High School Information

Berthoud High School (BHS)
850 Spartan Avenue
Berthoud, CO. 80513
Principal: Gordon Boschman
970-613-7700
Counseling Office: 970-613-7711
tsd.org/berthoudhs

Harold Ferguson High School (FHS)
1811 W 15th Street
Loveland, CO 80538
Principal: Jason Germain
970-613-5300
Counseling Office: 970-613-5305
tsd.org/ferguson

Loveland High School (LHS)
930 W 29th Street
Loveland, CO 80538
Principal: Michael James
970-613-5200
Counseling Office: 970-613-5203
https://www.thompsonschools.org/l

Mountain View High School
3500 Mountain Lion Drive
Loveland, CO 80537
Principal: Jane Harmon
970-613-7800
Counseling Office: 970-613-7823
tsd.org/mountainview

Thompson Valley High School (TVHS)
1669 Eagle Drive
Loveland, CO 80537
Principal: Jaymie Cruickshank
970-613-7900
Counseling Office: 970-613-7916
tsd.org/thomsonvalley

Waiver of Fees
Indigent students shall not be required to pay textbook rental or expendable materials fees.

An indigent student is defined as any child who is eligible for a free or reduced price lunch under the federal poverty income guidelines. Students qualifying for a fee waiver will receive it without unnecessary embarrassment or public exposure of their need. All fees for textbooks, expendable supplies and materials, and miscellaneous fees shall be waived for students in out-of-home placements, as that term is defined by C.R.S. 22-32-138 (7)(e). BOE Policy JQ
In accordance with Board Policy AC, Thompson School District does not discriminate on the basis of a person's actual or perceived characteristics such as, but not limited to, race, color, sex, sexual orientation, gender, gender identity, gender expression, religion, creed, national origin, ancestry, immigration/citizenship status, age, marital status, conditions related to pregnancy or childbirth, genetic information, mental or physical disability, need for special education services, or any other protected class in conformance with federal, state, and local law in admission or access to, or treatment and employment in, its programs and activities. A lack of English skills will not be a barrier to admission or participation.

The following person/people has/have been designated to handle inquiries regarding the nondiscrimination policies:

**Title IX/Employee ADA/Section 504/EEO Compliance Officer**  
Director of Human Resources  
800 South Taft Avenue  
Loveland, Colorado 80537  
(970) 613-5009  
nondiscrimination@tsd.org

**Student ADA/Section 504 Compliance Officer**  
Executive Director of Student Support Services  
800 South Taft Avenue  
Loveland, Colorado 80537  
(970) 613-5092  
nondiscrimination@tsd.org

De acuerdo con la política AC del consejo educativo, el Distrito Escolar de Thompson no discrimina sobre la base de características verdaderas o percibidas de una persona, tal como, pero sin limitación a, la raza, el color de piel, el sexo, la orientación sexual, la identidad de género, la expresión de género, la religión, el credo, el país de origen, la ascendencia, el estado de inmigración/ciudadanía, la edad, el estado civil, condiciones relacionadas con el embarazo o el parto, la información genética, una discapacidad mental o física, la necesidad para servicios de educación especial o cualquier otra clase protegida bajo ley federal, estatal y local al brindar admisión o acceso a, o trato o empleo en los programas y actividades del distrito escolar. La falta de competencia en inglés no será una barrera a la admisión o la participación.

Las siguientes personas han sido encargadas de recibir cualquier pregunta relacionada con las políticas de no discriminación:

**El/la responsable del cumplimiento de Título IX/ADA para empleados/Sección 504/EEO Compliance Officer**  
Director de Recursos Humanos  
800 South Taft Avenue  
Loveland, CO 80537  
(970)613-5009  
nondiscrimination@tsd.org

**El/la responsable del cumplimiento de ADA/Sección 504 para estudiantes**  
Director ejecutivo de Servicios de Apoyo al Estudiante  
800 South Taft Avenue  
Loveland, CO 80537  
(970)613-5092  
nondiscrimination@tsd.org
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# District Graduation Requirements Classes of 2024-2027

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<th>Academic Area</th>
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<th>24 Credit Diploma</th>
<th>24 Credit Distinction</th>
<th>28 Credit Distinction*</th>
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<tbody>
<tr>
<td>English Language Arts</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
<td>3.0</td>
<td>4.0</td>
<td>4.0</td>
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<tr>
<td>Science (at least 2 credits of science with a lab)</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
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<tr>
<td>Social Studies (Civics and at least 1 credit of U.S. or World History)</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>World Language</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Health and Fitness</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
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<tr>
<td>Career Pathway Elective</td>
<td>4.0</td>
<td>7.0</td>
<td>6.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Applied Arts/ CTE</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Total Credit Requirement</td>
<td>20.0</td>
<td>24.0</td>
<td>24.0</td>
<td>28.0</td>
</tr>
<tr>
<td>Additional Requirements</td>
<td></td>
<td></td>
<td>3.0 of 24.0 credits must be weighted Credits</td>
<td>3.5 weighted GPA</td>
</tr>
<tr>
<td>Community Service Requirement (20 hours)</td>
<td></td>
<td></td>
<td>3.5 weighted GPA</td>
<td></td>
</tr>
</tbody>
</table>

*This diploma type will no longer be awarded beginning with the Class of 2025.

**Diploma** - A student who fails to earn the 24 credits needed to receive a Thompson School District Diploma and did not apply for a 20 credit Thompson School District Diploma before February 1 of their senior year, may be considered for the 20 credit diploma. For more information, please visit Thompson School District Graduation Policy

**Post-Secondary College Course - Highly Recommended**
1.0 high school credit for college class(s) - (3.0 college credit hour courses = .50 high school credit)

**Capstone**
Through the Capstone Experience, students will develop skills in critical thinking, reasoning, communication, collaboration, problem solving, innovation, self-direction, and resourcefulness needed to meet the challenges of participating in the 21st century world. This presentation will exhibit the student’s creative ability, critical thinking and communication skills while demonstrating a clear understanding of the essential activities needed to achieve their career/ life goals.
To determine valedictorian and salutatorian, the high school of attendance will use the following process:

1. Students must be enrolled in their high school and maintain a full-time schedule throughout their senior year.
2. All grades, including those in weighted classes, initially will not carry weight (in other words we start with a student’s unweighted cumulative GPA, all A’s will be worth 4 points, B’s worth 3 points, etc.).
3. At the end of the second semester of the senior year, 0.025 will be added to each student’s cumulative grade point average for every 0.5 high school credit weighted class that is transcripted for which the student received a passing grade of C or higher.
   1. Example: If the student has passed 2 semesters of AP English Lang & Comp, 2 semesters of AP Calc AB, and 1 semester of College Composition 121 at the end of senior year, .125 (5 semesters x .025) will be added to that student’s unweighted cumulative grade point average.
4. A student may take weighted classes at any high school in the district or college courses that have been preapproved to qualify for our concurrent enrollment program and receive the .025 weighted credit per 3 credit college course.
   • 1 credit college course = .008
   • 2 credit college course = .017
   • 3 credit college course = .025
   • 4 credit college course = .033
   • 5 credit college course = .042
   • 6 credit college course = .050
5. After the addition of weighted points, a student will be named valedictorian or salutatorian if he/she has the highest GPA in his/her class, based on courses taken at their high school of attendance.
   1. If another student, whose GPA for courses taken at their high school of attendance is lower than that of student #1, surpasses student #1’s GPA due to weighted classes taken at another school outside of the student’s high school of attendance (i.e high school or college), that student will also be named valedictorian or salutatorian.
   2. example(multiple students)

*Weighted credit=Advanced Placement, International Baccalaureate, or College Credit courses

What does this accomplish?
1. A student is not penalized for taking more classes than someone with “identical” grades who has taken fewer classes.
2. It retains the incentive for taking weighted classes, i.e. classes that are more challenging and academically rigorous.
3. It retains the emphasis on academic excellence.
4. It is a more equitable method for determining Valedictorian and Salutatorian, as it does not penalize students who do not have transportation available to them to take courses at other schools.
<table>
<thead>
<tr>
<th></th>
<th><strong>English Language Arts</strong></th>
<th><strong>Mathematics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACT</strong></td>
<td>Score of 18 or better</td>
<td>Score of 19 or better</td>
</tr>
<tr>
<td><strong>ACT WorkKeys</strong></td>
<td>Bronze Designation or higher</td>
<td>Bronze Designation or higher</td>
</tr>
<tr>
<td><strong>ACCUPLACER</strong></td>
<td>Score of 62 or better on Reading Comprehension OR Score of 70</td>
<td>Score of 61 or better on Elementary Algebra</td>
</tr>
<tr>
<td></td>
<td>or better on Sentence Skills</td>
<td></td>
</tr>
<tr>
<td><strong>Next Generation ACCUPLACER</strong></td>
<td>Score of 241 or better on Reading OR Score of 236 or better on Writing</td>
<td>Score of 255 or better on Arithmetic (AR) OR Score of 236 on Quantitative Reasons, Algebra and Statistics (QAS)</td>
</tr>
<tr>
<td><strong>AP</strong></td>
<td>Score of 2 or better</td>
<td>Score of 2 or better</td>
</tr>
<tr>
<td><strong>ASVAB</strong></td>
<td>Score of 31 or better</td>
<td>Score of 31 or better</td>
</tr>
<tr>
<td><strong>College Course</strong></td>
<td>Grade of C- or better</td>
<td>Grade of C- or better</td>
</tr>
<tr>
<td><strong>IB</strong></td>
<td>Score of 4 or better</td>
<td>Score of 4 or better</td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td>Score of 470 or better</td>
<td>Score of 500 or better</td>
</tr>
<tr>
<td><strong>Capstone</strong></td>
<td>District Scoring Criteria (in development)</td>
<td>District Scoring Criteria (in development)</td>
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</table>
Advanced Placement Program

Advanced Placement (AP) courses are offered at each of our district comprehensive high schools. AP courses follow a national curriculum provided by The College Board, the publishers of the SAT college entrance exam. These courses give students the opportunity to earn college credit while still in high school. Each May, AP exams are offered to students as they complete their coursework. Students earning a minimum score on the exam can receive either elective credit or course replacement credit depending on the college or university policy. Parents and students are encouraged to review these policies on the college website for colleges under consideration. These are college level courses that reflect a student’s willingness to follow the demands and rigor of college level studies. AP courses assist students in stretching themselves to think or learn at a higher level and will help students stand out in the college admission process.

Advanced Placement: The Facts and College Success
A high school curriculum of high academic intensity and quality found in Pre-Advanced Placement/Advanced Placement courses is the factor that most contributes to a student’s likelihood of completing a college degree. Exposure to this curriculum is a much better predictor of college success than a student’s high school GPA or test scores. A fee is required for each AP exam but can be waived through the CDE’s and ESCAPE grant upon request.

Pre-AP
Honors classes engage students in active, high-level learning, thereby ensuring that every student develops the skills, habits of mind, and strategies to succeed in general coursework, Advanced Placement courses, and college.

Pre-AP features grade-level instruction intended to give all students the opportunity for growth.
Pre-AP offers a focused framework, instructional support, model lessons, classroom assessments, and an optional final exam.

Pre-AP focuses on skills that students will need to succeed in AP courses, college, and careers.
Pre-AP is back-mapped from AP courses, with input from teachers in middle school, high school, and colleges.
Most students take Pre-AP in grades 9 and 10, though some schools offer these high-school level courses in middle school.

Advanced Placement
Prepare for success in college by taking college-level courses while at Thompson School District. Benefits include:

- exposed to the rigor of college-level study
- explore advanced topics in greater depth and detail
- earn college credit while in high school
- build confidence in your capability to succeed in college
- increased likelihood of getting accepted to the college of your choice
- save money; course waivers earned in Advanced Placement will save on tuition
- improve your writing skills and sharpen your problem-solving techniques
- assume responsibility for reasoning, analyzing, and understanding for yourself
- earn up to a semester of college credit for free
- increase likelihood of college admission
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<th>Psychology</th>
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<td>Environmental Science</td>
<td>Seminar and Research</td>
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<td>Statistics</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Government and Politics Comparative</td>
<td>Drawing</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Government and Politics United States</td>
<td>2-D Art and Design</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Human Geography</td>
<td>3-D Art and Design</td>
</tr>
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<td>Computer Science Principles</td>
<td>Music Theory</td>
<td>U.S. History</td>
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<td>Economics: Macro</td>
<td>Physics 1 and 2 Algebra Based</td>
<td>World History: Modern</td>
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<td>Economics: Micro</td>
<td>Physics C: Electricity and Magnetism</td>
<td>World Language French</td>
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<td>English Language and Composition</td>
<td>Physics C: Mechanics</td>
<td>World Language German</td>
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For more information on the Advanced Placement Program, please visit [www.CollegeBoard.com](http://www.CollegeBoard.com)
WEIGHTED GRADES

In order to encourage high school students to take academically challenging classes and also to encourage them to enroll in a full schedule of classes, the following weighting will be applied to grades in advanced classes that meet the criteria below.

**Weighted Grades/Assessment System**

\[
\begin{align*}
A &= 5 \\
B &= 4 \\
C &= 3 \\
D &= 1 \\
F &= 0 \\
\end{align*}
\]

**Criteria for Weighted Grade Status**

1. All advanced placement (A.P.) courses at the high schools will have weighted grade status.

2. Students must be enrolled in five or more graded classes per semester in order to receive weighted grades.

3. Non-A.P. classes being considered for weighted grade status must meet the following criteria and be submitted to the Board of Education for approval:
   
   a. The curriculum goes beyond the recall level to include analysis, synthesis and evaluation of the subject matter with exercises in problem solving.
   
   b. Opportunity is available for individual student research and exploration of the subject with encouragement of creativity.
   
   c. Instructors cover their subject matter in more depth than in regular courses.
   
   d. Curriculum cannot just be more of the same or for enrichment only but must be qualitatively different.
   
   e. Critical thinking should be stressed along with the skills of planning, communication and decision-making.
   
   f. Productive thinking activities that encourage fluency, flexibility, originality and elaboration are included.
   
   g. Creative problem solving must also be included so that the skills of fact-finding, research, solution finding, evaluation and acceptance are developed.
   
   h. The written course objectives will reflect a majority of the standards mentioned above.

