPANISH II\*****Cr: 1.0**

Students are introduced to an expansion of vocabulary dealing with less familiar topics they learned in level I during this year-long course. The study of verbs in past tenses, more difficult sentence structures, and emphasis on speaking skills can be expected. An expanded study of the Spanish culture will be included. This course will expand on speaking, writing, reading, and grammar.

**\*PREREQUISITE - pass placement test**

**SPANISH III\*****Cr: 1.0**

Students can expect to listen, read, write and converse and understand Spanish. Topics to be covered include past progressive, reflexive, preterit, irregular verbs, imperfect, the future, the commands, and the subjunctive. Students will be expected to conjugate verbs, and use them correctly in sentences. Emphasis will be on reading and comprehension of both oral and reading communication. Students are expected to communicate in Spanish during the class.

**\*PREREQUISITE - pass placement test**

**SPANISH IV\*****Cr: 1.0**

Students are expected to be able to converse in Spanish during this class. Vocabulary expansion will be approached through the use of Spanish literature. Oral and written language skills will be refined. An expanded study of the Spanish culture will be included. There is a Project Based Learning portion of the class that will incorporate technology and cultural exploration. Much time is spent with advanced grammar study.

**\*PREREQUISITE - pass placement test**

**SPANISH FOR NATIVE SPEAKERS I\* Cr: 1.0**

Spanish for Native Speakers courses support, reinforce, and expand students' knowledge of their own tongue. Because students understand at least the rudiments and structure of the language and have a working vocabulary (to a greater or lesser degree), Spanish for

Native Speakers courses often move faster than do regular Spanish foreign language courses and emphasize literary development (with a study of literature and composition). This course will be taught in Spanish and will expand on speaking, writing, reading, and grammar.

**\*PREREQUISITE – Native Spanish Speaker, teacher recommendation**

**SPANISH FOR NATIVE SPEAKERS II\* Cr: 1.0**

Students are introduced to an expansion of reading, writing, and grammar techniques during this year-long course. The study of verbs in all tenses, more difficult sentence structures, and emphasis on spelling and grammar can be expected. An expanded study of the Spanish culture will be included. This course will be taught in Spanish and will expand on speaking, writing, reading, and grammar.

**\*PREREQUISITE – Native Spanish Speaker, pass Native Speakers I with a C or higher**

**SPANISH LITERATURE\*****Cr: 1.0**

This class is designed for Native speaking students with advanced levels of Spanish. The focus of the class will be on Spanish literacy. You will read short stories from throughout Latin America and Spain. In addition to building literacy skills, students will develop an understanding of the sociocultural context of each story and biographical information about the authors. Many of the stories will be selected from the reading list for AP Spanish Literature in order to start building students' background knowledge and exposing them to some of the many readings required for that course.

**\*PREREQUISITE – Native Spanish Speaker, pass Native Speakers II with a C or higher**

**AP SPANISH LANGUAGE +\*\$****Cr: 1.0**

Designed by the College Board to parallel third-year college-level courses in Spanish Composition and Conversation, AP Spanish Language courses build upon prior knowledge and develop students' ability to understand others and express themselves (in Spanish) accurately, coherently, and fluently in both formal and informal situations. Students will develop a vocabulary large enough to understand literary texts, magazine/newspaper articles, films and television productions, and so on.

**+AP – Advanced Placement course**

**\*PREREQUISITE - pass placement test**

**\$FEES – current rate for AP exams (\$97.00)**

# Math Department

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Pre Algebra			
Algebra I			
Honors Algebra I			
Geometry			
Honors Geometry			
	Algebra II		
	Honors Algebra II		
		Consumer/Business Math*	
		Probability & Statistics*	
		Pre Calculus*	
		DE Alg Literacy DE College Alg	
		DE Alg / DE Pre Calc	
		DE Calculus I & II	
		AP Statistics	
<i>*Capstone – students who have not met any other available diploma competency requirements, will need to complete Capstone unit within designated Math classes.</i>			

**PRE ALGEBRA I****Cr: 1.0**

Pre-Algebra courses increase students' foundational math skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.

**~NOTE – will be placed in this course with a grade lower than C- or based on standardized test scores.**

**ALGEBRA I****Cr: 1.0**

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

**HONORS ALGEBRA I\*****Cr: 1.0**

This course will be an accelerated study of the concepts in Algebra. It includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

**\*PREREQUISITE – Teacher recommendation and successful completion on the screener assessment.**

**GEOMETRY\*~****Cr: 1.0**

This standard first course in geometry covers the required concepts of Euclidean geometry including definitions, postulates, and theorems. Areas of study include angles, parallel lines, congruent and similar triangles, rectilinear figures, polygons, circles and arc, and the Pythagorean Theorem. Special topics covered include coordinate and spatial geometry, introductory trigonometry, and constructions and loci. In addition to including problems which serve to review algebra, the process of “proving” theorems is introduced.

**\*PREREQUISITE – Successful completion of Algebra I**

**~NOTE – A graphing calculator is required**

**HONORS GEOMETRY\*~****Cr: 1.0**

This standard first course in geometry covers the required concepts of Euclidean geometry including definitions, postulates, and theorems. Areas of study include angles, parallel lines, congruent and similar triangles, rectilinear figures, polygons, circles and arc, and the Pythagorean Theorem. Special topics covered include coordinate and spatial geometry, introductory

trigonometry, and constructions and loci. In addition to including problems which serve to review algebra, the process of “proving” theorems is introduced.

**\*PREREQUISITE – Proficiency in Math I and teacher recommendation.**

**~NOTE – A graphing calculator is required**

**ALGEBRA II\*****Cr: 1.0**

This course is intended to help students enrich their skills and develop concepts beyond basic algebra as they prepare for a higher level mathematics course. Students will study the graphing, solving and simplifying of: linear, quadratic, polynomial, rational, radical, exponential, logarithmic, trigonometric functions. Students will also learn about trigonometric equations and identities, conic sections, matrices, data analysis, and probability. This course will apply mathematics learned in the classroom to real world situations, model mathematical situations, and use technology to develop a deeper understanding.

**\*PREREQUISITE – Algebra 1 is required, Geometry is highly recommended before taking Algebra 2.**

**HONORS ALGEBRA II\*****Cr: 1.0**

This course is an accelerated algebra course designed to enrich students skills and develop concepts beyond basic algebra as they prepare for a higher level mathematics course in high school or college. Students will study the graphing, solving and simplifying of: linear, quadratic, polynomial, rational, radical, exponential, logarithmic, trigonometric functions. Students will also learn about trigonometric equations and identities, conic sections, matrices, data analysis, and probability. This course will apply mathematics learned in the classroom to real world situations, model mathematical situations, and use technology to develop a deeper understanding.

**\*PREREQUISITE – Algebra 1 is required, Geometry is highly recommended before taking Algebra 2.**



**PRECALCULUS\*~****Cr: 1.0**

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals.

**\*PREREQUISITE – Successful completion of Math III, or Algebra II**

**~NOTE – course for students not placed into DE College Algebra for either 3rd or 4th year of math.**

**~NOTE – Course will have Capstone unit embedded to meet diploma proficiency requirements.**

**DUAL ENROLLMENT/ALGEBRAIC LITERACY****(MAT 055)©\*~ Gr: 12 Cr: .5HS/4CMC**

Develops skills necessary for manipulating algebraic expressions and solving algebraic equations. Topics in the course include radicals, complex numbers, polynomials, factoring, rational expressions, quadratic equations, absolute value equations and inequalities, systems of linear equations, related applications, and math learning strategies.

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**\*PREREQUISITE – Math 055 is a course offered by CMC for students who do not achieve the Accuplacer placement score to immediately enroll in Math 121.**

**~Note – this course is not weighted for GPA**

**DUAL ENROLLMENT/COLLEGE ALGEBRA****(MAT 121)©\* Gr: 11, 12****Cr: .5HS/4CMC**

Includes a review of intermediate algebra, equations and inequalities, functions and their graphs, exponential and logarithmic functions, linear and non-linear systems, as well as a selection of topics from graphing of the conic sections, introduction to sequence and series permutations and combinations, the binomial theorem and the theory of equations. *A TI-84 Plus graphing calculator is REQUIRED for this class.*

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**\*PREREQUISITE – Requires MAT-099 or MAT-055; minimum grade C-, or EA placement test score 85+.**

**DUAL ENROLLMENT/PRECALCULUS****(MAT 166) ©\* Gr: 11, 12****Cr: .5HS/5 CMC**

Reviews college algebra and college trigonometry intended for those planning to take calculus. Topics include algebraic manipulations, properties of algebraic and trigonometric functions and their graphs, trig identities and equations, conic sections, polar coordinates, and parametric equations. *A TI-84 Plus graphing calculator is REQUIRED for this class.*

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**\*PREREQUISITE – MAT 121 ; Minimum grade C-, or placement.**

**DUAL ENROLLMENT/CALCULUS****(MAT 201 & 202)©\* Gr: 11, 12****Cr: 1.0HS/10CMC**

Introduces single variable calculus and analytic geometry. Includes limits, continuity, derivatives, and applications of derivatives, as well as indefinite and definite integrals and some applications. 2ND Semester is a continuation of single variable calculus that will include techniques of integration, polar coordinates, analytic geometry, improper integrals, and infinite series.

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**\*PREREQUISITE –MAT 122 or MAT 166 ; Minimum grade C-. or placement test.**

**~NOTE – A TI-84 graphing calculator is required**

**DE CALC III & DIFFERENTIAL EQUATIONS (MAT 203 & MAT266)©\*~****Gr: 12****Cr: 1.0**

Covers first and second order differential equations, series solutions, Laplace transforms, linear algebra, eigenvalues, first order systems of equations, and numerical techniques.