Adopted June 3, 1992
Revised May 5, 1993
Revised November 20, 2013

Cross ref.: IKA, Grading/Reporting Systems

*Please visit this link for the most current policy*
**Career and Academic Planning**

**Suggested Activities to Support Quality Decisions for High School**

**All Grades**
- Academic and postsecondary planning with your counselors
- Individual Career and Academic planning (ICAP)
- ICAP career and academic plan (including interest pathway electives)
- Xello
- College Preparatory course of study
- Community Service
- Extracurricular activities

**Freshman**
- PSAT
- ASPIRE
- AP classes (Advanced Placement) tests taken in May each year

**Sophomore**
- ASPIRE
- PSAT 10
- ASVAB (Armed Services Vocational Aptitude Battery) A multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military
- AP classes (Advanced Placement) tests taken in May each year

**Junior**
- PSAT/NMSQT (National Merit Scholarship Qualifying Test) given in fall
- SAT (Scholastic Assessment Test) fall and spring national test dates as state mandated in late April for all juniors
- SAT II Subject tests
- ACT or ACT with Writing (American College Test) fall and spring national test
- ASVAB (Armed Services Vocational Aptitude Battery) military placement
- AP classes (Advanced Placement) tests taken in May each year

**Senior**
- College Concurrent Enrollment classes - at home high school or community college
- Research college/postsecondary options and visit campuses
- Begin application process for appointment to U.S. military academies
- Sign up for NCAA or NAIA Clearinghouses for college athletic participation
- Attend Financial Aid evening or postsecondary informational meeting

- SAT (Scholastic Assessment Test) fall and spring national test dates
- ACT or ACT with Writing (American College Test) fall and spring national test dates
- ASVAB: A multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military
- AP classes—tests taken in May each year
- Xello
- ICAP activities: explore scholarship applications/databases ([fastweb.com](http://fastweb.com), [College in Colorado](http://College in Colorado)), request transcripts and letters of recommendations, develop resume, add colleges to My List, update Profile, update Plan of Study, update career and academic goals, add test scores, complete senior exit survey
- Complete Senior Interview with counselor
- Campus and post high school program visits
- Attend Financial Aid evening
- Complete financial aid forms (FAFSA) after October 1st
- Apply for appointment to U.S. military academies by October
- Write college essay
These are general guidelines to help you with the college admissions process. Factors such as grade point average, school activities, college entrance test scores and course of study are considered. Please consult your counselor for more details. Specialized schools may have different guidelines; see your counselor for those options or visit the Colorado Admissions Tool (https://www.coadmissionstool.org/)

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<thead>
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<th>REQUIREMENTS</th>
<th>TEST SCORES</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Admissions:</td>
<td>ACT Composite 17-20</td>
<td>In State: Colorado Northwestern CC, Front Range CC, Aims CC, Colorado Mountain, Northeastern Junior College</td>
</tr>
<tr>
<td>No Requirements</td>
<td>SAT (verbal and math) 830-950</td>
<td>Out of State:</td>
</tr>
<tr>
<td>Suggested for Success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Admissions</td>
<td>ACT Composite 18-21</td>
<td>In State: DeVry University, College America, Colorado Technical University</td>
</tr>
<tr>
<td>May accept students from lower 50% of class</td>
<td>SAT (verbal and math) 870-990</td>
<td>Out of State:</td>
</tr>
<tr>
<td>GPA 2.0</td>
<td></td>
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</tr>
<tr>
<td>4 years English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years Math</td>
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<tr>
<td>3 years Science</td>
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<tr>
<td>3 years Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-year Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years Academic Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional Admissions:</td>
<td>ACT Composite 20-23</td>
<td>In State: University of Wyoming, Montana State University</td>
</tr>
<tr>
<td>Top 50% of class</td>
<td>SAT (verbal and math) 950-1070</td>
<td>Out of State:</td>
</tr>
<tr>
<td>GPA 2.5</td>
<td></td>
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</tr>
<tr>
<td>4 years English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years Math</td>
<td></td>
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</tr>
<tr>
<td>3 years Science</td>
<td></td>
<td></td>
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<tr>
<td>3 years Social Studies</td>
<td></td>
<td></td>
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<tr>
<td>1-year Foreign Language</td>
<td></td>
<td></td>
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<tr>
<td>2 years Academic Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selective Admissions*</td>
<td>ACT Composite 22-27</td>
<td>In State: University of Denver, Regis University, Colorado Christian University</td>
</tr>
<tr>
<td>Top 25% of class</td>
<td>SAT (verbal and math) 1030-1220</td>
<td>Out of State:</td>
</tr>
<tr>
<td>GPA 3.2+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3 years Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years Academic Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly Selective Class Admissions *</td>
<td>ACT Composite 27-31</td>
<td>In State: Colorado College, U.S. Air Force Academy</td>
</tr>
<tr>
<td>Top 10% of class</td>
<td>SAT (verbal and math) 1220-1600</td>
<td>Out of State:</td>
</tr>
<tr>
<td>GPA 3.5+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4 years Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4 years Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years Academic Electives</td>
<td>*Check with school of choice to determine if writing component is required for ACT and/or SAT</td>
<td></td>
</tr>
</tbody>
</table>

*Check with school of choice to determine if writing component is required for ACT and/or SAT
## GPA and Test Score Ranges of Admitted Freshmen - Fall 2017 Data

**Colorado Public Four-Year Colleges and Universities**

The data below reflect the middle 50% ranges of students admitted at each institution - 25% had above and 25% had below these ranges. These are NOT requirements, but a guide to each institution's standards.

Both ACT & SAT are accepted by Colorado public institutions. Please refer to the online College Admission Guidelines tool for more information on admission criteria: [cpm.admissionstool.org](http://cpm.admissionstool.org)

### Table of GPA and Test Score Ranges

<table>
<thead>
<tr>
<th>Institution</th>
<th>High School GPA</th>
<th>ACT</th>
<th>SAT*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mid-50% GPA range of admitted students (4.0 scale - includes weighted GPAs)</td>
<td>Mid-50% ACT range of admitted students (composite scores)</td>
<td>Taken March 2016 &amp; After Mid-50% SAT range of admitted students (Evidenced Based Reading &amp; Writing + Math)</td>
</tr>
<tr>
<td>Adams State University</td>
<td>2.70 - 3.60</td>
<td>17 - 22</td>
<td>950 - 1120</td>
</tr>
<tr>
<td>Colorado Mesa University</td>
<td>3.15 - 3.83</td>
<td>20 - 25</td>
<td>1020 - 1200</td>
</tr>
<tr>
<td>Colorado School of Mines</td>
<td>3.71 - 3.98**</td>
<td>29 - 33</td>
<td>1330 - 1460</td>
</tr>
<tr>
<td>Colorado State University Fort Collins</td>
<td>3.33 - 4.00</td>
<td>23 - 29</td>
<td>1120 - 1300</td>
</tr>
<tr>
<td>Colorado State University Global</td>
<td>2.80 - 3.60</td>
<td>18 - 23</td>
<td>980 - 1160</td>
</tr>
<tr>
<td>Colorado State University Pueblo</td>
<td>2.91 - 3.76</td>
<td>18 - 23</td>
<td>950 - 1120</td>
</tr>
<tr>
<td>Fort Lewis College</td>
<td>3.08 - 3.81</td>
<td>20 - 25</td>
<td>1040 - 1190</td>
</tr>
<tr>
<td>Metropolitan State University of Denver</td>
<td>2.59 - 3.42</td>
<td>17 - 22</td>
<td>920 - 1110</td>
</tr>
<tr>
<td>University of Colorado Boulder</td>
<td>3.44 - 4.00</td>
<td>25 - 31</td>
<td>1180 - 1350</td>
</tr>
<tr>
<td>University of Colorado Colorado Springs</td>
<td>3.10 - 3.87</td>
<td>20 - 26</td>
<td>1070 - 1250</td>
</tr>
<tr>
<td>University of Colorado Denver</td>
<td>3.23 - 3.93</td>
<td>21 - 27</td>
<td>1070 - 1260</td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td>3.07 - 3.83</td>
<td>19 - 25</td>
<td>1030 - 1230</td>
</tr>
<tr>
<td>Western State Colorado University</td>
<td>2.95 - 3.75</td>
<td>20 - 25</td>
<td>1025 - 1200</td>
</tr>
</tbody>
</table>

* SAT totals = Evidenced Based Reading & Writing + Math subscores. It does NOT include the Essay or Written Component score.

** Colorado School of Mines does NOT use weighted GPAs in making an admission decision - they use unweighted only.

Colorado Community Colleges are open admission in mission and do not have admission requirements.

For additional information including transfer admissions, please visit: [highered.colorado.gov/Academics/Admissions/](http://highered.colorado.gov/Academics/Admissions/)
Guidelines for College Admissions

Freshman admission standards apply to students who:
* are applying to go to college right after high school graduation; and/or
* have earned fewer than 24 college level credit hours after high school graduation.

Freshman admission formula illustration and details:

Colorado public four-year colleges and universities consider the following in making freshman admission decisions:

> **High School GPA** (if your high school provides a weighted GPA on your transcript, it will be considered in the admission process)
> **Test Scores**—either SAT or ACT (if taking the SAT, visit the Khan Academy to prep for the exam) - Institutions will often consider subject scores too
> **Academic course mix and rigor** (see below for more information)
> **Extracurricular activities and other considerations** (includes internships, work, sports, leadership, extenuating circumstances, etc.)

### Academic Course Mix and Rigor:

Course rigor can include Concurrent/Dual Enrollment courses, Honors, AP, IB, and more.

Course mix is represented by the Higher Education Admission Recommendations (HEAR): the type and number of high school courses students should successfully complete to demonstrate college readiness - these courses can also be substituted with internships, capstones, and similar in the relevant academic areas:

<table>
<thead>
<tr>
<th>Academic Area</th>
<th>Recommended Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 Units</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3 Units (2 Units lab-based)</td>
</tr>
<tr>
<td>Social Science</td>
<td>3 Units (1 Unit U.S. or world history)</td>
</tr>
<tr>
<td>World Language</td>
<td>1 Unit</td>
</tr>
<tr>
<td>Academic Electives</td>
<td>2 Units</td>
</tr>
</tbody>
</table>

**TOTAL** 17 Units

A unit - one year of a high school course. If you are taking a college level course while in high school, one semester = one unit.

*Currently, the HEAR math recommendation is that students should complete up through Algebra 2. However, some college programs require freshman students to be ready for calculus. Some recommend Statistics or Math for Liberal Arts preparation. If you know which program or area of study you wish to pursue in college, contact the admission or academic advising office at the institution you are considering for specific math preparation information.
Career & Technical Education (CTE) Pathways

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.

Our pathways include plans of study which are a coherent, articulated sequence of career-related courses beginning in the ninth grade and leading to an industry-recognized certificate or licensure, and/or an associate or baccalaureate degree and beyond. This plan provides a "road map" to a student’s career goal. Our pathways highlight secondary to postsecondary linkages allowing for seamless transition to further education. The pages following are yearly course recommendations for students to complete each pathway including post-secondary options available at Thompson School District in partnership with local community colleges and universities.

Our Career & College Readiness Initiatives provide resources and strategies for preparing students with the knowledge, attitude, and skills needed for the 21st century workforce.

Post-secondary Workforce Readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter higher education and the workforce, to compete in the global economy, develop consistent intellectual growth throughout their lifespan as a result of rigorous, relevant and intentional course sequencing.

An individualized career and academic plan is both a document and a process that students use with support from school counselors, teachers, and parents to define their career goals and post-secondary plans in order to inform the student’s decisions about their courses and activities throughout school.

Colorado CTE provides a connected, responsive and real education system with seamless transitions from 6th grade through certificate or degree attainment. This system: Integrates industry defined technical and academic skills necessary for career readiness through flexible Plans of Study, building individual career & academic plans (ICAP), facilitating seamless transitions through concurrent enrollment, articulation, and stackable credentials.

For more information please visit our website https://www.thompsonschools.org/CTE
For more information visit:

http://www.coloradostateplan.com/
RECOMMENDED HIGH SCHOOL COURSE SEQUENCE

1st Year
Introduction to Agriculture 5900, 5901

2nd Year
Principles of Animal & Vet Science A/B (BHS & TVHS) 5910, 5911
Principles of Plant Science A/B (BHS) 5912, 5913
Principles of Horticulture Science A/B (TVHS) 5914, 5915
Principles of Natural Resource Management A/B (TVHS) 5916, 5917

3rd Year
Animal Production A/B (BHS) 5920, 5921
Crop Production & Management / Greenhouse Production (BHS) 5930, 5931
Principles of Animal & Vet Science A/B (TVHS) 5910, 5911
Principles of Horticulture Science A/B (TVHS) 5914, 5915
Principles of Natural Resource Management A/B (TVHS) 5916, 5917

High School Select: Postsecondary Credit Options Available through Front Range Community College

*3rd Year

AP Biology 3026, 3027
eligible for General College Biology BIO 111 – 5 college credits

4th Year
Agriculture Capstone/Agriculture Leadership (BHS & TVHS) 5984, 5985
Pathfinder Internship – Agriculture, Food and Natural Resources 5083

*Students who successfully enroll in and successfully complete the above college coursework, and successfully complete BIO 105 or BIO 111 (see above) through High School Select or Campus Select, can complete the FRCC Veterinary Technician Assistant Certificate.
# Career Pathway: Architecture and Construction

**Colorado Career Cluster - STEM, Arts, Design and Information Technology**

## RECOMMENDED HIGH SCHOOL COURSE SEQUENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Invention and Design</td>
<td>8300</td>
</tr>
<tr>
<td></td>
<td>Construction 1*</td>
<td>8310, 8311</td>
</tr>
<tr>
<td>2nd</td>
<td>Construction 2*</td>
<td>8312</td>
</tr>
<tr>
<td></td>
<td>Geometry in Construction</td>
<td>2024, 2025, 8314, 8315</td>
</tr>
<tr>
<td></td>
<td>Technical Drawing</td>
<td>8302, 8303</td>
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<tr>
<td></td>
<td>Postsecondary Credit Options Available through High School Select:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AIMS Community College (CAR 100, CAR 101, CAR 102) *eligible for 3 college credits total</td>
<td>8310, 8311, 8312</td>
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<tr>
<td></td>
<td>TVHS</td>
<td>8318, 8319</td>
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<tr>
<td>3rd</td>
<td>Architectural Drawing</td>
<td>8304, 8305</td>
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<tr>
<td></td>
<td>Project Design Team</td>
<td>8306, 8307</td>
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<tr>
<td>4th</td>
<td>Pathfinder Internship – STEM, Arts, Design and Information Technology</td>
<td>5085</td>
</tr>
</tbody>
</table>

Thompson Career Campus - Construction Skilled Trades
# Career Pathway: Arts and Visual Design
Colorado Career Cluster - Hospitality, Human Services and Education

## RECOMMENDED HIGH SCHOOL COURSE SEQUENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year</strong></td>
<td>Design Seminar</td>
<td>8142</td>
</tr>
<tr>
<td></td>
<td>Interior Design 1</td>
<td>8008</td>
</tr>
<tr>
<td></td>
<td>Fashion Design / Merchandising 1</td>
<td>8138</td>
</tr>
<tr>
<td><strong>2nd Year</strong></td>
<td>Interior Design 2*</td>
<td>8009</td>
</tr>
<tr>
<td></td>
<td>Fashion Design / Merchandising 2</td>
<td>8140</td>
</tr>
<tr>
<td><em>Postsecondary Credit Options through High School Select:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FRCC College Credit:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8009 – eligible for Intro to Interior Design</td>
<td>IND 105 – 3 college credits</td>
<td></td>
</tr>
<tr>
<td><strong>3rd year</strong></td>
<td>Pathfinder Internship – STEM, Arts, design and Information Technology</td>
<td>5085</td>
</tr>
<tr>
<td><strong>4th Year</strong></td>
<td>Pathfinder Internship – STEM, Arts, design and Information Technology</td>
<td>5085</td>
</tr>
</tbody>
</table>
**Career Pathway: Business**  
Colorado Career Cluster - Business, Marketing and Public Administration

**RECOMMENDED HIGH SCHOOL COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>Intro to Business and Marketing</td>
<td>5018</td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
<td>5014, 5015</td>
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<tr>
<td></td>
<td>Business Law</td>
<td>5019</td>
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<tr>
<td></td>
<td>Finance</td>
<td>5020</td>
</tr>
<tr>
<td></td>
<td>Career Development</td>
<td>5022</td>
</tr>
<tr>
<td>2nd Year</td>
<td>Accounting 2</td>
<td>5016</td>
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<tr>
<td></td>
<td>Entrepreneurship 1</td>
<td>5120, 5121</td>
</tr>
<tr>
<td>3rd Year</td>
<td>Accounting 3</td>
<td>5017</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship 2</td>
<td>5124, 5125</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>5021</td>
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<tr>
<td>4th Year</td>
<td>Business Work Experience</td>
<td>5030, 5031, 5032, 5033, 5034, 5035</td>
</tr>
<tr>
<td></td>
<td>Pathfinder Internship – Business, Marketing and Public Administration</td>
<td>5084</td>
</tr>
</tbody>
</table>
## Career Pathway: Business Information Technology

Colorado Career Cluster - Business, Marketing and Public Administration

### RECOMMENDED HIGH SCHOOL COURSE SEQUENCE

#### 1st Year
- **Computer Applications** 5002
- **Computer Graphics Business 1** 5004
- **Multi-Media Technology** 5006
- **Programming Concepts** 5026

#### 2nd Year
- **Computer Applications Advanced** 5003
- **Computer Graphics Business 2** 5005
- **GIS in Business** 5122
- **Web Design** 5012
- **AP Computer Science Principles** 5080, 5081

#### 3rd Year
- **AP Computer Science A** 5028, 5029
- **Computer Graphics Business 3- Animation** 5076

**Career Pathway Program** – Career Pathway Program scheduled half Day at college eligible. Pathway is eligible for both high school and college credit (see below)

**AIMS Loveland Campus Graphic Design**
- 3.0 high school credits

**AIMS College Credit from Graphic Design Career Pathway:**
- 12 college credit hours
  - Adobe Photoshop I MGD 111 – 3 college credits
  - Adobe Photoshop II MGD 211 – 3 college credits
  - Adobe Illustrator I MGD 112 – 3 college credits
  - Adobe Illustrator II MGD 212 – 3 college credits

Graphic and Software Applications Certification upon completion of program. Certification counts towards the Graphic Design Associate Degree at AIMS.

#### 4th Year
- **Computer Graphics Business 4 – Advanced Animation** 5078
- **Pathfinder Internship – Business, Marketing and Public Information** 5084

**Career Pathway Program** – Career Pathway Program scheduled half Day at college eligible. Pathway is eligible for both high school and college credit (see below)

**AIMS Loveland Campus Animation Career Pathway**
- 3.0 high school credits

**AIMS College Credit from Animation Career Pathway:**
- 12 college credit hours
  - Digital Animatics MGD 142 – 3 college credits
  - 2D Animation Production MGD 152 – 3 college credits
  - Maya I MGD 119 – 3 college credits
  - Maya II MGD 219 – 3 college credits

CA Animation Certification upon completion of program. Certification counts towards the Animation Associate's Degree at AIMS.
RECOMMENDED HIGH SCHOOL COURSE SEQUENCE

1st Year
Intro to Electronics and Programming 5256, 5257
Programming Concepts 5026
Intro to Robotics 8420, 8421

2nd Year
Advanced Electronics and Programming 8708, 8709
Robotics Leadership 8422, 8423
AP Computer Science Principles 5080, 5081

3rd Year
AP Computer Science A 5028, 5029

Career Pathway Program – Career Pathway Program scheduled half Day at college eligible. Pathway is eligible for both high school and college credit (see below)
AIMS Loveland Campus Graphic Design 3.0 high school credits

AIMS College Credit from Graphic Design Career Pathway:
Adobe Photoshop I MGD 111 – 3 college credits
Adobe Photoshop II MGD 211 – 3 college credits
Adobe Illustrator I MGD 112 – 3 college credits
Adobe Illustrator II MGD 212 – 3 college credits

Graphic and Software Applications Certification upon completion of program. Certification counts towards the Graphic Design Associate Degree at AIMS.

4th Year
Pathfinder Internship – STEM, Arts, Design and Information Technology 5085

Career Pathway Program – Career Pathway Program scheduled half Day at college eligible. Pathway is eligible for both high school and college credit (see below)
AIMS Loveland Campus Animation 3.0 high school credits

AIMS College Credit from Animation Career Pathway:
Digital Animatics MGD 142 – 3 college credits
2D Animation Production MGD 152 – 3 college credits
Maya I MGD 119 – 3 college credits
Maya II MGD 219 – 3 college credits

CA Animation Certification upon completion of program. Certification counts towards the Animation Associate’s Degree at AIMS.

Postsecondary Campus Select Credit Options:
FRCC College Credit:
● Networking CNG 124
● A+ certification Program CNG 120
● Network Security fundamentals CNG 132

Thompson Career Campus – Information Technology
<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year</strong></td>
<td></td>
</tr>
<tr>
<td>Child and Adolescent Development</td>
<td>8125</td>
</tr>
<tr>
<td><strong>2nd Year</strong></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education 101</td>
<td>8012</td>
</tr>
<tr>
<td>Early Childhood Education 102</td>
<td>8013</td>
</tr>
<tr>
<td><strong>3rd Year</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher Cadet 1</td>
<td>8014, 8015</td>
</tr>
<tr>
<td><strong>4th Year</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher Cadet 2</td>
<td>8016, 8017</td>
</tr>
<tr>
<td>Pathfinder Internship – Hospitality, Human Services and Education</td>
<td>5086</td>
</tr>
</tbody>
</table>
**Career Pathway: Graphic Design**
Colorado Career Cluster – Arts, A/V Technology and Communication

<table>
<thead>
<tr>
<th>RECOMMENDED HIGH SCHOOL COURSE SEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year</strong></td>
</tr>
<tr>
<td><strong>Computer Graphics Art 1</strong></td>
</tr>
<tr>
<td><strong>Drawing 1</strong></td>
</tr>
<tr>
<td><strong>Photography 1</strong></td>
</tr>
<tr>
<td><strong>2nd Year</strong></td>
</tr>
<tr>
<td><strong>Painting 1</strong></td>
</tr>
<tr>
<td><strong>Computer Graphics Arts 2</strong></td>
</tr>
<tr>
<td><strong>Drawing 2</strong></td>
</tr>
<tr>
<td><strong>Photography 2</strong></td>
</tr>
<tr>
<td><strong>3rd Year</strong></td>
</tr>
<tr>
<td><strong>Painting 2</strong></td>
</tr>
<tr>
<td><strong>Photography 3</strong></td>
</tr>
<tr>
<td><strong>Digital Animatics</strong></td>
</tr>
<tr>
<td><strong>2D Animation Production</strong></td>
</tr>
<tr>
<td><strong>Maya I</strong></td>
</tr>
<tr>
<td><strong>Maya II</strong></td>
</tr>
<tr>
<td><strong>Pathfinder Internship – Arts, A/V Technology and Communication</strong></td>
</tr>
</tbody>
</table>
## RECOMMENDED HIGH SCHOOL COURSE SEQUENCE

**YEAR 1**
**GATEWAY LEVEL COURSES - FRCC**
Semester 1- Nurse Aide Health Care Skills & Nurse Aide Clinical Experiences
- Health Science 1 AM 5200
- Health Science 1 PM 5202

**APPLICATION LEVEL COURSES - FRCC**
Semester 2- Medical Office Administration/Intro. to Med Terminology
- Health Science 1 AM 5204
- Health Science 1 PM 5202

**YEAR 2**
Semester 3- Disease Process & Treatment/Pharmacology
- Health Science 2 AM 5210
- Health Science 2 PM 5212

Semester 4- Med Assistant Lab, Clinical Skills
- Health Science 2 AM 5214
- Health Science 2 PM 5216

**Thompson Career Campus – Health Sciences**
<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Culinary Careers and Nutrition</td>
<td>8018</td>
</tr>
<tr>
<td>2nd</td>
<td>Catering</td>
<td>8006, 8007</td>
</tr>
<tr>
<td>3rd</td>
<td>ProStart 1</td>
<td>8134, 8135</td>
</tr>
<tr>
<td></td>
<td>Catering Advanced</td>
<td>8026, 8027</td>
</tr>
<tr>
<td>4th</td>
<td>ProStart 2</td>
<td>8136, 8137</td>
</tr>
<tr>
<td></td>
<td>Pathway Internship – Hospitality, Human Services and Education</td>
<td>5086</td>
</tr>
<tr>
<td></td>
<td>Baking and Pastry</td>
<td>8040, 8041</td>
</tr>
</tbody>
</table>

*Postsecondary Credit Options Available through High School Select:

**Metro State Enrollment College Credit:**
- 8134 / 8135 – eligible for Food Fundamentals
  - HTE 1533 – 3 college credits
- 8136 / 8137 – eligible for Food Preparation and Sanitation
  - HTE 1603 – 3 college credits
RECOMMENDED HIGH SCHOOL COURSE SEQUENCE

1st Year

Manufacturing Processes, Entrepreneurship and Design IB MYP 8438, 8439

Invention and Design 8300
Manufacturing 1 8330
Intro to Robotics 8420, 8421

Transportation 1 8320

*Postsecondary Credit Options Available through High School Select:

Front Range Community College
5683 – eligible for Basic Shielded Metal Arc I
5743 – eligible for Safety for Welders

2nd Year

Transportation 2 8322, 8323
Manufacturing 2 8332, 8333
Robotics Leadership 8422, 8423

3rd Year

Career Pathway Program – Career Pathway Program scheduled half Day at college eligible. Pathway is eligible for both high school and college credit (see below)

FRCC Welding and Metal Fabrication 3.0 high school credits

FRCC College Credit from Welding and Metal Fabrication Career Pathway: 13 college credits

Safety for Welders WEL 100 – 1 college credit
Allied Cutting Process WEL 101 – 4 college credits
Basic Shielded Metal Arc I WEL 103 – 4 college credits
Intro to Gas Metal Arc Welding WEL 125 – 4 college credits

*Students who successfully enroll in and successfully complete the above college coursework can complete the FRCC Welding Fundamentals Certificate and the Oxyacetylene Welding Certificate

Career Pathway Program– Career Pathway Program scheduled half Day at college eligible. Pathway is eligible for both high school and college credit (see below)

FRCC Automotive Technology & Service 3.0 high school credits

FRCC College Credit from Career Pathway: 10 college credits

Auto Shop Orientation ASE 101 – 2 college credits
Brakes I ASE 110 – 2 college credits
Steering & Suspension ASE 140 – 2 college credits
Basic Auto Electricity ASE 120 – 2 college credits
General Engine Diagnosis ASE 130 – 2 college credits

* Students can earn optional FRCC college credit through our concurrent enrollment option. Check with your counselor for more information about enrollment requirements. Students can complete the FRCC General Automotive Repair & Maintenance Certificate during this program. College courses also apply towards a variety of additional certificate and degree programs under the Automotive Technology Program at FRCC.
4th Year

Pathfinder Internship – STEM, Arts, design and Information Technology  5085

Career Pathway Program – Career Pathway Program scheduled half Day at college eligible. Pathway is eligible for both high school and college credit (see below)
FRCC 2nd Year Welding and Metal Fabrication  3.0 high school credits

FRCC College Credit from Career Pathway:
Intro to Gas Tungsten Arc Welding
Advanced Gas Tungsten Arc Welding

*Students who successfully enroll in and successfully complete the above college coursework (including Year 1 coursework) can complete the FRCC Gas Tungsten Arc Welding (TIG) Certificate

Thompson Career Campus - Construction Skilled Trades
TCC Construction Pathway
## RECOMMENDED HIGH SCHOOL COURSE SEQUENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Teen Challenges and Choices</td>
<td>8000</td>
</tr>
<tr>
<td></td>
<td>Nutrition and Wellness</td>
<td>8020</td>
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<tr>
<td>2nd</td>
<td>Life Management</td>
<td>8001</td>
</tr>
<tr>
<td>3rd</td>
<td>Relationships</td>
<td>8002</td>
</tr>
<tr>
<td>4th</td>
<td>Pathway Internship – Hospitality, Human Services and Education</td>
<td>5086</td>
</tr>
</tbody>
</table>
# Career Pathway: Marketing

Colorado Career Cluster - Business, Marketing and Public Administration

## RECOMMENDED HIGH SCHOOL COURSE SEQUENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Intro to Business and Marketing</td>
<td>5018</td>
</tr>
<tr>
<td></td>
<td>Sports and Entertainment Marketing</td>
<td>5040</td>
</tr>
<tr>
<td></td>
<td>Web Design</td>
<td>5012</td>
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<tr>
<td>2nd</td>
<td>Entrepreneurship 1</td>
<td>5120, 5121</td>
</tr>
<tr>
<td></td>
<td>Marketing Research</td>
<td>5041</td>
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<tr>
<td></td>
<td>Social Media and Advertising</td>
<td>5042</td>
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<tr>
<td>3rd</td>
<td>Accounting 3</td>
<td>5017</td>
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<tr>
<td></td>
<td>Entrepreneurship 2</td>
<td>5124, 5125</td>
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<tr>
<td></td>
<td>IB Business and Management</td>
<td>5320, 5321</td>
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<tr>
<td>4th</td>
<td>Marketing Work Experience</td>
<td>5050, 5051, 5052, 5053, 5054, 5055</td>
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<tr>
<td></td>
<td>Pathfinder Internship – Business, Marketing and Public Administration</td>
<td>5084</td>
</tr>
<tr>
<td>Year</td>
<td>Course</td>
<td>Codes</td>
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<tr>
<td>-----------</td>
<td>---------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1st Year</td>
<td>Introduction to Engineering Design*</td>
<td>8400, 8401</td>
</tr>
<tr>
<td></td>
<td>Principles of Engineering*</td>
<td>8402, 8403</td>
</tr>
<tr>
<td></td>
<td><strong>Postsecondary Credit Options Available through High School</strong> Select:</td>
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</tr>
<tr>
<td></td>
<td>University of Colorado at Colorado Springs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8400 / 8401 – eligible for Introduction to Engineering Design</td>
<td>ENGR 1503 – 2 college credits</td>
</tr>
<tr>
<td></td>
<td>8402 / 8403 – eligible for Principles of Engineering</td>
<td>ENGR 1502 – 3 college credits</td>
</tr>
<tr>
<td>2nd Year</td>
<td><strong>Computer Integrated Manufacturing</strong></td>
<td>8406, 8407</td>
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<tr>
<td>3rd Year</td>
<td>Aerospace Engineering</td>
<td>8410, 8411</td>
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<tr>
<td></td>
<td>Engineering Design and Development</td>
<td>8414, 8515</td>
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<tr>
<td>4th Year</td>
<td>Environmental Sustainability</td>
<td>3080, 3081</td>
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<tr>
<td></td>
<td>Pathfinder Internship – STEM, Arts, Design and Information Technology</td>
<td>5085</td>
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<tr>
<td>Year</td>
<td>Course</td>
<td>Code</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>1st</td>
<td>Video Production 1</td>
<td>6634</td>
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<tr>
<td>2nd</td>
<td>Video Production 2</td>
<td>6636, 6637</td>
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<tr>
<td></td>
<td>Video Communication 1</td>
<td>6628, 6629</td>
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<tr>
<td>3rd</td>
<td>Video Communication 2</td>
<td>6632, 6633</td>
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<tr>
<td>4th</td>
<td>Pathfinder Internship – Arts, A/V Technology and Communication</td>
<td>TBD</td>
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</table>
### Agricultural Science

**Students who take Agricultural courses may join FFA - All grades**

The Agricultural program is located at Berthoud High and Thompson Valley. Transportation may be arranged for students at other high schools who wish to participate in this program.