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**\*PREREQUISITE –MAT 202 ; Minimum grade C-. or placement test.**

**~NOTE – A TI-84 graphing calculator is required; will meet at EVHS, via web conferencing, and on campus at CMC.**

**AP STATISTICS+\*~ \$****Cr: 1.0**

Following the College Board's suggested curriculum designed to parallel college-level statistics courses, AP Statistics courses introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

**+AP – Advanced Placement course**

**\*PREREQUISITE: Students must have successfully completed Pre-Calculus or DE College Algebra.**

**~NOTE – A TI-84 graphing calculator is required**

**\$FEES – current rate for AP exams (\$97.00)**

**CONSUMER MATH\*~ Gr: 11, 12      Cr: .5**

This is a 1 semester course which applies mathematical concepts to everyday life and exposes students to some real world processes. Topics include: proportions (money conversions/scale drawings), percents (banking/loans), estimations, measurements, employment process/rates of pay/salary and benefits, taxes, budgeting, home ownership, banking (balancing checkbook and understanding the services offered), investments, savings/retirement options and credit cards. Some emphasis is placed on projects and computer web quest/research. *This course will earn Math credit toward EVHS graduation but is not considered an acceptable course for higher education requirements.*

**\*PREREQUISITE – 2 credits from Integrated Math I, II, or III and Teacher/Counselor Approval.**

**~NOTE – Course will have Capstone unit embedded to meet diploma proficiency requirements.**

**BUSINESS MATH\*~ Gr: 11, 12      Cr: .5**

Business Math courses reinforce general math skills, emphasize speed and accuracy in computations, and use these skills in a variety of business applications. Business Math courses reinforce general math topics (ex. Arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations; applications might include wages, hourly rates, payroll deductions, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest. *This course will earn Math credit toward EVHS graduation but is not considered an acceptable course for higher education requirements.*

**\*PREREQUISITE – 2 credits from Integrated Math I, II, or III and Teacher/Counselor Approval.**

**~NOTE – Course will have Capstone unit embedded to meet diploma proficiency requirements.**

**PROBABILITY & STATISTICS\* Gr: 11,12      Cr: 1.0**

Introduction to statistical reasoning. The emphasis will be placed on concepts rather than in-depth coverage of traditional statistical methods. Students will use graphing calculators and Fathom statistical software frequently during the course. They will be introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include sampling and experimentation, descriptive statistics, regression and correlation, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions.

**\*PREREQUISITE – 2 credits from Integrated Math I, II, or III and Teacher/Counselor Approval.**

# Media Studies Department

9<sup>th</sup>  
Grade

10<sup>th</sup>  
Grade

11<sup>th</sup>  
Grade

12<sup>th</sup>  
Grade

## INTRO TO JOURNALISM & MEDIA

\*Pre-requisite for all other media studies courses

Yearbook

Advanced Journalism

Advanced Digital Media

Public Speaking

Interpersonal Communications

**INTRO TO JOURNALISM & MEDIA** \$ Gr: 9-12 Cr: .5

An introductory course that prepares students for exploration of multimedia platforms of journalism including podcast, photo, print/online, and television. Journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; teach students the principles of production design and layout; and pre- and post production skills in digital camera operation.

**\$FEE - \$20.00 for journalism materials**

**YEARBOOK** \*~\$ Gr: 10-12 Cr: .5

Students will be editorial staff members of the school yearbook and develop skills in theme and content development, reporting, design and layout, photography, copyediting, and marketing. Students may take this course multiple times and expand their leadership and editing roles in the publication's production.

**\*PREREQUISITE – completion of Intro to Journalism & Media OR teacher recommendation.**

**~Note – students are encouraged to take the course for 2 semesters and can be repeated each year.**

**\$FEE - \$30.00 for journalism materials**

**ADVANCED JOURNALISM** \*~\$

**Gr: 10-12 Cr: .5**

Students will be reporters for EVTU and PBS Student Reporting Labs. Students will work on live sports broadcasting, features, news, PSAs, teacher/student/community profiles for a weekly news show and special projects for the PBS and HighFive media. Students will also gain experience in newsroom directing, scriptwriting for broadcast, and anchoring. Students may take this class multiple times and expand their leadership and editing skills.

**\*PREREQUISITE – completion of Intro to Journalism & Media and teacher recommendation.**

**~Note – students are encouraged to take the course for 2 semesters and can be repeated over each year**

**\$FEE - \$30.00 for journalism materials**

**ADVANCED DIGITAL MEDIA** \*~\$

**Gr: 10-12 Cr: .5**

Students will work individually and in teams to analyze and produce creative digital media projects in filmmaking, podcasting, advertising, and social media. Students will learn skills in media literacy, public speaking, scriptwriting, photography, composition, marketing, storytelling, and audio and video post production. Students will also plan and host the annual Daredevil Film Festival.

**\*PREREQUISITE – completion of Intro to Journalism & Media and teacher recommendation.**

**~Note – students are encouraged to take the course for 2 semesters and can be repeated over each year.**

**\$FEE - \$30.00 for video materials**

**PUBLIC SPEAKING**

**Gr: 9-10 Cr: .5**

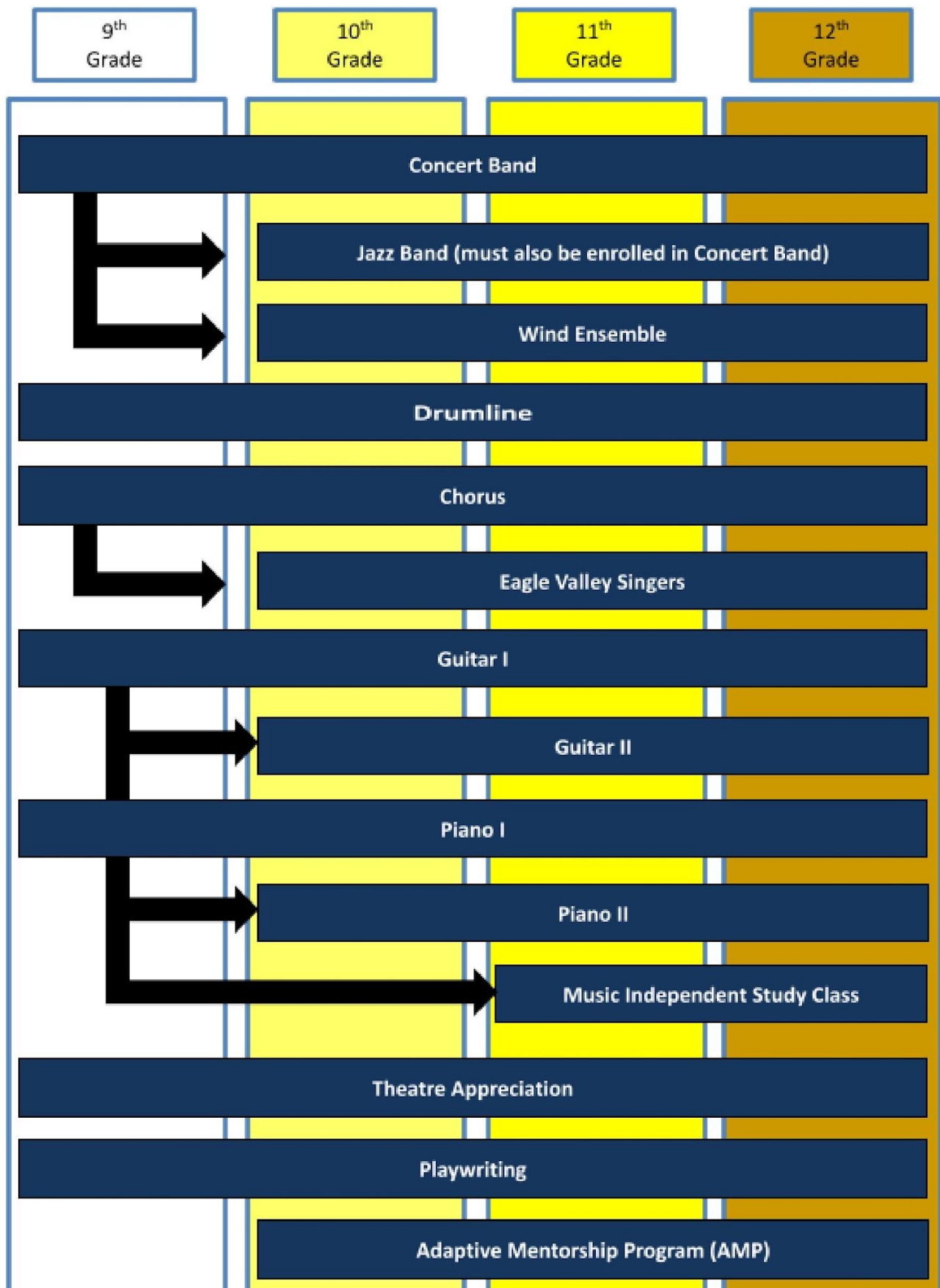
Being able to communicate is an essential human function. Whether it is in one on one conversations, small groups, or in front of other the ability to speak effectively is vital. Combines basic theory of speech communication with public speech performance skills. Emphasis is on speech delivery, preparation, organization, support, and audience analysis.

**INTERPERSONAL COMMUNICATIONS**

**Gr: 11-12 Cr: .5**

Examines the communication involved in interpersonal relationships occurring in family, social, and career situations. Relevant concepts include self-concept, perception, listening, nonverbal communication, and conflict negotiation.

## Performing Arts





**CONCERT BAND\*****Cr: 1.0**

This class is designed for students with previous band experience who wish to move to a more advanced level on their respective instrument and a full year of participation is highly recommended. The fundamentals on their individual instrument will continue to be stressed and skills will be taken to a more advanced level. Rehearsal techniques and sight reading will also continue to be worked on at a more advanced level. Students will give at least three concert performances throughout the year as well as community performances, contests, parades, and some athletic events. The students will be exposed to a wide range of music from classical to popular. Students are encouraged to audition for honor bands and All-State band and participate in Solo & Ensemble Festival.

***\*PREREQUISITE – Previous enrollment in band or private instruction on a band instrument***

**CHORUS****Cr: 1.0**

These are beginning to intermediate level choir designed for freshmen and sophomores or students with no prior high school choral experience. No previous experience is required. Sight-singing, reading music notation, learning good skills for listening to choral music, healthy vocal technique, self-criticism and concert performance of music arranged for unison voices up to three part harmony make up the content and grade of the course. There will be at least three performances throughout the year, with a variety of music styles. Students will be encouraged to participate in Solo and Ensemble Festival and audition for the Western Slope Choral Festival based on their individual singing ability.