**AGRICULTURE CAPSTONE / AGRICULTURE LEADERSHIP**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>BHS, TVHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5984, 5985</td>
<td></td>
</tr>
</tbody>
</table>

- Credit: 1.0 Career Pathway Elective
- Recommended: Intro to Agricultural Science & Technology, Agriscience & one or both of the Advanced Systems Class
- Pathway: Agricultural Science – Agriculture, Food and Natural Resources

*In Agriculture Capstone, students will:*
- explore an agriculture industry of their choosing
- enhance their knowledge of agribusiness fundamentals
- gain the knowledge and skills to be Career and/or College Ready
- become familiar with global agriculture issues and concepts
- be required to participate in a Supervised Agriculture Experience
- develop leadership and employability skills for future careers and endeavors
- have the chance to participate in educational field trips and experiences pertaining to agriculture and FFA on a district, state, and national level

**PRINCIPLES OF ANIMAL & VET SCIENCE A/B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>BHS, TVHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5910, 5911</td>
<td></td>
</tr>
</tbody>
</table>

- Credit: .50 Career Pathway Elective – Semester 1
- Credit: .50 Science - Semester 2- (meets 3rd year science requirement)
- Recommended: Intro to Agriculture
- Fee: $25 per semester
- Pathway: Agricultural Science – Agriculture, Food and Natural Resources

In Principles of Animal & Vet Science A & B, students will:

- Develop knowledge, skills and understanding in the biological processes and physiological systems found in livestock and companion animal species
- Explore anatomy and physiology, growth and development, muscular and skeletal systems, integumentary system, respiratory and circulatory systems, nervous system, lymphatic and endocrine systems and excretory system
- Enhance knowledge about the scientific process including observation, hypothesizing, data gathering, interpretation, analysis and application
- Explore career opportunities and educational preparation
- Become familiar with global agriculture issues and concepts
- Be required to participate in a Supervised Agriculture Experience
- Develop leadership and employability skills for future careers and endeavors
- Have the chance to participate in educational field trips and experiences pertaining to agriculture and FFA on a district, state, and national level
Agricultural Science

Students who take Agricultural courses may join FFA- All grades

The Agricultural program is located at Berthoud High and Thompson Valley. Transportation may be arranged for students at other high schools who wish to participate in this program.

PATHFINDER INTERNSHIP – AGRICULTURE, FOOD AND NATURAL RESOURCES 5083
BHS, LHS, MVHS, TVHS
Credit: .50 Career Pathway Elective
Pathway: Agricultural Science - Agriculture, Food and Natural Resources

In Pathway Internship, students will:
- Learn to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to, the following: discussion of professional job requirements, awareness and knowledge of career opportunities, building vocabulary apopocope to the area of professional interest, development of decision-making skills, and development of personal and educational job-related skills

PRINCIPLES OF HORTICULTURE SCIENCE A/B 5914, 5915
TVHS
Credit: .50 Career Pathway Elective - Semester 1
Credit: .50 Science - Semester 2 (meets 3rd year science requirement)
Fee: $25 per semester
Pathway: Agricultural Science - Agriculture, Food and Natural Resources

In Principles of Horticulture Science A&B, students will:
- Introduce students to the horticulture industry
- Explore areas such as horticulture research and horticultural careers
- Enhance knowledge on plant anatomy, seed germination, plant propagation, growing media, pest management, hydroponics, identifying horticultural plants, soil science, and growing greenhouse crops
- Improve industry standard workplace skills
- Become familiar with global agriculture issues and concepts
- Be required to participate in a Supervised Agriculture Experience
- Develop leadership and employability skills for future careers and endeavors
- Have the chance to participate in educational field trips and experiences pertaining to agriculture and FFA on a district, state, and national level

PRINCIPLES OF NATURAL RESOURCE MANAGEMENT A/B 5916, 5917
TVHS
Credit: 1.0 Career Pathway Elective
Recommended: Introduction to Agriculture
Fee: $25 per semester
Pathway: Agricultural Science - Agriculture, Food and Natural Resources

In Principles of Natural Resource Management A/B, students will:
- Explore careers in Natural Resources and Environmental Sciences
- Expand knowledge on the foundational principles of ecology including the fields of geology, meteorology, biology and chemistry related to the conservation, natural resources, and fish and wildlife management
- Develop an understanding of environmental issues and science
- Be required to participate in a Supervised Agriculture Experience
- Develop leadership and employability skills for future careers and endeavors
- Have the chance to participate in educational field trips and experiences pertaining to agriculture and FFA on a district, state, and national level
**Agricultural Science**

*Students who take Agricultural courses may join FFA - All grades*

The Agricultural program is located at Berthoud High and Thompson Valley. Transportation may be arranged for students at other high schools who wish to participate in this program.

**PRINCIPLES OF PLANT SCIENCE A/B**

<table>
<thead>
<tr>
<th>BHS</th>
<th>5912, 5913</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: .50 Career Pathway Elective - Semester 1</td>
<td></td>
</tr>
<tr>
<td>Credit: .50 Science = Semester 2 (meets 3rd year science requirement)</td>
<td></td>
</tr>
<tr>
<td>Recommended: Introduction to Agriculture</td>
<td></td>
</tr>
<tr>
<td>Fee: $25 per semester</td>
<td></td>
</tr>
<tr>
<td>Pathway: Agricultural Science - Agriculture, Food and Natural Resources</td>
<td></td>
</tr>
</tbody>
</table>

In Principles of Plant Science A/B, students will:

- Develop knowledge about the growth, development, and reproduction of plants used for food, fiber, and beautification
- Explore topics such as plant anatomy and physiology, plant growth processes such as photosynthesis, propagation (reproduction) methods, taxonomy and classification, and plant identification
- Explore careers relevant to the plant science industry
- Become familiar with global agriculture issues and concepts
- Be required to participate in a Supervised Agriculture Experience
- Develop leadership and employability skills for future careers and endeavors
- Have the chance to participate in educational field trips and experiences pertaining to agriculture and FFA on a district, state, and national level
Agricultural Science

Students who take Agricultural courses may join FFA - All grades

The Agriculture program is located Berthoud High and Thompson Valley. Transportation may be arranged for students at other high schools who wish to participate in this program.

INTRODUCTION TO AGRICULTURE 5900, 5901
BHS, TVHS
Credit: 1.0 Applied Arts / CTE
Fee: $25 per semester
Pathway: Agricultural Science – Agriculture, Food and Natural Resources

In Introduction to Agriculture, students will:
- Explore the foundational principles of agriculture, food and natural resources
- Gain knowledge in career development, leadership, personal development, communications
- Become familiar with agriculture topics such as animal science, plant science, natural resources, food science, power/structure and agribusiness.
- Be required to participate in a Supervised Agriculture Experience
- Develop leadership and employability skills for future careers and endeavors
- Have the chance to participate in educational field trips and experiences pertaining to agriculture and FFA on a district, state, and national level

ANIMAL PRODUCTION A/B 5920, 5921
BHS
Credit: .50 Career Pathway Elective – Semester 1
Credit: .50 Science - Semester 2 (meets 3rd year science requirement)
Fee: $25 per semester
Recommended: Intro to Agriculture, Principles of Animal & Vet Science A/B
Pathway: Agricultural Science – Agriculture, Food and Natural Resources

In Animal Production A/B, students will:
- Explore the Animal production Systems
- Enhance their knowledge of "Farm to Table"
- Gain knowledge about Animal Reproduction and Genetics
- Understand Animal Nutrition and Feeding
- Become familiar with Animal Behavior
- Gain the knowledge and skills to be Career and/or College Ready
- Become familiar with global agriculture issues and concepts
- Be required to participate in a Supervised Agricultural Experience
- Develop leadership and employability skills for future careers and endeavors
- Have the chance to participate in educational field trips and experiences pertaining to agriculture and FFA on a district, state, and national level

CROP PRODUCTION & MANAGEMENT/GREENHOUSE PRODUCTION 5930, 5931
BHS
Credit: .50 Career Pathway Elective – Semester 1
Credit: .50 Science - Semester 2 (meets 3rd year science requirement)
Fee: $25 per semester
Recommended: Introduction to Agriculture, Principles of Plant Science A/B
Pathway: Agricultural Science – Agriculture, Food and Natural Resources

In Crop Production & Management/ Greenhouse Production, students will:
- Explore sustainable agriculture
- Gain skills in planting, soil preparation, integrated pest mgt, harvest, handling and storing according to current industry standards,
● Understand how to develop production plans
● Enhance their knowledge of food/biosecurity, fertilizer mgt, and water mgt.
● Understand plant identification
● Explore greenhouse management
● Become familiar with horticulture mechanics
● Enhance understanding of Agribusiness which will cover operating a horticultural business, pricing work, advertising, and sales.
● Be required to participate in a Supervised Agriculture Experience
● Develop leadership and employability skills for future careers and endeavors
● Have the chance to participate in educational field trips and experiences pertaining to agriculture and FFA on a district, state, and national level
## Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP DRAWING</strong></td>
<td>6640, 6641</td>
</tr>
<tr>
<td><strong>AP 2-D ART AND DESIGN</strong></td>
<td>6642, 6643</td>
</tr>
<tr>
<td><strong>AP 3-D ART AND DESIGN</strong></td>
<td>6644, 6645</td>
</tr>
</tbody>
</table>

**BHS, LHS, MVHS, TVHS**

Credit: 1.0 Fine Arts - per each year long course

Fee: $35 per quarter

Recommended: Three or more art classes, two should be sequential; **written approval of AP Studio Instructor**

Pathway: Graphic Design - Arts, A/V Technology and Communication

In AP Studio Arts, students will:
- develop a finished portfolio in Drawing, 2-D design or 3-D design (this can be a photographic focus)
- creatively solve problems in a thematic manner
- develop a breadth of portfolio (diversity of work) and a concentrated portfolio (series of work)
- be exposed to the history of art by artists, cultures, or historical periods build critique skills and write an artist statement

### ART EXPLORATION

**FHS**

Credit: .25 Fine Arts per quarter

Fee: $10 per quarter

In Art Exploration students will:
- be introduced to drawing painting and sculpting as an art form
- be exposed to composition in a variety of media
- be exposed to subject matter such as still life, landscape, and figure studies
- apply appropriate techniques and problem solving to create personal expressions in drawing
- be exposed to art history
- evaluate and critique artwork from selves and others

### AP ART HISTORY

**LHS, MVHS, TVHS**

Credit: 1.0 Fine Arts

Fee: Student pays for textbook and exam

**In AP Art History, students will:**
- be exposed to social and cultural influences on contemporary and historical artistic expression
- be introduced to the rich traditions of world art through factual knowledge and skillful use of the principles of aesthetics and comparative criticism
- connect the history of art through continuous reference to the context of religion, history, and geography
- prepare for the AP exam

### COMMERCIAL ART

**FHS**

Credit: .25 Fine Arts per quarter

Fee: $10 per quarter

**In Commercial Art students will:**
- explore basic concepts, techniques and skills that are utilized in all forms of commercial art
- have basic understanding of media literacy, advertising, copyright and ethical considerations and the role that commercial art plays in our consumer oriented society
- apply design principles to create art and be proficient in visual communication and personal expression
**Art**

**COMPUTER GRAPHICS – ART 1**
LHS, MVHS, TVHS  
BHS (Grades 10, 11, 12)  
Credit: .50 Fine Arts  
Fee: $15 per semester  
Pathway: Graphic Design – Arts, A/V Technology and Communication

**FHS**  
Credit: .25 Fine Arts  
Fee: $7.50 per quarter  
Pathway: Graphic Design – Arts, A/V Technology and Communication

**In Computer Graphics - Art 1, students will:**
- explore basic concepts and techniques used in graphic design  
- apply design principles to create original graphics  
- be proficient in visual communication and personal expression  
- use Adobe Photoshop to paint, edit photos and animate  
- use Adobe Illustrator to create vector designs  
- create a digital portfolio  
- focus on media literacy and its implications in our society  
- learn about advertising, copyright, and career opportunities  
- utilize the Design Cycle to understand the Artistic Process  
- evaluate and critique artwork from selves and others

**COMPUTER GRAPHICS – ART 2**
LHS, MVHS, TVHS  
Credit: .50 Fine Arts  
Recommended: Computer Graphics - Art 1  
Fee: $15 per semester  
Pathway: Graphic Design – Arts, A/V Technology and Communication

**In Computer Graphics - Art 2, students will:**
- increase and compile their digital portfolio  
- understand the process of completing a product with client input  
- focus on the career aspect of graphic design  
- increase their skill and technical abilities in computer use and software  
- understand the various aspects of art and design  
- discuss ethics and observe copyright laws  
- utilize the Design Cycle to understand the Artistic Process  
- evaluate and critique artwork from selves and others  
- present artwork and teach others how to accomplish more complex tasks in digital programs
**DRAWING 1**

BHS, MVHS, TVHS  
Credit: .50 Fine Arts  
Fee: $25 per semester  
Pathway: **Graphic Design** – Arts, A/V Technology and Communication

**FHS**  
Credit: .25 Fine Arts  
Fee: $10.00 per quarter  
Pathway: **Graphic Design** – Arts, A/V Technology and Communication

*In Drawing 1, students will:*  
- be introduced to drawing as an art form  
- be exposed to composition in a variety of drawing media  
- be exposed to subject matter such as still life, landscape, figure studies, and portraiture  
- apply appropriate techniques, problem solving and reflective practices throughout the design process  
- be exposed to art history as it relates to drawing  
- be introduced to observational drawing (life drawing)

**DRAWING 1 IB MYP**

LHS  
Credit: .50 Fine Arts  
Fee: $25 per semester  
Pathway: **Graphic Design** – Arts, A/V Technology and Communication

*In Drawing 1 IB MYP, students will:*  
- be introduced to drawing as an art form  
- be exposed to composition in a variety of drawing media  
- be exposed to subject matter such as still life, landscape, figure studies, and portraiture  
- apply appropriate techniques, problem solving and reflective practices throughout the design process  
- be exposed to art history as it relates to drawing  
- be introduced to observational drawing (life drawing)

**DRAWING 2**

LHS, MVHS  
BHS (Grades 10, 11, 12)  
Credit: .50 Fine Arts  
Recommended: Drawing 1  
Fee: $25 per semester  
Pathway: Graphic Design - Arts, A/V,

*In Drawing 2, students will:*  
- develop a drawing portfolio which will show versatility of subject matter and media  
- complete in-depth and finished drawings  
- read and critique personal expressions in drawing  
- be exposed to the history of drawing artists, cultures or historical periods  
- emphasis on drawing from observation (life drawing)
IB DP VISUAL ARTS (SL) 6830, 6831

**Not currently offered**
Credit: 1.0 Fine Arts

- The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. IB DP Visual Arts students will
- Develop analytical skills in problem-solving and divergent thinking
- Work towards technical proficiency and confidence as art-makers
- Explore and compare visual arts from different perspectives and in different contexts
- Engage in, experiment with and critically reflect upon a wide range of contemporary practices and media

The course is designed for students who want to go on to study visual arts in higher education as well as those who are seeking lifelong enrichment through visual arts.

METALSMITHING/JEWELRY 1 6618

MVHS, TVHS
BHS, LHS (Grades 10, 11, 12)
Credit: .50 Fine Arts
Fee: $35 per semester

FHS
Credit: .25 Fine Arts per quarter
Fee: $15 per quarter

*In Metalsmithing/Jewelry 1, students will:*
- be introduced to the processes of metalsmithing as an art form
- communicate personal expressions with metal and jewelry techniques
- be exposed to the history of metal in the development of civilization
- evaluate and critique own and others’ artwork
- apply appropriate problem-solving abilities to body ornamentation

METALSMITHING/JEWELRY 2 6620

LHS, MVHS, TVHS
BHS (Grades 11, 12)
Credit: .50 Fine Arts
Fee: $35 per semester
Recommended: Metalsmithing/Jewelry 1

*In Metalsmithing/Jewelry 2, students will:*
- further develop and refine basic metal skills
- explore a variety of advanced metalsmithing/jewelry techniques including, but not limited to, stone setting and patinas
- communicate personal expressions with metal and jewelry techniques
- evaluate and critique own and others’ artwork
- apply appropriate problem-solving abilities to body ornamentation
### PAINTING 1

**BHS, LHS, MVHS, TVHS**

- Credit: .50 Fine Arts
- Fee: $25 per semester
- Recommended: Drawing 1
- Pathway: Graphic Design – Arts, A/V Technology and Communication

**FHS**

- Credit: .25 Fine Arts per quarter
- Fee: $10 per quarter
- Pathway: Graphic Design – Arts, A/V Technology and Communication

*In Painting 1, students will:*
- be introduced to color theory
- be exposed to composition and various painting media
- be exposed to subject matter such as still life, landscape, figure studies, and portraiture
- learn skills in painting techniques, care of tools and types of paint
- apply techniques, problem solving and reflective practices throughout the design process
- evaluate and critique own and others’ artwork
- be exposed to art history as it relates to painting

### PAINTING 2

**LHS, MVHS**

- BHS (Grades 10, 11, 12)
- Credit: .50 Fine Arts
- Fee: $25 per semester
- Recommended: Drawing 1 and Painting 1
- Pathway: Graphic Design – Arts, A/V Technology and Communication

*In Painting 2, students will:*
- develop a series of paintings which show versatility in subject matter and media
- develop a refinement of their painting techniques and problem solving to create personal expressions in painting
- be exposed to art history as it relates to painting
- evaluate and critique own and others’ artwork

### PATHFINDER INTERNSHIP ARTS, A/V TECHNOLOGY & COMMUNICATION

**TBD**

- Credit: TBD
- Pathway: Arts, A/V Technology and Communication

*In Pathfinder Internship, students will:*
- Learn to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to, the following: discussion of professional job requirements, awareness and knowledge of career opportunities, building vocabulary apocope to the area of professional interest, development of decision-making skills, and development of personal and educational job-related skills.
**Art**

**PHOTOGRAPHY 1**
LHS, MVHS, TVHS
BHS (Grades 10, 11, 12)
Credit: .50 Fine Arts
Fee: $40 per semester
Pathway: Graphic Design – Arts, A/V Technology and Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>6622</th>
</tr>
</thead>
</table>

**PHOTOGRAPHY 2**
LHS, MVHS, TVHS
BHS (Grades 10, 11, 12)
Credit: .25 Fine Arts per quarter
Fee: $20 per quarter
Pathway: Graphic Design – Arts, A/V Technology and Communication

**PHOTOGRAPHY 3**
LHS, MVHS
Credit: .50 Fine Arts
Recommended: Photography 1 and Photography 2
Fee: $40 per semester
Pathway: Graphic Design – Arts, A/V Technology and Communication

*In Photography 1, students will:*
- be introduced to basic darkroom printing
- learn about the history of photography
- be able to critique their own and others’ photographs with design and technical considerations
- learn photojournalism, commercial, art photography, action photography and portrait photography
- intro to digital photographic editing
- learn to operate a DSLR camera manually controlling shutter speed and aperture

*In Photography 2, students will:*
- create photographs for public display
- utilize specialized darkroom techniques in black and white photography
- study the work of influential photographers
- evaluate and critique their own and others’ artwork
- continued exploration of digital photography (DSLR) and digital photographic editing with Adobe Photoshop

*In Photography 3, students will:*
- explore film and/or digital techniques on an individualized path
### SCULPTURE/CERAMICS 1

<table>
<thead>
<tr>
<th>LHS, MVHS, TVHS</th>
<th>BHS (Grades 10, 11, 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: .50 Fine Arts</td>
<td>Fee: $25 per semester</td>
</tr>
<tr>
<td>FHS</td>
<td>6614</td>
</tr>
</tbody>
</table>

**In Sculpture/Ceramics 1, students will:**
- be introduced to the processes of ceramics and sculpture as art forms
- be introduced to the potter’s wheel
- learn and explore subtractive and additive, relief and assemblage techniques
- be exposed to the history of sculpture and ceramics by artists, cultures, or historical periods
- evaluate and critique own and others’ artwork
- utilize the Design Cycle to understand the Artistic Process

### SCULPTURE/CERAMICS 2

<table>
<thead>
<tr>
<th>LHS, MVHS, TVHS</th>
<th>BHS (Grades 10, 11, 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: .50 Fine Arts</td>
<td>Fee: $25 per semester</td>
</tr>
<tr>
<td>Recommended: Sculpture/Ceramics 1</td>
<td></td>
</tr>
<tr>
<td>6616</td>
<td></td>
</tr>
</tbody>
</table>

**In Sculpture/Ceramics 2, students will:**
- concentrate on creating sculpture/ceramics for public display which reflect their self-expression and imagination
- explore a variety of advanced sculpture and ceramic techniques
- research the history of sculpture and ceramics by artists, culture, or historical periods
- evaluate and critique own and others’ art work.
- utilize the Design Cycle to understand the Artistic Process
**Art**

**VIDEO COMMUNICATION 1**

TVHS  
Credit: 1.0 Fine Arts  
Fee: $20 per semester  
Recommended: Video Production 1 and written permission of the video communication teacher given through letters of recommendation and an interview  
Pathway: Video Production – Arts, A/V Technology and Communication

*In Video Communication 1, students will:*
- gather information about events, personalities, or issues related to the school or youth  
- prepare and present news broadcasts about the school for the school and community  
- work with digital media production, both photographic and video

**VIDEO COMMUNICATION 2**

TVHS  
Credit: 1.0 Fine Arts  
Fee: $20 per semester  
Recommended: Video Communication 1 and written permission  
Pathway: Video Production – Arts, A/V Technology and Communication

*In Video Communication 2, students will:*
- gather information about events, personalities, or issues related to the school or youth  
- prepare and present news broadcasts about the school for the school and community  
- expand knowledge of video communication industry and related careers  
- expand digital media and communication knowledge

**VIDEO PRODUCTION 1**

LHS, MVHS, TVHS  
BHS (Grades 10, 11, 12)  
Credit: .50 Fine Arts  
Fee: $30 per semester  
Pathway: Video Production – Arts, A/V Technology and Communication

FHS  
Credit: .25 Fine Arts per quarter  
Fee: $15 per quarter  
Pathway: Video Production – Arts, A/V Technology and Communication

*In Video Production 1, students will:*
- create, plan, write, record, edit, and copy video presentations on a wide variety of topics  
- use DSLR, and graphics hardware and software to produce creative media packages  
- develop technical competency, artistry, and storytelling abilities with digital media  
- be introduced to the history of television, video, and film production with discussions on their influence and impact on our culture
VIDEO PRODUCTION 2
TVHS 6636, 6637
Credit: 1.0 Fine Arts
Fee: $30 per semester
Recommended: Video Production 1
Pathway: Video Production – Arts, A/V Technology and Communication
MVHS
Credit: .50 Fine Arts
Fee: $30 per semester
Recommended: Video Production 1
Pathway: Video Production – Arts, A/V Technology and Communication
LHS
Credit: .50 Fine Arts
Fee: $30 per semester
Recommended: Video Production 1
Pathway: Video Production – Arts, A/V Technology and Communication

In Video Production 2, students will:
• create, plan, write, record, edit, and copy video presentations on a wide variety of topics
• use DSLR and graphics hardware and software to produce creative media packages
• expand technical competency, artistry, and storytelling abilities
• research the history of television, video, and film production with discussions on their influence and impact on our culture
• evaluate and critique their own and others’ art work

VIDEO PRODUCTION 3
TVHS (Grades 11, 12) 6652, 6653
Credit: 1.0 Fine Arts
Fee: $30 per semester
Recommended: Video Production 1 and 2 or Instructor approval
Pathway: Video Production – Arts, A/V Technology and Communication

VIDEO PRODUCTION 3
LHS (Grades 10, 11, 12) 6652
Credit: 0.50 Fine Arts
Fee: $30 per semester
Recommended: Video Production 1 and 2 or Instructor approval
Pathway: Video Production – Arts, A/V Technology and Communication

In Video Production 3, students will:
Students will be required to produce a certain amount of films during the semester. Each of the films is given parameters the students must meet. They will also participate in filming some school/district events.
**Art**

**PRE AP VISUAL ARTS**
TVHS (10/11)
Credit: 1.0 Fine Arts
Fee:

*In Pre AP Visual Arts, students will:*

The foundational concepts, instructional principles, and artistic practices at the heart of the Pre AP Visual Arts course directly prepare students for participation in the AP Studio Art course students will build and refine technical skills while also developing an understanding of art making as a means of communicating and of investigating topics or ideas of significance.

Pre AP instructional materials also highlight works of art featured in the AP Art History course, enabling students to gain familiarity with these foundational works and practice analyzing and interpreting a wide range of artistic examples.

Participation in the Pre AP Visual Arts course will also prepare students for participation in the AP Capstone sequence of study. AP Capstone is a two-year program comprised of two courses—AP Seminar and AP Research—focusing on skills of research, analysis of sources, constructing arguments, and communicating ideas. Pre AP Visual Arts instruction highlights these skills as well, inviting students to analyze and respond to works of art, develop and refine their own ideas by drawing on a variety of source material, and constructively respond to the work of peers as it develops.
## Business

Students taking Business courses may join Future Business Leaders of America (FBLA)

### ACCOUNTING 1

<table>
<thead>
<tr>
<th>BHS, LHS, MVHS, TVHS</th>
<th>5014, 5015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: 1.0 Applied Arts / CTE</td>
<td>Fee: $5 per semester</td>
</tr>
<tr>
<td>Pathway: Business - Business, Marketing and Public Administration</td>
<td></td>
</tr>
</tbody>
</table>

**In Accounting 1, students will:**
- understand the basic elements and concepts of accounting with emphasis on the procedures used for maintaining journals, ledgers, and other related records
- prepare accounting reports for sole proprietorships, partnerships, and corporations
- use a computerized accounting system

### ACCOUNTING 2

<table>
<thead>
<tr>
<th>LHS, MVHS, TVHS</th>
<th>5016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: .50 Applied Arts / CTE</td>
<td>Fee: $5 per semester</td>
</tr>
<tr>
<td>Recommended: Accounting 1</td>
<td>Pathway: Business - Business, Marketing and Public Administration</td>
</tr>
</tbody>
</table>

**In Accounting 2, students will:**
- understand the theory and logic that underlie accounting principles
- study the accounting cycle for service and merchandising companies, special journals and subsidiary ledgers, internal control principles and practices, notes and interest, inventory systems and costing, plant assists and intangible asset accounting, and depreciation methods and practices

### ACCOUNTING 3

<table>
<thead>
<tr>
<th>MVHS</th>
<th>5017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: .50 Applied Arts / CTE</td>
<td>Fee: $5 per semester</td>
</tr>
<tr>
<td>Recommended: Accounting 2</td>
<td>Pathway: Business - Business, Marketing and Public Administration</td>
</tr>
</tbody>
</table>

**In Accounting 3, students will:**
- study accounting principles as they apply to partnerships and corporations
- receive instruction in stocks and bonds, investments, cash flow statements, financial analysis, budgeting, and cost and managerial accounting

### BUSINESS LAW

<table>
<thead>
<tr>
<th>BHS, LHS, MVHS, TVHS</th>
<th>5019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: .50 Applied Arts / CTE</td>
<td>Fee: $5 per semester</td>
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<tr>
<td>Pathway: Business - Business, Marketing and Public Administration</td>
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</tr>
</tbody>
</table>

**In Business Law, students will:**
- cover the foundations of the legal system as it applies to business and personal issues
- understand the basic elements of crime and tort law, contracts, ethics and the law, cyber law, property law, and employment law
- participate in case studies and mock trials
Business

Students taking Business courses may join Future Business Leaders of America (FBLA)

**BUSINESS LEADERSHIP**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Fee</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS 5056</td>
<td>.50 Applied Arts / CTE</td>
<td>$5 per semester</td>
<td>Business - Business, Marketing and Public Administration</td>
</tr>
</tbody>
</table>

**In Business Leadership, students will**

- Develop understanding and skills in such areas as communication skills, emotional intelligence, operations, and professional development.
- Acquire an understanding of leadership skills
- Implement leadership skills
- Develop an ongoing, service-learning project based on the needs of their community/school