**SELECT CHOIR – Eagle Valley Singers\*****Cr: 1.0**

This is a coed chorus primarily open to juniors and seniors. It is an extension of Concert Choir for serious singers and a full year of participation is highly recommended. The instruction and improvement of voice quality, intonation, ability to read music, ability to sight-sing, and the overall development of musicianship is stressed in conjunction with the learning of each piece of music. This Choir performs at evening concerts and also at graduation and other special events. Attendance at these performances and dress rehearsals are a course requirement. There will be at least three performances throughout the year with a variety of music styles including classical, show, folk, pop and jazz. Students are encouraged to sing at community events, audition for Western Slope Choral Festival and All-State Choir, and participate in Solo & Ensemble Festival.

***\*PREREQUISITE – Successful completion of concert choir (minimum of two semesters) and director's recommendation and/or audition, only those with the most well rounded set of skills will be selected.***

**PIANO I****Cr: .5**

This class is open to all EVHS students. No previous music experience is required, but students with piano experience are also welcome. This is a beginning level piano class geared towards students with little or no previous experience. Students will learn fundamental keyboard skills, note reading, and music theory. A student with no prior experience may take this class two terms.

**PIANO II\*****Cr: .5**

This class is open to students who have completed Piano (Beginning) and want to continue to advance their skills. This is an extension of Beginning Piano class but students with previous piano experience are also welcome. Students will participate in a recital at the end of the term.

***\*\*PREREQUISITE – Beginning Piano or private lessons***

**GUITAR I****Cr: .5**

This is a beginning level guitar class for students with little or no previous experience. Students will learn entry level playing skills, note reading skills, and music theory. Students must have a classical or acoustic guitar for this class. Students will participate in a beginning guitar recital at the end of the term.

**GUITAR II\*****Cr: .5**

This class is open to students who have completed Beginning Guitar and want to continue to advance their skills. This is an extension of Beginning Guitar class but students with previous guitar experience are also welcome. Students must have a classical or acoustic guitar for this class. Students will participate in a recital at the end of the term.

**\*PREREQUISITE – Beginning Guitar or private lessons**

**MUSIC – INDEPENDENT STUDY CLASS\*****Cr: .5**

This class is for students who have taken, at minimum, beginning level guitar or piano class, or for students' who already possess skills on a musical instrument. Students with music experience who wish to advance to a higher level and students who wish to pursue music in college are encouraged to take this class. Students will work on intermediate to advanced techniques on their instrument of choice, and will learn music theory and composition skills. This class will also include instruction on music/theatre sound and lighting technology.

**\*PREREQUISITE – Successful completion of Beginning Piano, Beginning Guitar, or previous instrumental music experience.**

**JAZZ BAND\* Gr: 9-12****Cr: 0.5**

Jazz Band course is designed to develop student' personal instrumental techniques and will focus primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock. Students will perform in at least two concerts per semester as well as other outside events.

**\*PREREQUISITE - Audition & current enrollment in concert band**

**DRUMLINE\* Gr: 9-12****Cr: 0.5**

Drumline is designed for students who are serious about learning percussion techniques and performing different styles of percussion literature, both traditional and non-traditional. Students will learn to read music notation and apply it to different percussion instruments. Studies will also include instruction and performance on keyboard percussion equipment. Grading is based on written tests, playing proficiencies and performances during the semester. Students will perform at football and basketball games, pep rallies, as well as two concerts per semester and other outside events.

**\*PREREQUISITE – Teacher approval**

**WIND ENSEMBLE Gr: 10-12****Cr: 1.0**

Wind Ensemble is an advanced instrumental group for more serious musicians. This group will perform a variety of literature from different musical periods. The members of this group will be challenged to perform music of a higher caliber requiring more sophisticated rhythms, more technical skills, and a wider range of key signatures. Members will be required to attend all performances and festivals as well as any extra rehearsals or sectionals.

**\*PREREQUISITE – Teacher approval**

**THEATRE APPRECIATION©\* (THE105)****Cr: .5(HS)/3.0(CMC)**

Prerequisites: Requires college-level composition and reading placement.

Provides an opportunity to discover, analyze, and evaluate all aspects of the theatre experience: scripts, acting, directing, staging, history, criticism, and theory. This is a statewide Guaranteed Transfer course in the GT-AH1 category.

**©CMC – Colorado Mountain College**

**\*PREREQUISITE – Requires college-level composition and reading placement.**

**PLAYWRITING©\* (THE215)****Cr: .5(HS)/3.0(CMC)**

Develops playwriting techniques emphasizing elements of dramatic structure, dialogue, styles, creative writing, and theatrical practices. This is a statewide Guaranteed Transfer course in the GT-AH1 category.

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**\*PREREQUISITE – Requires college-level composition and reading placement.**

**ADAPTIVE MENTORSHIP PROGRAM (AMP)\*****Gr: 10-12****Cr: 0.5**

Adaptive Mentorship Program (AMP) is a course for kids with and without support needs to participate in the performing arts. Adaptive Education works to adapt or modify the course, so that it is as appropriate for the person with a disability as it is for a person without a disability. AMP allow for students to work with, and learn from, their peers that are different from them in a mentor/mentee dimension while receiving a practical arts credit

**\*PREREQUISITE: Recommendation from AMP or Special Education teacher**

## Physical & Wellness Education

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Health Education			
Lifetime Fitness			
Individual & Dual Sports			
	Wellness		
Strength & Conditioning			
	DE Advanced Strength & Conditioning		
	*Life Guarding & Water Safety Instructor		
	Adaptive Mentorship Program (AMP)		
Foods & Nutrition			
	Catering		
	*DE Intro to Culinary		
		*DE Intermediate Culinary	
		*DE Advanced Culinary	
*Courses meet on a special schedule (CMC or WECMRD)			

**HEALTH EDUCATION~ Gr. 9 Cr: .5**

Students will comprehend concepts related to health promotion, disease prevention, current health issues; and practice health enhancing behaviors.

Students will engage in a variety of teen issues which may include fitness/wellness, nutrition, tobacco, drugs, alcohol, sexuality/reproduction, stress reduction, CPR and first aid. All students will have the opportunity to be certified in CPR. Class lectures, cooperative learning activities, and class discussions will be included on a daily basis.

**~NOTE: Required course for graduation.**

**FOODS AND NUTRITION\$~ Gr. 9-12 Cr: .5**

Do you love to cook? Learn the basics of good cooking in Foods and Nutrition. You will learn methods of cooking by preparing crepes, quick breads, and cake and several different pies. Students work in groups preparing creative dishes with fruits, vegetables, and eggs. There is special nutrition unit where the class prepares Power Point Presentation on vitamins and minerals while evaluating nutritious meals and eating habits.

**\$FEE – \$50.00 lab free**

**~NOTE: Course does not count towards PE graduation requirements**

**CATERING Gr:10-12 Cr: .5**

This class is intended for students who would like to create and design their own local business. They would do so by “owning and operating” a catering “business” through project-based learning (PBL) teaching strategies.

**DE INTRO TO CULINARY (CUA 103, 123, 128) ~@\*d  
Gr: 10, 11, 12 Cr: 1.0 HS/5.0 CMC**

This is the first in a three year series of classes. Students are introduced to the basic courses of a first semester culinary program. Upon completion students will finish the nationally recognized test from the Education Foundation of the National Restaurant Association.

CUA 103 - Food Safety and Sanitation

CUA 123 - Introduction to Garde Manger

CUA 128 – Breakfast Prep & Cookery

**~NOTE – these courses are not weighted for GPA**

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**\*PREREQUISITE: Requires college-level reading.**

**d = DOUBLE – required to have 2 periods in schedule  
(class meets only one day a week)**

**DE INTERMEDIATE CULINARY  
(CUA 118, 122, 126, 131) ~@\*d**

**Gr: 11, 12**

**Cr: 1.0 HS/4.0 CMC**

This is the second in a three year series of courses.

Students move into specific and varied culinary courses that build upon the Introduction to Culinary Course.

CUA 118 –Vegetable Prep

CUA 122 – Intro to Stocks, Soups, and Sauces

CUA 126 – Intermediate Soups and Sauces

CUA 131 – Advanced Garde Manger: Hors D'Oeuvres

**~NOTE – these courses are not weighted for GPA**

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**\*PREREQUISITE: Passing all courses in DE Intro to Culinary**

**d = DOUBLE – required to have 2 periods in schedule  
(class meets only one day a week)**

**DE ADVANCED CULINARY  
(CUA 135, 251, 156, 281) ~@\*d**

**Gr: 12**

**Cr: 1.0 HS/8.0 CMC**

This is the third and final course in the series for students to complete the culinary program. Beyond the courses in the classroom, students will also have an internship requirements.

CUA 135 – Center of the Plate: Beef & Veal

CUA 251 – Advanced Garde Manger: Hor D'Oeuvres

CUA 156 – Nutrition & the Hospitality Profession

CUA 281 - Internship

**~NOTE – these courses are not weighted for GPA**

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**\*PREREQUISITE: Passing all courses in DE Intermediate Culinary Courses.**

**d = DOUBLE – required to have 2 periods in schedule  
(class meets only one day a week)**

**LIFETIME FITNESS Gr: 9-12 Cr: .5**

Lifetime Fitness is a strength training workout that combines flexibility and cardiovascular conditioning using bands, bosu balls, swiss balls, Yoga, Pilates, and balancing techniques. Body sculpting is designed to shape and tone the body without building muscular size or bulk. Body sculpting is highly recommended to those students interested in weight loss or muscle toning. It helps retain lean muscle tissue while boosting metabolism. Any fitness level can enroll.

**INDIVIDUAL & DUAL SPORTS Gr. 9-12 Cr: .5**

Students will learn the rules, regulations, and skills of the following sports. Activities may vary due to weather, class size, and individual needs. Sports include tennis, volleyball, basketball, soccer, flag football, self-defense, badminton, gymnastics, golf, track and field, floor hockey and softball. Students will develop aerobic capacity; improve body composition, muscular strength, flexibility, and endurance. Each class will start with a warm-up followed by a stretching routine. Students are expected to dress in appropriate exercise clothing on a daily basis.

**STRENGTH & CONDITIONING Gr. 9-12 Cr: .5**

Students will work every class period to improve their strength, flexibility, agility, speed, and endurance. The three lifts that are strongly emphasized are the bench press, squats, and hang cleans. Dips will also be used to evaluate upper body strength. The box shuttle and the 40- yard dash will be used to evaluate the students speed and agility. Every student will be evaluated on their endurance with the mile run. Other tests used to measure ability will be the vertical jump, sit-ups, and sit and reach. Plyometrics and sit ups will be performed daily along with the regular lifting routine. A great deal of self-motivation is needed to improve in this class. Students are expected to dress in appropriate exercise clothing on a daily basis.

**ADVANCED DE STRENGTH & CONDITIONING (PED 102 & 103) ~@\* Gr: 10-12 Cr: 0.5 HS/2.0 CMC**

Students who complete Offers basic instruction and practice in weight training. Students utilize weight training equipment in accordance with their abilities and goals. Emphasizes weight training equipment orientation, correct lifting techniques, and basic program design for men and women.

**~NOTE – these courses are not weighted for GPA.**

**Students could repeat the course in subsequent terms, but would not earn CMC credit.**

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**ADAPTIVE MENTORSHIP PROGRAM (AMP)\***

**Gr: 10-12 Cr: 0.5**

Adaptive Mentorship Program (AMP) is a course for kids with and without support needs to participate in

physical education. Adapted Physical Education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability. AMP allow for students to work with, and learn from, their peers that are different from them in a mentor/mentee dimension while receiving a physical education credit  
**\*PREREQUISITE: Recommendation from AMP or Special Education teacher**

**WELLNESS Gr. 10-12 Cr: .5**

This course focuses on the latest trends in health, nutrition, physical activity, and wellness. From stress management and sleep to overall wellbeing, we will explore personal health, health related attitudes and beliefs, and individual health behaviors. Students participate in self-assessments that provide information about their health and wellness behaviors and their overall health status. In addition, students will learn strategies that improve lifetime health and wellness.

**LIFEGUARDING\$~\* Gr.10-12 Cr: .25**

American Red Cross Shallow Water Lifeguarding  
This course includes learning water rescue skills, CPR and First Aid certifications at Gypsum Recreation Center. A pre-requisite swimming skills test is required, including swimming 100 yards, treading water for 2 minutes without using your arms, and a timed swimming event. Students will also be evaluated through a practical skills exam and a written exam at the end of the course. Lifeguard candidates will need to pass the written exam with 80% correct answers to achieve Lifeguard certification, valid for 2 years. The course is \$99 paid to Mountain Recreation and eligible candidates must be at least 15 years old before the end of the course. Attendance and homework assignments will also contribute to overall grade for the course.

**~NOTE – minimum 15 years of age with proof (birth certificate or driver's license). The course will be held at Gypsum Recreation Center on**

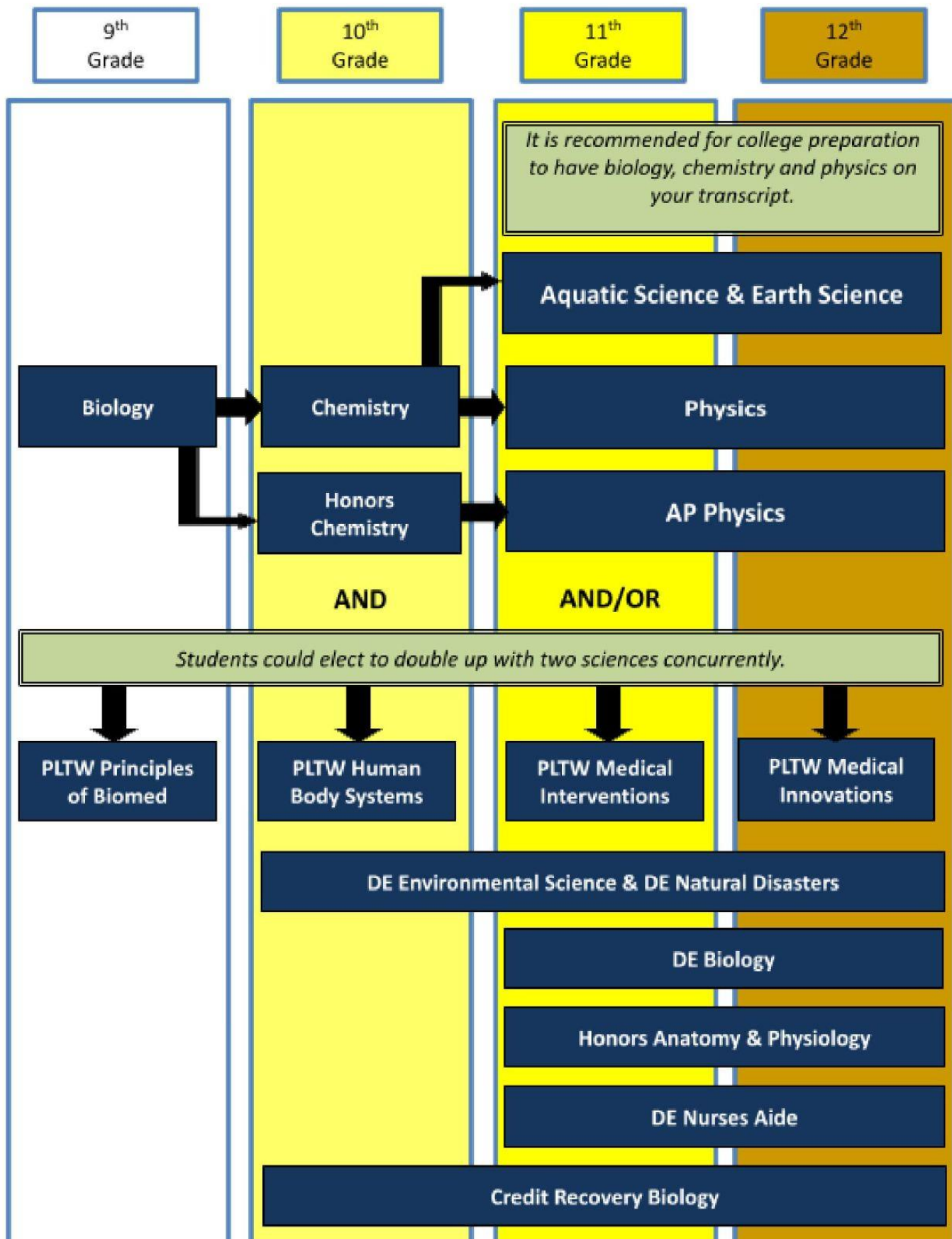
**Wednesdays 8am-10am.**

**\*PREREQUISITE – The pre-requisite swim test will be given in the spring. Only successful participants may receive certification.**

**\$FEE - The cost of the course is \$99 to be paid the first day of class**



# Science Department



**BIOLOGY Gr: 9****Cr: 1.0**

Biology is a year-long course designed to study living systems and the science of life. The course emphasizes a problem-solving approach to study living systems and their interactions with nature. Ecology, natural communities, populations, evolutionary theory, genetics, animal and plant systems, and human systems will be studied. Environmental issues and current technologies will also be discussed.

**CREDIT RECOVERY BIOLOGY~ Gr: 10-12 Cr: 1.0**

A course only for students that have failed 1 or 2 semesters of Biology. 1st semester CR Biology will follow the standards of 2nd semester Biology (Genetics, Evolution, & Ecology). 2nd semester CR Biology will follow the standards of 1st semester Biology (Basic Biochemistry, Cell Biology, Cellular Respiration/Photosynthesis, & DNA). Course will investigate real-world connections to these topics through discussion, research, and hands-on investigations.

***~NOTE – This course is open to grades 10 - 12 and can be taken for a total of two semesters.***

**CHEMISTRY\* Gr: 10****Cr: 1.0**

Chemistry I centers on chemistry-related technological issues currently confronting our society and the world. The major topics include: supplying our water needs, conserving chemical resources, petroleum, understanding food, risks and choices, and the chemical industry.

**HONORS CHEMISTRY\* Gr: 10 Cr: 1.0**

Honors Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. Honors Chemistry motivates students to be active participants in applying critical thinking and mathematical skills as they engage in context driven mathematics, data analysis, modeling, and productive collaboration with their peers.

**\*PREREQUISITE – Math I or Alg I successfully complete, recommendation by Biology or PLTW teacher.**

**EARTH SCIENCE Gr: 11-12****Cr: 0.5**

Earth Science combines concepts in scientific investigation, earth science, physics, and chemistry into an integrated course. Course content and instruction is based on unifying themes of dynamic Earth systems and the movement of matter and energy through the Earth and space. Instruction emphasizes content knowledge and process skills through engaged-learning (laboratories), cooperative-learning activities and student projects.

**AQUATIC SCIENCE Gr: 11-12****Cr: 0.5**

Aquaculture courses impart the knowledge and skills needed for producing fish, plants, and other species living in an aquatic environment, and course topics typically include the selection, propagation, harvesting, and marketing of those species. Instruction may also address aquatic and marine biology, ecosystems, water quality and management, and business practices.

**PHYSICS Gr: 11-12****Cr: 1.0**

A more advanced science course designed for students who want a deeper understanding of the world around them and who would like to explore science related careers. General topics include mechanics, electronics, optics, sound, and energy conversions.

**\*PREREQUISITE: Math III or Alg II successfully completed**

**AP PHYSICS 1+\*\$~ Gr: 11-12****Cr: 1.0**

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.

**+AP – Advanced Placement course**

**\$FEES – current rate for AP exams (\$97.00)**

**\*PREREQUISITE: Math III or Alg II successfully completed**

**DUAL ENROLLMENT/ GENERAL COLLEGE BIOLOGY I & II WITH LAB (BIO 111 & 112) ©\*#**

**Gr: 11-12**

**Cr: 1.0HS/10CMC**

General College Biology I with Lab

This semester examines the core themes of biology and how the fundamental biochemistry, cellular processes, genetic principles, respiration, photosynthesis, and metabolism relate to those themes. Cell biology, reproduction and heredity will be anchored in the core themes of biology. This course includes a laboratory experience.