**BUSINESS WORK EXPERIENCE**

- **CLASS**
<table>
<thead>
<tr>
<th>Credit</th>
<th>Fee</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>5030, 5031</td>
<td>$5 per semester</td>
<td>Business - Business, Marketing and Public Administration</td>
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</tbody>
</table>
- **INTERNSHIP**
<table>
<thead>
<tr>
<th>Credit</th>
<th>Fee</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>5032, 5033, 5034, 5035</td>
<td>$5 per semester</td>
<td>Business - Business, Marketing and Public Administration</td>
</tr>
</tbody>
</table>

**In Business Work Experience, students will:**

- learn new developments, technology, and procedures used in effective office management
- apply decision-making and administrative skills related to their educational program and career objective
- work under the immediate supervision of experienced personnel at the business location and with the direct guidance of the instructor/coordinator

**CAREER DEVELOPMENT**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Fee</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS 5022</td>
<td>.50 Applied Arts / CTE</td>
<td>$5 per semester</td>
<td>Business - Business, Marketing and Public Administration</td>
</tr>
</tbody>
</table>

**In Career Development, students will:**

- learn how to market themselves to employers
- receive information about financial aid and how to apply for scholarships
- gain employability skills (resumes, interviewing, and professional appearance) and skills for personal success (professional behavior and attitude)
- participate in a simulated interview
- complete an employment portfolio for workforce and/or college
**Business**

Students taking Business courses may join Future Business Leaders of America (FBLA)

**COMPUTER APPLICATIONS**  
BHS, LHS, MVHS, TVHS  
Credit: .50 Applied Arts / CTE  
Fee: $5 per semester  
Pathway: Business Information Technology - Business, Marketing and Public Administration

*In Computer Applications, students will:*
- learn the Microsoft Office Suite applications including Word, Excel, and PowerPoint
- explore and create documents and projects for a variety of purposes and audiences

**COMPUTER APPLICATIONS – ADVANCED**  
BHS, LHS, MVHS, TVHS  
Credit: .50 Applied Arts / CTE  
Elective Fee: $5 per semester  
Recommended: Computer Applications  
Pathway: Business Information Technology - Business, Marketing and Public Administration  
Dual college credit may be available – see your school counselor for more information

*In Computer Applications - Advanced, students will:*
- explore advanced features of the Microsoft Office Suite applications
- integrate graphic presentation materials including graphs, charts, illustrations, diagrams, and merge functions in Word apply calculations, built-in functions, and spreadsheet design in Excel
- emphasize effective communication through computerized presentations in PowerPoint
- apply calculations, built-in functions, and spreadsheet design in Excel
- emphasize effective communication through computerized presentations in PowerPoint

**COMPUTER GRAPHICS – BUSINESS 1**  
BHS, LHS, MVHS, TVHS  
Credit: .50 Applied Arts / CTE  
Fee: $15 per semester  
Pathway: Business Information Technology - Business, Marketing and Public Administration

*In Computer Graphics - Business 1, students will:*
- explore basic concepts used in graphic design with Photoshop, Illustrator, InDesign
- apply design principles to create original graphics
- be proficient in visual communication and personal expression
- focus on media literacy
- learn about advertising, copyright, and career opportunities
- create a project in Photoshop, Illustrator, and InDesign to add to a portfolio
**Business**

Students taking Business courses may join Future Business Leaders of America (FBLA)

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**COMPUTER GRAPHICS – BUSINESS 2**

- **BHS, LHS, MVHS, TVHS**
- Credit: .50 Applied Arts / CTE
- Fee: $15 per semester
- Recommended: Computer Graphics Business 1
- Pathway: Business Information Technology - Business, Marketing and Public Administration

In *Computer Graphics - Business 2*, students will:
- increase and compile their portfolio
- understand the process of completing a product with client input
- focus on the career aspect of graphic design
- increase their skill and technical abilities in computer use and software
- understand the various aspects of art and design

---

**COMPUTER GRAPHICS – BUSINESS 3 ANIMATION**

- **BHS, LHS, MVHS, TVHS (Grades 10, 11, 12)**
- Credit: .50 Applied Arts / CTE
- Fee: $15 per semester
- Recommended: Computer Graphics Business 1 and 2
- Pathway: Business Information Technology - Business, Marketing and Public Administration

In *Computer Graphics - Business 3 Animation*, students will:
- explore basic concepts and techniques used in graphic design
- apply design principles to create original graphics on the computer
- develop knowledge of visual communication and personal expression
- focus on media literacy and its impact on society
- become proficient at Adobe Create Suite 6, Flash and Fireworks and incorporate the use of InDesign, Illustrator, Photoshop, and Unity 3D

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**COMPUTER GRAPHICS – BUSINESS 4 ADVANCED ANIMATION**

- **BHS, LHS, MVHS, TVHS (Grades 10, 11, 12)**
- Credit: .50 Applied Arts / CTE
- Fee: $15 per semester
- Recommended: Computer Graphics Business 1 and 2
- Pathway: Business Information Technology - Business, Marketing and Public Administration

In *Computer Graphics - Business 4 Advanced Animation*, students will:
- explore basic concepts and techniques used in graphic design
- apply design principles to create original graphics on the computer
- develop knowledge of visual communication and personal expression
- focus on media literacy and its impact on society
- become proficient at Adobe Create Suite 6, Flash and Fireworks and incorporate the use of InDesign, Illustrator, Photoshop, and Unity 3D
Students taking Business courses may join Future Business Leaders of America (FBLA)

**AP COMPUTER SCIENCE A**

BHS
MVHS, TVHS (Grades 10, 11, 12)
Credit: 1.0 Applied Arts / CTE
Fee: Student pays for Textbook and AP Exam
Recommended: Completion of Algebra 1 with a C or higher or teacher approval
Pathway: Business Information Technology – Business, Marketing and Public Administration
Pathway: Computer and Information Sciences – STEM, Arts, Design and Information Technology

*In AP Computer Science A, students will:*

- Introduce students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing
- Embrace problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life
- Engage and understands the importance of communicating solutions appropriately and in ways that are relevant to current societal needs

**AP COMPUTER SCIENCE PRINCIPLES**

BHS, LHS, MVHS, TVHS
Credit: 1.0 Applied Arts / CTE
Fee: Student pays for textbook and AP Exam
Recommended: Completion of Algebra 1 with a C or higher
Pathway: Business Information Technology – Business, Marketing and Public Administration
Pathway: Computer and Information Sciences – STEM, Arts, Design and Information Technology

*In AP Computer Science Principles, students will:*

- Introduced to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world
- Promotes deep learning of computational thinking skills and engages students in the creative aspects of the field.
- Cover a broad array of topics normally taught in an Introduction to Computer Science course in College. These topics will include but not limited to: The Internet/Networking, Digital Information, Algorithms/Programming, Data/Privacy and Building Applications.
Students taking Business courses may join Future Business Leaders of America (FBLA)

**ENTREPRENEURSHIP 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>BHS, LHS, MVHS, TVHS</td>
<td>5120, 5121</td>
</tr>
<tr>
<td>LHS (10, 11, 12 Grades)</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Applied Arts / CTE</td>
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</tr>
<tr>
<td>Fee: $15 per semester</td>
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</tr>
<tr>
<td>Recommended: 1 year of business classes and teacher approval</td>
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</tr>
<tr>
<td>Pathway: Business and Marketing – Business, Marketing and Public Administration</td>
<td></td>
</tr>
<tr>
<td>FHS</td>
<td></td>
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<tr>
<td>Credit: .25 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Fee: $7.50 per quarter</td>
<td></td>
</tr>
<tr>
<td>Recommended: 1 year of business classes and teacher approval</td>
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</tr>
<tr>
<td>Pathway: Business and Marketing – Business, Marketing and Public Administration</td>
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</tr>
</tbody>
</table>

*In Entrepreneurship 1, students will:

- develop, test, create, and pitch a business of their own to Loveland community members and potential investors
- work in a team-based environment for the entire year
- teams will learn about marketing, financial analysis, and the legal environment of running a business
- conduct interviews and orally present business concepts
- work with community mentors and coaches in and out of classroom
- give and receive constructive criticism to/from peers
- meet the Capstone/Community service requirement

**ENTREPRENEURSHIP 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, LHS, MVHS, TVHS</td>
<td>5124, 5125</td>
</tr>
<tr>
<td>Credit: 1.0 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Fee: $15 per semester</td>
<td></td>
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<tr>
<td>Recommended: Entrepreneurship 2 and teacher approval</td>
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</tr>
<tr>
<td>Pathway: Business and Marketing – Business, Marketing and Public Administration</td>
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</tr>
</tbody>
</table>

*In Entrepreneurship 2, students will:

- continue to develop, test, create, and pitch a business of their own to Loveland community members and potential investors
- continue to work in a team-based environment for the entire year
- teams will continue to learn about marketing, financial analysis, and the legal environment of running a business
- conduct interviews and orally present business concepts
- work with community mentors and coaches in and out of classroom
- give and receive constructive criticism to/from peers
- meet the Capstone/Community service requirement

**IB DP BUSINESS AND MANAGEMENT SL**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>LHS</td>
<td>5320, 5321</td>
</tr>
<tr>
<td>Credit: 1.0 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Pathway: Business and Marketing – Business, Marketing and Public Administration</td>
<td></td>
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<tr>
<td>*This class may be scheduled outside of the normal school day</td>
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</tr>
</tbody>
</table>

*In IB DP Business and Management SL, students will:

- explore the ethics and phases of the business process
- explore internet use and applications in business
- choose to focus on web based projects
- choose to focus on management skills
**Business**

Students taking Business courses may join Future Business Leaders of America (FBLA)

<table>
<thead>
<tr>
<th>FINANCE</th>
<th>5020</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, LHS, MVHS, TVHS</td>
<td></td>
</tr>
<tr>
<td>Credit: .50 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Fee: $5 per semester</td>
<td></td>
</tr>
<tr>
<td>Pathway: Business - Business, Marketing and Public Administration</td>
<td></td>
</tr>
</tbody>
</table>

*In Finance, students will:*
- survey the basic personal financial needs of most individuals
- emphasize the basics of budgeting and buying, saving and borrowing money, the intricacies of home ownership, income tax and investments, and the wise use of insurance, wills, and trusts
- play a stock market simulation game and a personal finance simulation

<table>
<thead>
<tr>
<th>GLOBAL INFORMATION SYSTEM IN BUSINESS</th>
<th>5122</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not offered at this time</td>
<td></td>
</tr>
<tr>
<td>Credit: .50 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Fee: $5 per semester</td>
<td></td>
</tr>
<tr>
<td>Pathway: Business Information Technology - Business, Marketing and Public Administration</td>
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</tr>
</tbody>
</table>

*In Global Information System in Business, students will:*
- learn how to use ARC GIS web applications to create maps
- explore multiple applications of the science to everyday real-world problems

<table>
<thead>
<tr>
<th>INTRODUCTION TO BUSINESS AND MARKETING</th>
<th>5018</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, FHS, LHS, MVHS, TVHS</td>
<td></td>
</tr>
<tr>
<td>Credit: .50 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Fee: $5 per semester</td>
<td></td>
</tr>
<tr>
<td>Pathway: Business - Business, Marketing and Public Administration</td>
<td></td>
</tr>
<tr>
<td>Pathway: Marketing - Business, Marketing and Public Administration</td>
<td></td>
</tr>
</tbody>
</table>

*In Introduction to Business and Marketing, students will:*
- focus on the operation of the American Business System
- develop a basic understanding of the fundamentals of the economy, threats and opportunities, marketing management, production, governmental regulations, tools of business, and social responsibilities.

<table>
<thead>
<tr>
<th>MANAGEMENT</th>
<th>5021</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS, MVHS, TVHS</td>
<td></td>
</tr>
<tr>
<td>BHS, LHS (Grades 11, 12)</td>
<td></td>
</tr>
<tr>
<td>Credit: .50 Applied Arts / CTE</td>
<td></td>
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<tr>
<td>Fee: $5 per semester</td>
<td></td>
</tr>
<tr>
<td>Pathway: Business - Business, Marketing and Public Administration</td>
<td></td>
</tr>
</tbody>
</table>

*In Management, students will:*
- survey the principles of management
- study the primary functions of planning, organizing, directing, and controlling with a balance between the behavioral, quantitative, and operational approaches
- play a management simulation game
Students taking Business courses may join Future Business Leaders of America (FBLA)

**MULTIMEDIA TECHNOLOGY**

TVHS  
Credit: .50 Applied Arts / CTE  
Fee: $5 per semester  
Pathway: Business Information Technology - Business, Marketing and Public Administration

*In Multimedia Technology, students will:*
- plan and prepare multimedia business presentations utilizing computer, audiovisual techniques, and proper presentation techniques
- learn to operate digital cameras, video camcorders, and sound equipment and to extract digital recordings
- understand the functions of multimedia software applications and operate these programs on the computer
- examine the principles of visual organization of digital images and motion graphic elements, typography, storyboarding, flow charting and choices of technological options

**PATHFINDER INTERNSHIP - BUSINESS, MARKETING AND PUBLIC ADMINISTRATION**

BHS, LHS, MVHS, TVHS  
Credit: .50 Applied Arts / CTE  
Pathway: Business and Marketing - Business, Marketing and Public Administration  
Pathway: Business Information Technology - Business, Marketing and Public Administration  
Pathway: Marketing – Business, Marketing and Public Administration

*In Pathfinder Internship, students will:*
- Learn to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to, the following: discussion of professional job requirements, awareness and knowledge of career opportunities, building vocabulary apocope to the area of professional interest, development of decision-making skills, and development of personal and educational job-related skills.

**PROGRAMMING CONCEPTS**

BHS, MVHS, TVHS  
Credit: .50 Applied Arts / CTE  
Fee: $5 per semester  
Pathway: Business Information Technology - Business, Marketing and Public Administration  
Pathway: Computer and Information Sciences – STEM, Arts, Design and Information Technology

*In Programming Concepts, students will:*
- evaluate and discuss career opportunities in computer programming
- develop proficiency in a computer language chosen from a menu of languages
- learn about program structure, syntax, commenting, and programming constructs
- learn about and design an appropriate programming project which includes goals, project milestones, and evaluation standards
- collaborate with other students, mentors, and the instructor to formulate ideas, solve problems, and critique progress.
Students taking Business courses may join Future Business Leaders of America (FBLA)

WEALTH MANAGEMENT

LHS
Credit: .50 Applied Arts / CTE
Fee: $5 per semester
Pathway: Business Information Technology - Business, Marketing and Public Administration

In Wealth Management, students will:
- Develop understanding and skills in such areas as economic decision-making, time value of money, financial management, and types of investments.
- Acquire an understanding and appreciation of the need for personal financial management and investing.
- Implement financial management skills
- Develop a full understanding of their role and responsibility in their financial future.