General College Biology II with Lab

A continuation of Biology I anchoring the concepts of ecology, classification and the structure and functions of plant, animals, and other kingdoms into the centric themes of biology and the core theme of evolution. This course includes laboratory experience.

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**\*PREREQUISITE – CMC placement test required, successful completion of Chemistry.**

**#COOP – will require enrollment in both in order to meet required hours for CMC.**

**DUAL ENROLLMENT/ ENVIRONMENTAL SCIENCE©\***

**Gr: 10-12**

**Cr: 0.5HS/4.0CMC**

Introduces the student to the basic concepts of ecology and the relationship between environmental problems and biological systems. Includes discussions on biology, chemistry, geology, energy, natural resources, pollution, and environmental protection.

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**\*PREREQUISITE – CMC placement test required.**

**DUAL ENROLLMENT/ NATURAL DISASTERS©\***

**Gr: 10-12**

**Cr: 0.5HS/4.0CMC**

Introduces the student to the different types of natural hazards, their causes, effects, and what can be done to reduce the risks to human populations. Scientific advances related to understanding, predicting, and preparing for natural disasters are discussed. This course also covers anthropogenic changes to Earth systems which may be increasing the frequency and severity of these events.

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**\*PREREQUISITE – Completion of DE Environmental Science**

**PLTW – PRINCIPLES OF BIOMEDICAL SCIENCE\***

**Gr: 9-10**

**Cr: 1.0**

In the introductory course of the PLTW (Project Lead the Way) Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, medical history, and explore medical treatments that might have prolonged the person's life.

The activities and projects introduce students to human psychology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

**\*PREREQUISITE – 9th Grade, Completion of PBS Interest Form is Required prior to registration for the course. 10th grade, successful completion of Biology and concurrent enrollment in Chemistry**

**PLTW - HUMAN BODY SYSTEMS \*~**

**Gr: 10-11**

**Cr: 1.0**

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

**\*PREREQUISITE – PLTW Principles of Biomedical Science; 10th grade, concurrent enrollment in Chemistry/Honors Chemistry. 11th grade, concurrent enrollment with a core science class**

**~NOTE – May only be taken as a supplement to a core science course**

**PLTW - MEDICAL INTERVENTIONS\*~**

**Gr: 11-12**

**Cr: 1.0**

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**\*PREREQUISITE – PLTW Human Body Systems.**

**~NOTE – May only be taken as a supplement to a core science course**

**(NOT OFFERED IN 2022-23)**

**PLTW - BIOMEDICAL INNOVATION\*~**

**Gr:12** **Cr: 1.0**

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.

**\*PREREQUISITE – PLTW Medical Interventions**

**~NOTE – May only be taken as a supplement to a core science course**

**HONORS ANATOMY & PHYSIOLOGY\***

**Gr: 11-12** **Cr: 1.0**

This is an honors elective science class for juniors and seniors interested in a career in the medical or health sciences. This class will cover all of the human body systems in two semesters. This class will include both labs and dissections. First semester dissections include the muscular system of the cat and the cow heart. Second semester dissections include the sheep brain and cow eye. There will not be a textbook for this class; however, there is a mandatory course packet each student must purchase, along with a laboratory fee.

**\*PREREQUISITE – Successful completion of Chemistry.**

**DUAL ENROLLMENT / NURSE AIDE HEALTH CARE SKILLS & CLINICAL EXPERIENCE©\***

**Gr: 11-12 (must be 17)** **Cr: 0.5HS/5.0CMC**

Prepares the student to perform the fundamental skills of the nurse aide. Basic nursing skills, communication skills, restorative services, personal care skills, safety, and emergency care issues are covered. Includes knowledge and/or principles of asepsis, OSHA and HIPAA regulations. Ethical behaviors, cultural sensitivity, and principles of mental health will be addressed, as well as patient/resident rights.

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**\*PREREQUISITE – CMC placement test required, Must be 17 years old, co-requisite of clinical experience.**

# Social Studies Department

9<sup>th</sup>  
Grade

10<sup>th</sup>  
Grade

11<sup>th</sup>  
Grade

12<sup>th</sup>  
Grade

*\*Classes of 2021, 22, & 23 will take Economics requirement in 12<sup>th</sup> grade*  
*\*\*Class of 2024 & beyond will take Economics requirement in 9<sup>th</sup> grade*

**\*\*Personal Econ**  
1 semester

**AND**

**Geography**  
1 semester

**OR**

**# AP Human  
Geography**  
2 semesters

*# - 2<sup>nd</sup> semester  
fulfills Econ  
graduation  
requirement*

**World History**

**OR**

**AP European  
History**

**US History**

**OR**

**DE  
US History I & II**

**\*Economics**  
1 semester

**AND**

**American Gov't**  
1 semester

**OR**

**AP American  
Government**  
2 semesters

**Civic  
Engagement**  
2 semesters

**Credit Recovery Social Studies**

*Elective Credit Options – Do not Fulfill Social Studies Graduation Requirements*

**DE Psychology (2 semesters)**

**Performance Psychology (1 semester)**

**Student Council – Leadership (2 semesters)**



**PERSONAL ECONOMICS Gr: 9 Cr: 0.5**

Personal Economics is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

**WORLD GEOGRAPHY Gr: 9 Cr: 0.5**

Geography examines the world's peoples, places, and environments. Students will explore the world's peoples and their cultural characteristics, cartography skills, land forms and climates, economic development, and migration and settlement patterns. Students will plan a dream trip of their own for future exploration. Spatial concepts of geography will be used to study interactions between humans and their environments. Students will apply geographic concepts & skills to their lives and to understanding the world in which they live. Maps, as well as graphs, sketches, diagrams, photographs, and satellite-produced images, will be examined.

**AP HUMAN GEOGRAPHY+\*\$**

**Gr: 9 Cr: 1.0**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. Students are expected to take AP test.

**+AP – Advanced Placement course**

**\*PREREQUISITE – Qualified advanced reading score in 8<sup>th</sup> grade, 8th Grade Teacher Recommendation, or 12<sup>th</sup> grade social studies elective**

**\$FEES – current rate for AP exams (\$97.00)**

**WORLD HISTORY - OVERVIEW Gr: 10 Cr: 1.0**

First semester units of study include: Revolutions as well as a study of the World War I and World War II. Second semester units of study include a study of Religions, Genocide and Terrorism. Based on Colorado State Standards, skills that students will learn include evaluating point of view, defending historical arguments, investigating cause and effect, discussing the development and impact of world religions, analyzing ideas and tools of foreign policy as well as comparing/contrasting governments.

**AP EUROPEAN HISTORY+\*\$ Gr: 10 Cr: 1.0**

Following the College Board's suggested curriculum designed to parallel college-level European History courses, AP European History courses examine European civilization from the High Renaissance period to the recent past and also expose students to the factual narrative. In addition, these courses help students develop an understanding of some of the principal themes in modern European history and the abilities to analyze historical evidence and to express that understanding and analysis in writing. Students are expected to take AP test.

**+AP – Advanced Placement course**

**\*PREREQUISITE: Teacher recommendation based upon students ability to complete college level work.**

**\$FEES – current rate for AP exams (\$97.00)**

**US HISTORY - COMPREHENSIVE Gr: 11 Cr: 1.0**

The survey in United States history will examine the political, economic, social, geographic, and cultural forces that have served to shape our country's history. First semester units of study include: Reconstruction, expansion and events surrounding the Great Depression. There will also be a study of the World War I and II focusing on the role the United States played in these conflicts. Second semester units of study include a study of the Cold War, Vietnam, the Civil Rights Movement and contemporary issues.

**DUAL ENROLLMENT/US HISTORY (HIS 201 & 202) ©\*****Gr: 11-12****Cr: 1.0**

History 201 - Explores events, trends, peoples, groups, cultures, ideas, and institutions in North America and United States history, including the multiple perspectives of gender, class, and ethnicity, between the period with Native American Indians were the sole inhabitants of North America, and the American Civil War. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline.

History 202 - American Civil War and the present.

Focuses on developing, practicing, and strengthening the skills historians use while construction knowledge in the discipline.

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**\*PREREQUISITE – CMC placement test required**

**US GOVERNMENT – COMPREHENSIVE****Gr: 12****Cr: .5**

The units of study for this course include foundations of American Government, institutions of American Government, American foreign policy and civic participation. Based on Colorado State Standards, skills that students will learn include analyzing principles of democracy, analyzing the role of our founding documents, analyzing court actions of government institutions, comparing and contrasting different systems of government, analyzing goals and tools of foreign policy, engaging ethically in civic activities as well as critiquing media sources.

**CIVIC ENGAGEMENT Gr: 11-12****Cr: 1.0**

This course will study local government with a focus on our local government. We will work our way down from Federal government to state government to local government. The class will also introduce broad economic concepts such as budgeting, taxes, and grants. To enhance their learning, students will be asked to engage their local government in issues and topics that are important to them. This course will meet the requirements of Government and Economics.

**AP U.S. GOVERNMENT & POLITICS+\*\$****Gr: 12****Cr: 1.0**

This college-level course is designed to be an introduction to the United States national government and political system. Over the course of two semesters, students will study the foundations of American government, government institutions, political processes and examine policy choices. To validate the courses scope and rigor, each student is required to take the AP Government and Politics exam at the end of the school year.

**+AP – Advanced Placement course**

**\*PREREQUISITE: Teacher recommendation based upon students ability to complete college level work.**

**\$FEES – current rate for AP exams (\$97.00)**

**ECONOMICS Gr: 12****Cr: .5**

This course includes the basic concepts of economics which governs decisions made by individuals, societies and governments. The units of study for this course include basic economic concepts, supply and demand, the role of the government, comparative economic systems culminating in a personal finance unit. Based on Colorado State Standards, skills that students will learn include analyzing the relationship between economic goals and resources, explaining opportunity costs, analyzing the influence of government activities, analyze the role of competition, compare and contrast economic systems as well as many skills related to practicing sound financial planning.