WEB DESIGN

BHS, LHS, MVHS, TVHS
Credit: .50 Applied Arts / CTE
Fee: $5 per semester
Pathway: Business Information Technology - Business, Marketing and Public Administration
Pathway: Computer and Information Sciences - STEM, Arts, Design and Information Technology
Pathway: Marketing - Business, Marketing and Public Administration

In Web Design, students will:
- learn about technology and software requirements, security issues, electronic payments, and marketing strategies
- stress the fundamentals of HTML syntax using a text editor to develop interactive web sites
- explore web-safe colors and graphic editors
- study web aesthetics and intuitive interface design
- emphasize file organization and layout
**Computer and Information Sciences**

Students who take Computer and Information Science courses may join Skills USA at Loveland High/Thompson Valley or Technology Student Association (TSA) at Mountain View or Robotics at Berthoud High

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP COMPUTER SCIENCE A</td>
<td>5028, 5029</td>
</tr>
<tr>
<td>BHS</td>
<td></td>
</tr>
<tr>
<td>MVHS, TVHS (Grades 10, 11, 12)</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Fee: Student pays for Textbook and AP Exam</td>
<td></td>
</tr>
<tr>
<td>Recommended: Completion of Algebra 1 with a C or higher or teacher approval</td>
<td></td>
</tr>
<tr>
<td>Pathway: Business Information Technology - Business, Marketing and Public Administration</td>
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</tr>
<tr>
<td>Pathway: Computer and Information Sciences - STEM, Arts, Design and Information Technology</td>
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</tr>
</tbody>
</table>

*In AP Computer Science A, students will:*

- be introduced to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing
- embrace problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life
- Engage and understand the importance of communicating solutions appropriately and in ways that are relevant to current societal needs

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP COMPUTER SCIENCE PRINCIPLES</td>
<td>5080, 5081</td>
</tr>
<tr>
<td>BHS, LHS, MVHS, TVHS (Grades 10, 11, 12)</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Fee: Student pays for Textbook and AP Exam</td>
<td></td>
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<tr>
<td>Recommended: Completion of Algebra 1 with a C or higher</td>
<td></td>
</tr>
<tr>
<td>Pathway: Business Information Technology - Business, Marketing and Public Administration</td>
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</tr>
<tr>
<td>Pathway: Computer and Information Sciences - STEM, Arts, Design and Information Technology</td>
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</tbody>
</table>

*In AP Computer Science Principles, students will:*

- be introduced to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world
- promotes deep learning of computational thinking skills and engages students in the creative aspects of the field.
- cover a broad array of topics normally taught in an Introduction to Computer Science course in College. These topics will include but not limited to: The Internet/Networking, Digital Information, Algorithms/Programming, Data/Privacy and Building Applications.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>ADVANCED ELECTRONICS AND PROGRAMMING</td>
<td>8708, 8709</td>
</tr>
<tr>
<td>LHS, MVHS (Grades 10, 11, 12)</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Fee: $20 per semester</td>
<td></td>
</tr>
<tr>
<td>Recommended: Introduction to Electronics and Programming or Teacher Recommendation</td>
<td></td>
</tr>
<tr>
<td>Pathway: Computer and Information Sciences - STEM, Arts, Design and Information Technology</td>
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</tr>
</tbody>
</table>

*In Advanced Electronics and Programming, students will:*

- learn about electrical engineering including “smart” electronic devices and how they work
- learn binary math, electrical engineering concepts, electronic circuits, soldering, and higher level programming concepts
- learn about the Arduino chipset and programming and how you can use these to create wireless communication devices
- design, create, build and test a unique microchip project. Examples include devices that text you, wireless alarm system, games, devices that interact with a website etc.
**Computer and Information Sciences**

Students who take Computer and Information Science courses may join Skills USA at Loveland High/Thompson Valley or Technology Student Association (TSA) at Mountain View or Robotics at Berthoud High.

### COMPUTER MAINTENANCE INDEPENDENT STUDY

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<th>Code</th>
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<tr>
<td>8634, 8635</td>
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</table>

BHS, MVHS, TVHS

Credit: .50 Career Pathway Elective - per semester

Recommended: Written permission from the teacher

**In Pathway Internship, students will:**

**In Computer Maintenance Independent Study, students will:**
- receive training in the support of computer hardware and peripherals, hardware setup and troubleshooting, printer support, and basic networking topology
- develop skills for logon procedures, software tutoring, Generation Why training, and Web Page development
- identify a personal technology goal; examples include Web Page authoring, programming, and Microsoft certifications

### INTRODUCTION TO ELECTRONICS AND PROGRAMMING

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>5256, 5257</td>
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</tbody>
</table>

LHS, MVHS

Credit: 1.0 Applied Arts

Pathway: Computer and Information Sciences - STEM, Arts, Design and Information Technology

**In Introduction to Electronics and Programming, students will:**
- learn about the basics of digital electronics and circuits
- learn how to apply a programming language to control electronic parts
- work individually to build, program and test small electronic/programming projects
- work in a group to build real world devices including but not limited to a weather station, video game controller, robotic vehicle, toy car speed trap and mini home security system
- create computer based applications in Processing (a Java based language)
- mainly use the Arduino chipset and Arduino programming (a C++ based language) for their class electronic projects
- use the Arduino electronic platform to communicate with Processing applications on the computer. Examples of this are: custom made joysticks, electronic control devices, replications of the Nintendo power glove and other student inspired devices
- design, build and test a final individual project integrating the skills learned in the class

### PATHWAY INTERNSHIP – STEM, ARTS, DESIGN AND INFORMATION TECHNOLOGY

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>5085</td>
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</table>

BHS, LHS, MVHS, TVHS

Credit: .50 Applied Arts / CTE

Pathway: Computer and Information Sciences - STEM, Arts, Design and Information Technology

Pathway: Project Lead the Way / Engineering - STEM, Arts, Design and Information Technology

**In Pathway Internship, students will:**

- Learn to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to, the following: discussion of professional job requirements, awareness and knowledge of career opportunities, building vocabulary appropriate to the area of professional interest, development of decision-making skills, and development of personal and educational job-related skills
Students who take Computer and Information Science courses may join Skills USA at Loveland High/Thompson Valley or Technology Student Association (TSA) at Mountain View or Robotics at Berthoud High.

### PROGRAMMING CONCEPTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Pathway</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, MVHS, TVHS</td>
<td>5026</td>
<td>Business Information Technology - Business, Marketing and Public Administration, Computer and Information Sciences - STEM, Arts, Design and Information Technology</td>
<td>Credit: .50 Applied Arts / CTE, Fee: $5 per semester</td>
</tr>
</tbody>
</table>

*In Programming Concepts, students will:*

- evaluate and discuss career opportunities in computer programming
- develop proficiency in a computer language chosen from a menu of languages
- learn about program structure, syntax, commenting, and programming constructs
- learn about and design an appropriate programming project which includes goals, project milestones, and evaluation standards
- collaborate with other students, mentors, and the instructor to formulate ideas, solve problems, and critique progress.

### TECHNICAL SUPPORT INTERN

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Pathway</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, LHS, MVHS, TVHS</td>
<td>5092</td>
<td>Business Information Technology - Business, Marketing and Public Administration, Computer and Information Sciences - STEM, Arts, Design and Information Technology</td>
<td>Credit: .50 Applied Arts / CTE</td>
</tr>
</tbody>
</table>

Students learn the fundamentals of technical support of hardware and software systems through hands-on collaboration with school and district technical staff. Technical Support Interns will begin by learning how to provide customer service and how to use the ITS Help Desk Software System. Then interns will transition into providing service, hands-on troubleshooting, and repairs of malfunctioning hardware and software in their schools. After the first school year of participation, as interns gain advanced skills and expertise, options for online technical certification programs will be offered.
Students who take Computer and Information Science courses may join Skills USA at Loveland High/Thompson Valley or Technology Student Association (TSA) at Mountain View or Robotics at Berthoud High.

**INTRODUCTION TO ROBOTICS IB MYP**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
<th>Pathway: Industrial Science and Technology - STEM, Arts, Design and Information Technology</th>
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</thead>
<tbody>
<tr>
<td>8452, 8453</td>
<td>1.0</td>
<td>LHS</td>
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<td></td>
<td>Fee: $20 per semester</td>
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</table>

**INTRODUCTION TO ROBOTICS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
<th>Pathway: Industrial Science and Technology - STEM, Arts, Design and Information Technology</th>
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</thead>
<tbody>
<tr>
<td>8420</td>
<td>.50</td>
<td>BHS</td>
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<tr>
<td></td>
<td>Fee: $20 per semester</td>
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</tbody>
</table>

In Introduction to Robotics, students will:

- understand fundamental computer programming concepts
- employ the engineering design cycle through inquiry
- understand basic physics and physical science concepts
- use programming concepts related to robotics
- engage in teamwork and collaboration
- participate in robotics competitions
- learn about the robotics industry

Project-based curriculum teaches the design process in an engaging, hands-on manner to help teachers challenge, motivate and inspire their students. By moving students through an actual engineering project, students quickly understand the relevance of what they are learning. The curriculum is created to ensure that students with varying learning styles and levels can accomplish the lesson goals. No prior robotics experience, required; beginners are able to advance sequentially through the units to gradually increase their knowledge and skill level.

**ADVANCED ROBOTICS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
<th>Pathway: Industrial Science and Technology - STEM, Arts, Design and Information Technology</th>
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</thead>
<tbody>
<tr>
<td>8436, 8437</td>
<td>1.0</td>
<td>LHS</td>
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<td></td>
<td>Fee: $20 per semester</td>
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</tbody>
</table>

In Advanced Robotics, students will:

- will pick one area of focus: mechanical/build, design, programming or electrical to learn more in depth skills to help support the overall team
- work with the other sub teams to build and design advanced mechanisms for the robot
- employ the engineering design cycle through inquiry and iteration
- engage in teamwork and collaboration
- participate in the FIRST Robotics competition in the spring
- participate in the fundraising and promotion of team during outside school hours
- learn about advanced topics in robotics and stem fields via guest speakers and field trips

Project-based curriculum teaches the design process in an engaging, hands-on manner to help teachers challenge, motivate and inspire their students. By moving students through an actual engineering project, students quickly understand the relevance of what they are learning. The curriculum is created to ensure that students with varying learning styles and levels can accomplish the lesson goals.


**Computer and Information Sciences**

Students who take Computer and Information Science courses may join Skills USA at Loveland High/Thompson Valley or Technology Student Association (TSA) at Mountain View or Robotics at Berthoud High

<table>
<thead>
<tr>
<th>ROBOTICS LEADERSHIP</th>
<th>8422, 8423</th>
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<tbody>
<tr>
<td>LHS</td>
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<tr>
<td>Credit: 1.0 Applied Arts / CTE</td>
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<tr>
<td>Fee: $20 per semester</td>
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<tr>
<td>Recommended: Instructor approval and have 1-year experience on the team</td>
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<tr>
<td>Pathway: Industrial Science and Technology - STEM, Arts, Design and Information Technology</td>
<td></td>
</tr>
<tr>
<td>Pathway: Computer and Information Sciences - STEM, Arts, Design and Information Technology</td>
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</table>

**In Robotics Leadership, students will:**

- participate in the regular robotics class as student leaders and cover all the requirements in that course
- lead, train and mentor a small group of peers as the Design, Build, Programming, Electronics or Fundraising/Marketing Captains. Students will have to apply, interview and be hired for these positions
- attend weekly leadership meeting to create goals, plan the sub-team teaching sessions and discuss team dynamics
- attend special events outside of school hours as a representative of the Robotics team
- be taught different leadership skills throughout the year
- be able to be selected as the Main Team Captains who help organize and run the team with the instructor
# Electives - Aides

<table>
<thead>
<tr>
<th>AIDE – ATTENDANCE</th>
<th>8644, 8645</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, LHS, MVHS, TVHS</td>
<td></td>
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<tr>
<td>Credit: .25 Career Pathway Elective per semester</td>
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<thead>
<tr>
<th>AIDE – BUILDING</th>
<th>8640, 8641</th>
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<tbody>
<tr>
<td>BHS, LHS, MVHS, TVHS</td>
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<tr>
<td>Credit: .25 Career Pathway Elective per semester</td>
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<thead>
<tr>
<th>AIDE – COUNSELING</th>
<th>8678, 8679</th>
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<tbody>
<tr>
<td>LHS, TVHS</td>
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<tr>
<td>Credit: .25 Career Pathway Elective per semester</td>
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<tr>
<td>Recommended: Recommendation and approval from a counselor and interview</td>
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</table>

*As an Aide - Counseling, students will:*
- run passes and assist office staff
- file
- help maintain materials in the Futures/Career Center

<table>
<thead>
<tr>
<th>AIDE – GUIDANCE</th>
<th>8636, 8637</th>
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</thead>
<tbody>
<tr>
<td>BHS, MVHS</td>
<td></td>
</tr>
<tr>
<td>Credit: .25 Career Pathway Elective per semester</td>
<td></td>
</tr>
<tr>
<td>Recommended: Recommendation and approval from a counselor and interview</td>
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</tr>
</tbody>
</table>

*As an Aide - Guidance, students will:*
- run passes and assist office staff
- file
- help maintain materials in the Futures/Career Center

<table>
<thead>
<tr>
<th>AIDE – MEDIA</th>
<th>8638, 8639</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, LHS, MVHS, TVHS</td>
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<tr>
<td>Credit: .25 Career Pathway Elective per semester</td>
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</tr>
<tr>
<td>Recommended: Teacher Librarian approval</td>
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</tbody>
</table>

*As an Aide – Media, students will:*
- help insure that the necessary individualized services to students and faculty are provided
- deliver and retrieve equipment and materials when necessary
- gain an understanding of the organization and services of the media center
- manage the library circulation desk

<table>
<thead>
<tr>
<th>AIDE – OFFICE</th>
<th>8642, 8643</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, LHS, MVHS, TVHS</td>
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<tr>
<td>Credit: .25 Career Pathway Elective per semester</td>
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<table>
<thead>
<tr>
<th>AIDE – TEACHER</th>
<th>8648, 8649</th>
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<tbody>
<tr>
<td>BHS, LHS, MVHS, TVHS</td>
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<tr>
<td>Credit: .25 Career Pathway Elective per semester</td>
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</tbody>
</table>
Join your campus librarian(s) in creating a welcoming, engaging and inclusive library at your school!