**LEADERSHIP (STUDENT COUNCIL)\*****Gr: 9-12****Cr: .5**

Student Council is an elective course focused on learning the components of leadership and applying them to leading the student body. Students will learn how to run an official meeting, keep track of a budget, plan spirit assemblies. Students will organize school-wide activities including school projects, dances, the homecoming parade, assemblies, spirit weeks, the talent show, prom, graduation and other school functions. Student elections will occur within the student council class. This course is designed to develop skills in leadership, public speaking, organization, teamwork and responsibility. Students in this course are required to maintain a 2.0 grade point average to remain in the course. Students must be enrolled in the leadership course to hold office as a student body elected officer.

**\*PREREQUISITE – Application, interview, recommendations.**

## **DE PSYCHOLOGY (PSY101 & 102) +\*\$**

**Gr: 11, 12**

**Cr: 1.0**

College level instruction will include the scientific study of cognition, language, intelligence, personality, psychological assessment, abnormal psych, therapy, life span development and social psych. Designed to give the students a general background into the theories and practices utilized by the various schools of psychology with emphasis on the scientific method. Beyond providing a background to the discipline, students are given a practical view of research and theory. This practical approach offers a career perspective, describing both the pure and applied purposes of the discipline of psychology for students.

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***\*PREREQUISITE – CMC placement test required***

***+AP – Advanced Placement course – Students will have the option to take AP exam at end of course.***

## **PERFORMANCE PSYCHOLOGY\* Gr: 10-12 Cr: 0.5**

Performance Psychology focuses on the students' development as a performer and leader. Based on the works of Carol Dweck, exposure, discussion and analysis of growth mindset vs fixed mindset allows students to analyze their approach to challenges, successes and failures. Students will also be exposed to strategies to improve their performance and critically think about their own abilities to lead their teams or cohorts to buy into the mission of a group.

***\*PREREQUISITE – recommendation from athletic coach, club sponsor, or performing arts teacher.***

## **CREDIT RECOVERY SOCIAL STUDIES~**

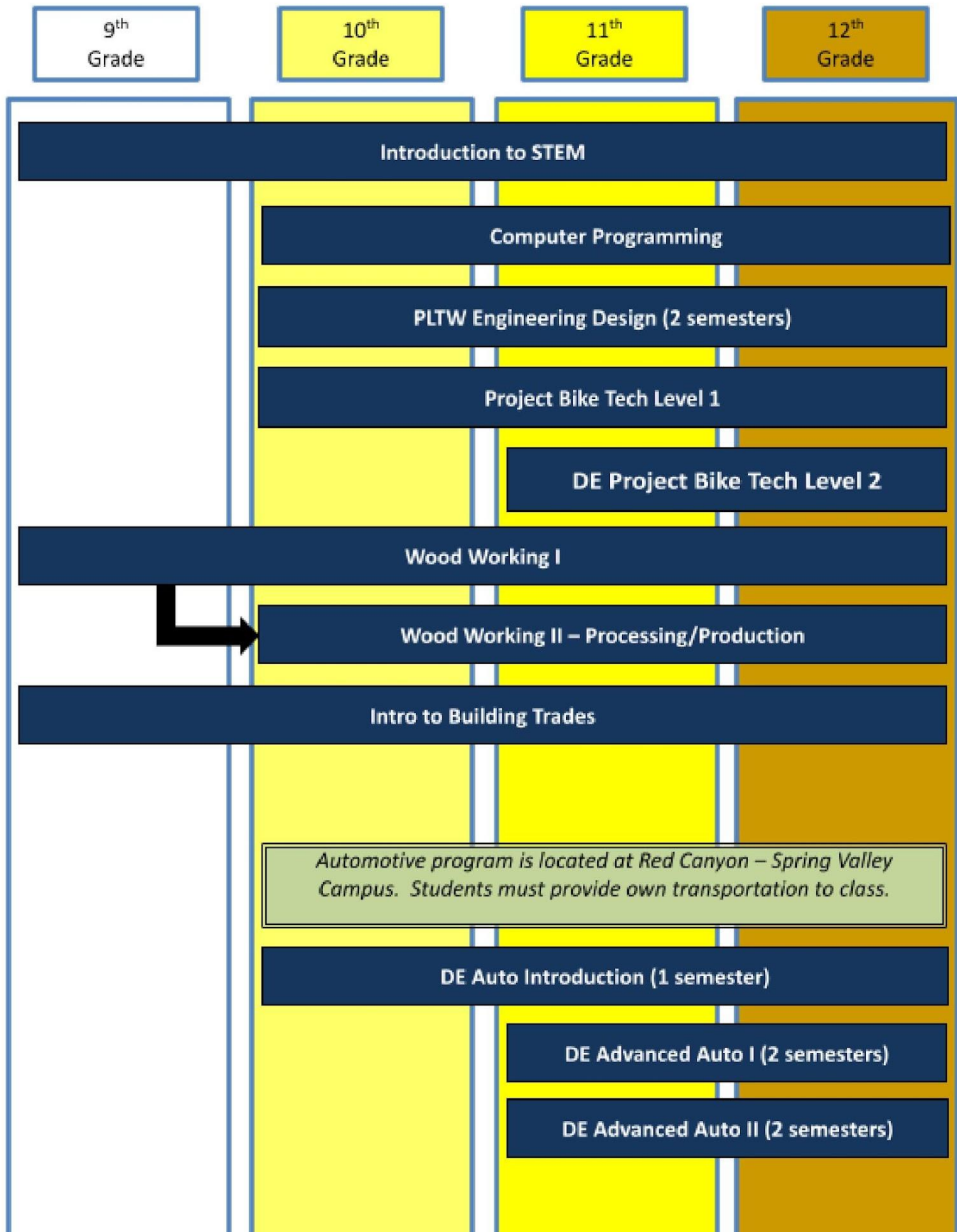
**Gr: 10-12**

**Cr: 0.5**

This class is designed to help students earn a social studies credit by practicing and implementing the 21st century social studies skills of research, critical thinking and communication. The content of each class will be tailored to the student needs but can include personal finance, geography, US History, World History, Sociology and/or Psychology topics. The use of primary sources and interpretation of these sources will be emphasized. Students will learn how to conduct valid research and the skills necessary to formulate an argument or thesis.

***~NOTE – This course is open to grades 10 - 12 and can be taken for a total of two semesters.***

## Technical Education



**INTRODUCTION TO STEM\$ Gr: 9-12 Cr: .5**

STEM integrates technology-oriented applications of mathematics and science into pre-engineering activities for students. Course topics may include material sciences, technology processes, enterprises, and career opportunities.

The focus of the class is geared towards problem solving and Industrial applications of Transportation Systems and Power and Energy Systems, Materials and Processes, and Communications Technology. Students will develop an understanding of The Design World, Technology and Society.

***\$FEE - \$30.00 for building materials***

**COMPUTER PROGRAMMING\* Gr: 10-12 Cr: .5**

Computer Programming courses provide students with the knowledge and skills necessary to construct computer programs in one or more languages. Computer coding and program structure are often introduced with the BASIC language, but other computer languages, such as Visual Basic (VB), Java, Pascal, C++, and COBOL, may be used instead. Initially, students learn to structure, create, document, and debug computer programs, and as they progress, more emphasis is placed on design, style, clarity, and efficiency. Students may apply the skills they learn to relevant applications such as modeling, data management, graphics, and text-processing.

***\*PREREQUISITE – Introduction to STEM or Teacher Recommendation***

**PLTW ENGINEERING DESIGN\$\* Gr: 10-12 Cr: 1.0**

Project Lead the Way provides a curriculum that will help 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 3-D modeling software, and use an engineering notebook to document their work

***\$FEE - \$30.00 class fee***

***\*PREREQUISITE – Introduction to STEM or Teacher Recommendation***

**PROJECT BIKE TECH LEVEL 1 Gr: 10-12 Cr: 0.5**

Bike Tech 1 teaches students the beginning skills to perform introductory bicycle maintenance and provides a stepping stone to DE EV Bike Tech 2. Students generate connections to a multitude of cycling industry careers including engineering, fabrication, marketing, filmmaking, graphic art, sales and writing for publications. The course will provide: Standards-based curriculum on the mechanics of the bicycle, verbal and written communication skills, hands-on, multi-sensory learning environment, opportunities for increased personal health, safety, and environmental stewardship.

**DUAL ENROLLMENT BIKE TECH LEVEL 2©\*****Gr 11-12 Cr 1.0**

Dual-Enrollment EV Bike Tech 2 teaches students advanced, real-world skills necessary to become an entry level bike mechanic. Students work with their hands in order to learn the fundamentals of building and maintaining bicycles in order to prepare them for a career in the bike industry or develop their mechanical ability. Students will also master the mathematical concepts that create the basis for accurately building and maintaining bikes. Aspects also include career preparation and development (academic planning, portfolios, job interviewing, resumes, etc.), introduction to small business operations (sales and merchandising, customer service, inventory control, paper controls, point of sales systems, etc.), and technical/mechanical skill development. Students will have opportunities to learn from and develop relationships with industry professionals and take part in the outdoor economy that makes Colorado unique. Students who successfully complete all aspects of this class will receive an industry-accepted Bicycle Technology: Level 1 Certificate.

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***\*PREREQUISITE – Project Bike Tech Level 1***



**WOODWORKING I\$****Cr: .5**

The course is designed to teach basic woodworking techniques, safety and proper use of hand and power tools. During the trimester student will be introduced to the trade of woodworking and cabinet making. Students receive instruction in drafting, note taking, mathematics reading as it relates to woodworking. Students will produce several projects with the approval of the teacher that meet state of Colorado standards.

***\$FEE - \$30.00 for building materials***

**WOODS II PROCESSING/PRODUCTION\*\$ Cr: .5**

Wood Processing/Production courses include studying the properties of woods and composites made from woods and using these materials to construct usable products. These courses enable students to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, and using tools and machines.

***\*PREREQUISITE – Woodworking I or instructor approval***

***\$FEE - \$30.00 for building materials***

**INTRO TO BUILDING TRADES Gr: 9-12 Cr: 1.0**

Provides students with basic knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations such as carpentry, cabinet making, bricklaying, electrical trades, plumbing, concrete masonry, and so on.

**DUAL ENROLLMENT / AUTO SHOP ORIENTATION@~d****Gr: 10-12****Cr: .5**

This semester course will identify the major systems of the automobile. Provides students with safety instruction in the shop and on the automobile.

Emphasis is placed on the proper use and care of test equipment, precision measuring and machining equipment, gaskets, adhesives, tubing, wiring, jacks, presses, and cleaning equipment and techniques.

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***~NOTE – these courses are not weighted for GPA.***

***Courses located at Red Canyon – Spring Valley Campus, students must be able to provide own transportation.***

***d = DOUBLE – requires two periods in a schedule***

**DUAL ENROLLMENT / ADVANCED AUTO I @~****Gr: 11-12****Cr 1.0**

ASE 160 – AUTO SHOP ORIENTATION

ASE 130 – GENERAL ENGINE DIAGNOSIS

ASE 161 – ENGINE, DISASSEMBLY DIAGNOSIS & ASSEMBLY

ASE 110 – Brakes I

***@CMC – Colorado Mountain College***

***~NOTE – these courses are not weighted for GPA.***

***Courses located at Red Canyon – Spring Valley Campus, students must be able to provide own transportation.***

***d = DOUBLE – requires two periods in a schedule***

**DUAL ENROLLMENT / ADVANCED AUTO II @~****Gr: 11-12****Cr 1.0**

ASE 110 – Brakes I

ASE 111 – Brakes II

ASE 210 – Brakes III

ASE 141 – Steering & Suspension

ASE 240 – Steering & Suspension II

***@CMC – Colorado Mountain College***

***~NOTE – these courses are not weighted for GPA.***

***Courses located at Red Canyon – Spring Valley Campus, students must be able to provide own transportation.***

***d = DOUBLE – requires two periods in a schedule***

# Visual Arts Department

9<sup>th</sup>  
Grade

10<sup>th</sup>  
Grade

11<sup>th</sup>  
Grade

12<sup>th</sup>  
Grade

## ART FUNDAMENTALS

\*Pre-requisite for all other art classes

Drawing & Painting I

Drawing & Painting II

Airbrush I & II

Jewelry I & II

Ceramics & Pottery I & II

Digital Design I

Digital Photography I & II

*The listing below is for student interested in fulfilling a particular AP pathway.*

## ART FUNDAMENTALS

Ceramics I & II

Jewelry I & II

Drawing & Painting I & II

Photo I & II

Digital I

Art Portfolio

AP Art & Design:  
Drawing, 2-D, 3-D

*"Visual and Design Arts" CTE classes include  
Art Fundamentals + Digital Design I&II OR Digital Photography I&II OR Drawing/Painting I*

Adaptive Mentorship Program (AMP)

**ART FUNDAMENTALS \$ Cr: .5**  
Expand your artistic abilities and knowledge while creating original works of art with a wide range of materials and processes. You will develop a foundation in drawing, painting, 2-D design, and 3-D design as well as an understanding of the elements and principles of art and design. Art Fundamentals is the prerequisite for all other art classes.

***\$FEE - \$35.00 for art supplies***  
***CTE – Visual and Design Arts course***

**DRAWING & PAINTING I \*\$ Cr: .5**  
Drawing & Painting I will address concepts and skills essential in two dimensional art including elements of art, principles of design, composition, perspective, shading, portraiture, and observational, photo based, and imaginative drawing and painting using a variety of media. Students will learn and apply art vocabulary and methods of critique through the study of master works and the creation of their own projects. Students will develop a body of artwork to add to their portfolio.

***\*PREREQUISITE – Art Fundamentals***  
***\$FEE - \$35.00 for art supplies***  
***CTE – Visual and Design Arts course***

**DRAWING & PAINTING II \*\$ Cr: .5**  
Drawing & Painting II will build on the skills, concepts, and techniques gained in Drawing & Painting I. This course will further develop technical competence and understanding of art history and contemporary art as well as personal, creative expression in a variety of two dimensional art media. Students will gain confidence in speaking and writing about their own artwork and that of others. This course is designed to develop a portfolio of work that will prepare students for AP Studio Art and is suitable for a college admissions portfolio.

***\*PREREQUISITE – Drawing & Painting I***  
***\$FEE - \$35.00 for art supplies***

**CERAMICS AND POTTERY I \*\$ Cr: .5**  
This class will introduce students to the compositional concerns of the three-dimensional form. Students will work in relief as well as in the round. The principles of 3-D design, the diverse cultural history of ceramic arts, along with functional and non-functional applications are explored through hands-on projects made with both hand building and wheel throwing techniques.

***\*PREREQUISITE – Art Fundamentals***  
***\$FEE - \$35.00 for art supplies***

**CERAMICS AND POTTERY II \*\$ Cr: .5**  
Students in this class will develop a deeper knowledge of ceramics techniques and processes while exploring higher level conceptual challenges. Wheel throwing skills will be refined and handbuilding, sculptural and glazing techniques will be further developed.  
***\*PREREQUISITE – Art Fundamentals, Ceramics I***  
***\$FEE - \$35.00 for art supplies***

**AIRBRUSH I \*\$ Cr: .5**  
Students will discover useful and exciting techniques and applications for the airbrush. The class will focus on technical aspects that allow the illusion of textures and three dimensional forms. Graphic design applications and additional media will add to the range of experience.

***\*PREREQUISITE – Art Fundamentals***  
***\$FEE - \$35.00 for art supplies***

**AIRBRUSH II \*\$ Cr: .5**  
Following, and adding to what was learned in Airbrush I, this class will challenge its students to create higher levels of interest through adding more meaning to their work. With projects like a 3D object, large freehand human face, and a large public display piece, this class will challenge skills and develop creativity.

***\*PREREQUISITE – Art Fundamentals, Airbrush I***  
***\$FEE - \$35.00 for art supplies***

**JEWELRY I \*\$ Cr: .5**  
This course introduces students to a variety of skills related to jewelry. They will produce handmade pieces using a variety of methods including wire manipulation, metal fabrication, soldering, and glass bead making. The course ends with a set of jewelry designed with a specific client in mind, using all of their skills and knowledge to make pieces that exhibit a specific motif.

***\*PREREQUISITE – Art Fundamentals***  
***\$FEE - \$35.00 for art supplies***

**JEWELRY II \*\$ Cr: .5**  
Jewelry II will build on the skills learned in the first class and challenge students with larger assignments and new materials. Found object jewelry, jewelry for function, adding to accessories and working with a variety of different tools and materials will challenge students; digging into their own history to create meaningful projects that express something new about the artists making them.

***\*PREREQUISITE – Art Fundamentals, Jewelry I***  
***\$FEE - \$35.00 for art supplies***

**DIGITAL DESIGN I \*~\$****Cr: .5**

Tap into your creative side and solve visual problems to create personally expressive digital artworks. Develop technology expertise in the use of computers, scanners, and digital cameras for art making. Use Adobe Photoshop and Adobe Illustrator in the areas of motion graphics/animation and graphic design. Learn to address ethical issues concerning computer generated imagery. Projects include drawing with the mouse and pen tablet, designing cd covers, posters and logos, creating collages and making animated gifs. If you're interested in graphic design and creating 2-D digital art, this is the class for you.

**\*PREREQUISITE – Art Fundamentals**

**~NOTE – access to a digital camera is essential**

**\$FEE - \$35.00 for art supplies**

**CTE – Visual and Design Arts course**

**DIGITAL PHOTOGRAPHY I \*~\$****Cr: .5**

Learn how to have total control over the photographic images you create! This course is an exploration of the fundamental principles, techniques and application of DSLR camera based image creation. Students will also investigate techniques and the applications of manipulating and outputting digital photographic images utilizing Adobe Photoshop.

**\*PREREQUISITE – Art Fundamentals**

**~NOTE – access to a digital camera is essential**

**\$FEE - \$45.00 for art supplies**

**CTE – Visual and Design Arts course**

**DIGITAL PHOTOGRAPHY II \*~\$****Cr: .5**

Continue to expand your knowledge of digital photography in this exciting class. We will explore advanced techniques used to capture the perfect shot and study photographic movements such as dynamism. Students will also further investigate techniques and the applications of manipulating and outputting digital photographic images utilizing Adobe Photoshop.

**\*PREREQUISITE – Art Fundamentals & Digital Photography I**

**~NOTE – access to a digital camera is essential**

**\$FEE - \$45.00 for art supplies**

**ART PORTFOLIO – ADVANCED STUDIO \*\$****Gr: 11-12****Cr: .5 or 1.0**

Advanced Studio Art is designed for juniors that are intending to take AP Studio their senior year or build a portfolio to present to a college or potential employer. Students assume more responsibility for the planning of their work with guidelines that will align well with AP requirements or be directed toward a specific career option. Some projects may be used as part of their portfolio the next year, provided it is strong enough.

**\*PREREQUISITE - Art Fundamentals plus at least one additional art class (see visual arts pathways)**

**\$FEE - \$35.00 for art supplies**

**AP ART & DESIGN - Drawing, 2-D, 3-D\*\$****Gr: 11-12****Cr: 1.0**

AP Art & Design is a college level art class designed for motivated art students. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Students will select one of three portfolios to develop - Drawing, 2-D Design, or 3-D Design. AP Art & Design may be taken twice if submitting a different portfolio the second time. Please discuss with AP Art instructor to determine the best course pathway. Grades for this class are weighted in student GPA scoring.

**\*PREREQUISITE - Art Fundamentals plus at least one additional art class (see visual arts pathways)**

**\$FEES - \$35.00 and the current rate for AP credit classes (\$97.00)**

**ADAPTIVE MENTORSHIP PROGRAM (AMP)\*****Gr: 10-12****Cr: 0.5**

Adaptive Mentorship Program (AMP) is a course for kids with and without support needs to participate in the visual arts. Adaptive Education works to adapt or modify the course, so that it is as appropriate for the person with a disability as it is for a person without a disability. AMP allow for students to work with, and learn from, their peers that are different from them in a mentor/mentee dimension while receiving a practical arts credit

**\*PREREQUISITE: Recommendation from AMP or Special Education teacher**

## ACADEMIC LABS/INTERVENTION COURSES

The mission of Eagle Valley High School is to actively represent and assist all students with meeting their individual needs. We work to attain the goals of each individual student through high expectations, respecting all learners and aiding students in fulfilling their aspirations.

### ACADEMIC LAB\*

**Gr: 9, 10, 11, 12**

**Cr: .5**

This course is for students to work one-on-one or in small group instruction towards meeting individual learning goals. During class time, students will spend time in direct instruction and implementing reading, writing, and math strategies, as well as study skills, test taking skills, and post-high school readiness. During class, students will also receive extended time to complete tests and assignments as mandated by their individual education plan.

***\*PREREQUISITE – students must be referred or be part of the RTI process as recommended by the Academic Lab teacher or RTI problem solving team.***

**English 180\*~ Gr: 9**

**Cr: 1.0**

Read 180 is an intense, comprehensive reading intervention program used to increase students' reading levels. Each student receives instruction that is individually designed for their current reading level and writing skills. The program consists of whole and small group direct instruction, independent reading, writing practice, and computer-based individualized instruction.

***\*PREREQUISITE: Students will be placed in this course based on a combination of reading scores (STAR, CMAS) as well as 8th grade teacher recommendations.***

***~NOTE – Course counts as English I credit towards graduation, may not be repeated more than once.***

**English 280\*~ Gr: 10**

**Cr: 1.0**

This is a second year program for students to continue with or be in a grade level cohort of students participating in Read 180. It is an intense, comprehensive reading intervention program used to increase students' reading levels. Each student receives instruction that is individually designed for their current reading level and writing skills. The program consists of whole and small group direct instruction, independent reading, writing practice, and computer-based individualized instruction.

***\*PREREQUISITE: Students will be placed in this course based on a combination of reading scores (STAR, PSAT) as well as 9th grade teacher recommendations.***

***~NOTE – Course counts as English II credit towards graduation, may not be repeated more than once.***

**STUDY SKILLS~ Gr: 9-11**

**Cr: .5**

Study Skills courses will split time between preparing students for success in high school and for additional study time. Course topics include exercises designed to generate organized, logical thinking and writing. Students will either work on their own, or with the help of a teacher. There will be regular grade checks conducted by the teacher with student monitoring of their progress in individual core or elective courses.

***~NOTE – Students with a GPA below 3.0 will either be recommended for and/or placed in a study skills class for the additional help they may need to maintain academic success.***

## **SPECIAL COURSE OFFERINGS**

*In order to meet the minimum enrollment requirements students may be enrolled in special course offerings such as tutoring, teacher's aides, or workplace/internship opportunities.*

### **ACCESS/HOMEROOM Gr: 9-12 Cr: 0.25**

At EVHS we have a Homeroom period that meets each for approximately 1 hour per week. ACCESS provides students with the opportunity and time to complete assignments, request make-up work, and/or seek out the help of fellow schoolmates or teachers. For the year students will receive a Homeroom grade based on participation and behavior. The grade in this course (ACCESS/Homeroom) amounts to 0.50 credit for the entire years' worth of meeting.

### **AVID\* Gr: 9, 10, 11, 12 Cr: 1.0**

The central goal of the AVID program (Advancement Via Individual Determination) is to prepare students in the academic middle who 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. 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. Students must be accepted into the AVID program.

**\*PREREQUISITES – Recommendation, Application, Interview Required**

***See page 15 for more information about the AVID program.***

### **AVID TUTORING PRACTICUM\*~ Gr: 11-12 Cr: .5**

AVID Tutoring Practicum courses provide students with the opportunity to offer tutorial assistance to their peers or to younger students in the AVID program. After an initial training period during which students learn how to work with other students and how to make use of the available resources (AVID tutorology, TRF forms, Cornell notes), students engage in tutoring and assisting others who need or request help.

**\*PREREQUISITE – students must receive either a teacher recommendation, NHS membership, or be an AVID student already enrolled in the program.**

**~NOTE – student may be placed in a section of AVID at EVHS, or potentially as support at a feeder middle school.**

### **BILINGUAL INSTRUCTIONAL ASSISTANT\***

**Gr: 11-12 Cr: .5**

This class is designed for bilingual and biliterate students in English and Spanish interested in being mentors for new to the country English language learners. The focus of this class is to support new to the country ELLs in content area classes through interpretation of course lectures, discussions, and teacher directions, and completion of course work. Each BIA will support one content area class with at least one new ELL. In addition, BIAs are cultural ambassadors for new ELLs to support acculturation to Eagle County Schools and the Eagle Valley community. Students enrolled in this course are working towards their Seal of Biliteracy and upon completion of the course with an 80% or higher will have met the volunteer and presentation requirements for the Seal of Biliteracy. Students are required to meet with the BIA teachers up to 5 times a semester during zero hour for instruction on best practices to support interpretation and English language learners. Attendance is required during these meetings either virtual or in person. Students will be observed at least once during the semester by the BIA teachers to ensure accurate interpretation and effective support is being provided to the ELLs.

**\*PREREQUISITE – Must be a Junior or Senior, have earned a C or higher in English II and Native II, must have a Spanish teacher signature for approval.**

### **MISCELLANEOUS - AIDE \*~ Gr: 11-12 Cr: .5** ***(Formerly known as Teacher's Assistant)***

Students in this program will assist EVHS teachers in a variety of ways which may include some of the following: filing, word processing, assisting other students in class, modeling activities, and supervision. Students must attend one regularly scheduled school class each day to receive credit. A portfolio over the semester may include an on line career assessment, resume, cover letter, and a letter of recommendation.



An evaluation must be completed by the teacher you are assisting at mid-term and final exam time.

**\*PREREQUISITE:** *This class can only be listed as an Alternate as the application must be completed, turned in, and approved.*

**~NOTE – Students will be selected based on minimum GPA, absences, and tardies from previous school year (or semester)**

#### **MISCELLANEOUS WORKPLACE EXPERIENCE\*~**

**Gr: 11-12**

**Cr: .5**

**Paid positions**-If a student is working off campus in a paid position they must show that they are working 10 hours a week or 160 hours over the semester.

**Interns**-If a student is working as an intern for a local school or business in an unpaid position they are required to complete 120 hours in a semester.

A portfolio over both semesters may include career assessments, resumes, cover letters, and letters of recommendation. An evaluation must be completed by employers at mid-term and final exam time. These assignments are for both the paid positions and intern positions.

**\*PREREQUISITE:** *This class can only be listed as an Alternate as the application and paperwork for the course be completed, turned in, and approved.*

**~NOTE – At the beginning of each semester, Workplace Experience students must attend an informational meeting to learn about reports mandated by the State of Colorado.**

#### **CAREER EXPLORATION\*~**

**Gr: 11-12**

**Cr: .5**

The job market perpetually evolves. New careers grow from technological innovation, and job sectors grow/shrink in relation to market factors. Students require access to job sites to broaden their horizons and learn how many different career opportunities exist. Internships and job-shadow experiences help students understand the daily tasks related to different jobs. Eagle County Schools partners with local businesses to bring students into the workplace through Career X. A variety of internships and job-shadow experiences are available, and students are encouraged to work with their Guidance Counselors to access these opportunities.

**\*PREREQUISITE:** *This class can only be listed as an Alternate as the application and paperwork for the course be completed, turned in, and approved.*

**~NOTE – There are a limited number of pre-arranged internships with local business and community partners.**

#### **CAREER DEVELOPMENT Gr:11-12 Cr: .5**

During this course, students can receive Industry Certification in one of the six fields, CompTia A+, AutoDesk Certified Professional, Certified Associate in Project Management, Salesforce Administrator Certification, Microsoft Office Certification, Adobe Certified Professional. This class is open to 11th and 12th students. It is a .5 practical skills credit.

#### **CAREERWISE Gr: 11-12**

**Cr: .5**

Personal and Career Readiness courses introduce students to the skills and strategies that are helpful in becoming more focused, productive individuals, wage earners, and family members. These courses typically emphasize goal-setting; decision making; managing time, energy, and stress; and identifying alternatives and coping strategies. They may also allow students to explore various career and lifestyle choices.

#### **EDUCATION EXPLORATION\*~**

**Gr: 11-12**

**Cr: .5**

Education Exploration is a semester course designed to provide students with an overview of professions within education. Students will discover their own learning style and how learning styles impact teaching and the delivery of lessons. Experiences with various education professionals will enhance the understanding of classroom planning, licensure requirements, and career opportunities within school systems. This course includes a minimum of 15 extended learning hours, which may be outside of class time.

**\*PREREQUISITE:** *Students will need to pass a background check to be certified to work in other school building.*

**~NOTE – Students may take this course for multiple times for internship credit at a local elementary or middle school.**

#### **P-TECH PREP\*~**

**Gr: 9-10**

**Cr: .5**

Students who have applied to the Environmental Solutions Pathway (P-TECH)\*\* enter the pathway through a P-TECH PREP course offered during the zero hour period on Wednesdays. In the class, students begin preparing for careers that address challenges like climate change and offer innovations such as renewable energy sources. Participants will learn about relevant content for the pathway through guest speakers, hands-on activities, discussion of current events, and

occasional experiential learning opportunities at different local pathway partners. The class is also designed to help students build academic readiness skills for courses that comprise an Associate of Science or Associate of Arts / Environmental Studies degree through Colorado Mountain College as well as workplace readiness skills for their pathway internship placement.

***\* PREREQUISITE: Students must first apply to the P-TECH program. The application is found under P-TECH on eagleschools.net. Contact Mr. Jim Thompson with any questions.***

***james.thompson@eagleschools.net.***

***~NOTE – This class will be geared towards 9th graders, but students who are entering the Environmental Solutions Pathway (P-TECH) in 10th grade are also welcome to take the course.***