As a Campus Library Intern, students will:

- Hone communication and collaboration skills
- Study library services/collections and make recommendations
- Engage their peers with the library as a space for learning and personal growth
- Develop expertise on information literacy
- Improve their school community through projects of personal interest.
**Electives – English Language Arts**

**ACTING TECHNIQUES**

<table>
<thead>
<tr>
<th>Credit: 0.50 Career Pathway Elective</th>
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<tbody>
<tr>
<td>BHS, MVHS, TVHS</td>
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</table>

*In Acting Techniques, students will:*
- demonstrate an understanding of the fundamentals of theatre
- develop improvisation, characterization, and performance skills
- create original scripts with characters, conflicts, and resolutions
- respond critically to classmates' performances

**ACTING TECHNIQUES ADVANCED**

<table>
<thead>
<tr>
<th>Credit: 0.50 Career Pathway Elective</th>
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<tbody>
<tr>
<td>MVHS, TVHS</td>
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</table>

*In Acting Techniques Advanced, students will:*
- enhance skills of creativity, performance, and critically responding that were introduced in Acting Techniques
- discuss, analyze, and demonstrate the techniques of an actor
- analyze play scripts and characters
- develop specific skills that will prepare them for postsecondary theatre opportunities

**JOURNALISM 2**

<table>
<thead>
<tr>
<th>Credit: 1.0 Career Pathway Elective</th>
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<tbody>
<tr>
<td>BHS, MVHS, TVHS</td>
</tr>
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</table>

*In Journalism 2, students will:*
- understand a variety of issues related to publishing a newspaper
- collect information systematically for responsible coverage
- demonstrate a knowledge of the publication of an open forum student newspaper

**THEATRE PRODUCTION**

<table>
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<tr>
<th>Credit: 0.50 Career Pathway Elective</th>
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<tbody>
<tr>
<td>MVHS, TVHS</td>
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</table>

*In Theatre Production, students will:*
- study facets of behind-the-scenes theatrical productions including: theatre jobs/roles, directing/producing, production concepts, script analysis, sound/light, and sets
## Electives – English Language Arts

### WRITE LIFE

**TVHS**

Credit: 1.0 Career Pathway Elective

*In Write Life, students will:*
- work as a community of writers in a project-based learning model
- experiment with a variety of techniques in several writing genres
- contribute to various publications and writing contests
- read and critique the work of established authors
- read and critique the work of their peers
- produce the school’s literary magazine
- practice and use advanced creative writing skills, editorial skills, and positive work habits in this writing-intensive course

### YEARBOOK

**BHS, LHS, MVHS, TVHS**

Credit: 1.0 Career Pathway Elective

Recommended: Instructor approval, application and interview

*In Yearbook, students will:*
- publish the student yearbook
- apply for the following positions: editor, section editor, page designer, reporter, advertiser, illustrator, photographer, and others
- work outside the course period and the school day
- learn computer operating systems and related software
**Electives – Industrial Science and Technology**

### COMPUTER MAINTENANCE INDEPENDENT STUDY

MVHS, TVHS  
Credit: .50 Career Pathway Elective – per semester  
Recommended: Written permission from the teacher

*In Computer Maintenance Independent Study, students will:*
- receive training in the support of computer hardware and peripherals, hardware setup and troubleshooting, printer support, and basic networking topology
- develop skills for logon procedures, software tutoring, Generation Why training, and Web Page development
- identify a personal technology goal; examples include Web Page authoring, programming, and Microsoft certifications

### INTRODUCTION TO ARC GLOBAL INFORMATION SYSTEM

Not currently offered  
Credit: 1.0 Career Pathway Elective  
Recommended: Must be in 10th grade STEM

*In Introduction to ARC Global Information System, students will:*
- develop spatial understanding, perspectives, and personal connections to the world
- examine places and regions and patterns among them
- complete individual and group projects using GIS software
- introduce students to basic coding
Electives - JROTC

The JROTC program is offered at Loveland High School. For the school year 2021-22, the program will be offered at BHS in the fall and MVHS in the spring. TVHS students will be transported to LHS for those that wish to participate in this program for both the fall and spring semesters.

JROTC - LEVEL 1  8618, 8619
LHS/BHS/TVHS/MVHS
Credit: .50 Fitness (meets graduation fitness requirement) / Career Pathway Elective - Semester 1
Credit: .50 Social Studies (meets Civics Requirement) / Career Pathway Elective - Semester 2
Fee: $25 per semester

In JROTC Level 1, students will:
• participate in Leadership Education and Training (LET) I consisting of effective communication techniques, Presidential Physical Fitness Program, basic leadership skills, self-awareness skills, emotional intelligence, study skills, Introduction to branches of the Armed Forces. Weapons safety and basic marksmanship skills, goal setting, drug abuse prevention, basic nutrition, and citizenship through history, drill and ceremonies, civic engagement and US Civics topics will also be introduced.

JROTC - LEVEL 2  8620, 8621
LHS/BHS/TVHS/MVHS
Credit: 1.0 Career Pathway Elective
Recommended: JROTC - Level 1
Fee: $25 per semester

In JROTC Level 2, students will:
• participate in Leadership Education and Training (LET) II consisting of principles of leadership, physical fitness, basic leadership, emergency first aid, drug abuse prevention, initial career exploration, technology awareness, topographical map reading, orienteering, weapons safety and basic marksmanship skills and basic formal presentation skills through character development.

JROTC - LEVEL 3  8624, 8625
LHS/BHS/TVHS/MVHS
Credit: 1.0 Career Pathway Elective
Fee: $25 per semester
Recommended: JROTC - Level 2

In JROTC Level 3, students will:
• participate in Leadership Education and Training (LET) III consisting of service learning projects, military history, decision making, leadership position evaluation, career exploration and development, post-secondary education opportunities, physical fitness, human relations, military career opportunities, weapons safety and basic marksmanship skills.

JROTC - LEVEL 4  8626, 8627
LHS/BHS/TVHS/MVHS
Credit: 1.0 Career Pathway Elective
Fee: $25 per semester
Recommended: JROTC - Level 3
Dual college credit may be available – see your school counselor for more information

In JROTC 4, students will:
• participate in Leadership Education and Training (LET) IV consisting of developing practical leadership and event planning skills while serving in a leadership or support staff position, physical fitness, career and college planning, formal interview skills and learning to instruct classes.
Electives - JROTC

JROTC – MARKSMANSHIP
BHS, LHS, TVHS
Credit: .50 Career Pathway Elective
Fee: $10 per semester

Recommended:
- Instructor Approval
- Must score 100 percent on Rifle Marksmanship Safety Examination and have completed at least 1 semester of JROTC and be concurrently enrolled in a JROTC course commensurate with their grade level.
- Must wear uniform and participate in JROTC activities and successfully complete required academic assignments and athletic events (e.g. the cadet challenge and physical fitness exercises to include pushups, pull-ups, sit-ups, and the 1 mile run).
- Must have and maintain an overall cumulative GPA of 2.0

In JROTC Marksmanship, students will:
- Be provided with the opportunity to practice leadership, effective communication, organization and problem-solving skills and techniques as they form trained competitive marksmanship teams. Marksmanship is a complex sport skill that is concerned with the precision and accuracy of aiming, controlling and firing rifles at difficult targets. A high degree of muscle-nervous system coordination must be developed through practice.
- The JROTC Rifle Marksmanship program offers cadets the opportunity to compete in city, state, nation and international marksmanship competitions. The JROTC Marksmanship Program trains cadets to shoot the 3-position air rifle protocols system developed from the International Shooting Sports Federation (ISSF) and Olympic rifle events (air rifle standing, 3-position small-bore).
- Students are required to compete in shoulder-to-shoulder and postal rifle matches; maintain a JROTC portfolio; keep a shooter's log; and participate in a research project per semester on safety/marksmanship and give an oral presentation on their project. Army, Navy and Marine Corps JROTC units in accordance with service relations offer rifle marksmanship. All rifle marksmanship activity in Army JROTC units is done with 4.5 mm (.177 caliber) single shot target air rifles. All range firing activities are conducted on 10 meters (33 feet) long indoor or outdoor ranges.
- Cadets who participate in rifle marksmanship are trained to fire in three standard firing positions. Cadets who participate in competitions usually compete in “three-position air rifle” competitions. Opportunities for advanced marksmanship camps and training are available for cadets interested in enhancing their skills.
# Electives – Physical Education

## AQUATICS

<table>
<thead>
<tr>
<th>Code</th>
<th>LHS, MVHS, TVHS</th>
<th>Credit: .50 Career Pathway Elective</th>
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</table>

*In Aquatics, students will:*  
- learn five basic swimming strokes, practice water safety and survival skills, improve their aquatic fitness, and participate in recreational activities

## AEROBICS AND DANCE

<table>
<thead>
<tr>
<th>Code</th>
<th>LHS, MVHS, TVHS</th>
<th>Credit: .50 Career Pathway Elective</th>
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</table>

*In Aerobics and Dance, students will:*  
- enhance physical performance, health, and appearance through cardiovascular endurance training  
- be able to calculate target heart rate, and keep it in a healthy zone  
- be exposed to low/high impact aerobics, step, power balls, circuit training, etc.  
- design their own routines set to music  
- understand the importance of proper nutrition

## ATHLETIC TRAINING

| Code | MVHS | Credit: .50 Career Pathway Elective  
Fee: $25 per semester  
Recommended: First Aid and Anatomy and Physiology  
*students participate in a “lab” component that occurs outside the scheduled class time* |
|------|------|-----------------------------------|

*In Athletic Training, students will:*  
- review basic anatomy, kinesiology, and exercise physiology  
- demonstrate assessment and management skill of common athletic injuries  
- study healthy nutrition concepts

## ATHLETIC WEIGHTS

| Code | BHS, LHS, MVHS, TVHS | Credit: .50 Career Pathway Elective  
Recommended: Men’s or Women’s Weights and/or instructor approval (at BHS/TVHS Instructor signature required) |
|------|----------------------|-----------------------------------|

*In Athletic Weights, students will:*  
- know and understand the rules, techniques, and safety expectations of the weight room  
- perform an individualized lifting program that is sport specific and is designed by the head coaches of various sports  
- demonstrate and understand the concepts of plyometric training through participation  
- demonstrate responsible behavior in all activities
Electives – Physical Education

**FIRST AID** 7605
LHS, MVHS, TVHS
Credit: .50 Career Pathway Elective
Fee: Set by Red Cross – approximately $35
Recommended: Participant must be 15 by the last day of class

*In First Aid, students will:*
- potential to earn American Red Cross certification
- have the opportunity to learn the skills necessary to be an effective “first responder”
- have the opportunity to be certified in Basic Cardiac Resuscitation/child and adult
- gain the knowledge to assess and treat common injuries, illnesses, and conditions

**FIT FOR LIFE** 7623
Not offered at this time
Credit: .50 Career Pathway Elective

*In Fit for Life, students will:*
- create a very individualized personal wellness plan
- use technology to support and teach components of health-related fitness
- research topics such as consumerism and financial literacy as they relate to fitness
- participate in daily activities such as journaling, stretching, yoga, and fun innovative workouts
- become myth busters on sports skills

**LIFEGUARDING** 7604
MVHS, TVHS
Credit: .50 Career Pathway Elective
Fee: Set by Red Cross - approximately $65
Recommended: 500-yard swim, retrieve 10-pound brick from 10-foot depth, must be 15 by the last day of the class

*In Lifeguarding, students will:*
- meet the American Red Cross Lifeguard Training requirements
- develop cardiovascular conditioning, strength training and stroke proficiency, rescuetecnhiques, lifeguarding, CPR and First Aid, professionalism and employability

**LIFETIME SPORTS** 7613
BHS, LHS, MVHS, TVHS
Credit: .50 Career Pathway Elective
Fee: $15 per semester plus $5 trip fee

*In Lifetime Sports, students will:*
- become proficiently skilled at the individual lifetime activities; golf, tennis, tennis related activities, badminton, pickle ball, table tennis, shuffleboard, Frisbee golf, etc.
- know and understand the rules, techniques, and safety expectations of the activities
- participate in individual lifetime wellness activities
- demonstrate an understanding of fitness concepts by participating in warm-up and cool-down activities
**NET SPORTS**

BHS, LHS, MVHS, TVHS
Credit: .50 Career Pathway Elective

*In Net Sports, students will:*
- be proficiently skilled in net games; tennis, volleyball, badminton, pickleball, table tennis, etc.
- know and understand the rules, techniques, and safety expectations of the activities
- demonstrate an understanding of fitness components of participating in warm-up and cool-down activities
- participate in lifetime activities

**SELF-DEFENSE**

TVHS, LHS
LHS Females Only (Grades 10, 11, 12)
TVHS Females Only (All grades)
Credit: .50 Career Pathway Elective

*In Self-Defense, students will:*
- acquire techniques in avoiding potentially hazardous situations and respond appropriately when under personal attack
- NOT learn aggressive violence or offensive attack methods
- learn basic common sense techniques on how to avoid or defensively escape from violent personal attacks
- gain confidence in themselves and have a greater sense of self-reliance

**TEAM SPORTS**

BHS, LHS, MVHS, TVHS
Credit: .50 Career Pathway Elective

*In Team Sports, students will:*
- become proficiently skilled in team games; team handball, soccer, softball, indoor hockey, touch football, volleyball, basketball, ultimate Frisbee, etc.
- know and understand the rules, techniques, and safety expectations of the activities
- participate in lifetime team activities
- demonstrate an understanding of fitness concepts by participating in warm-up and cool-down activities

**WEIGHT TRAINING 1**

- Men’s Weight Training 1
- Women’s Weight Training 1

BHS, LHS, MVHS, TVHS
Credit: .50 Career Pathway Elective

*In Weight Training 1, students will:*
- develop skills and knowledge in weight lifting and muscle toning exercises so that they can safely and successfully lift weights as a recreational activity or to utilize their weight lifting knowledge in pursuit of specific goals for personal or athletic improvement
- develop the knowledge about safety, spotting techniques, muscles and their movement, cardiovascular conditioning, and work ethic

**WEIGHT TRAINING 2**

- Men’s Weight Training 2
- Women’s Weight Training 2

BHS, MVHS, TVHS
LHS (Grades 10, 11, 12)
Credit: .50 Career Pathway Elective
Recommended: Weight Training 1

*In Weight Training 2, students will:*
- learn lifetime fitness concepts including the principles of Overload, Progression, and Specificity
**Electives – Physical Education**

**YOGA & FITNESS** 7625
TVHS
Credit: .50 Fitness OR Career Pathway Elective Fee: $10 for equipment upkeep (yoga mats, yoga blocks, etc.)

*In Yoga & Fitness, students will:*
- Develop skills and knowledge in yoga movement, meditation, and breathing exercises
- Know and understand yoga vocabulary, sequences, poses
- Apply benefits of yoga to improve adolescent health and well-being (puberty, physiology, brain development)
- Apply yoga movement, meditation, and breathing to develop stress management skills, improve physical and mental health, and social emotional learning
- Improve personal flexibility and balance
- Design and create their own yoga sequences to present
- Use yoga as a method of lifelong fitness
**Electives – Social Studies**

<table>
<thead>
<tr>
<th>CONTEMPORARY ISSUES</th>
<th>4100</th>
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<tbody>
<tr>
<td>BHS, TVHS</td>
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<tr>
<td>LHS (Grades 11, 12)</td>
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<tr>
<td>Credit: .50 Career Pathway Elective</td>
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</table>

*In Contemporary Issues, students will:*
- analyze, investigate, and engage in discussions on contemporary issues that affect the world and the U.S.
- examine the cause/effect relationships and their impact upon these events
- develop life skills that will be applicable in the real world; research, reading, writing, and communication skills

<table>
<thead>
<tr>
<th>CRIMINAL JUSTICE PROGRAM</th>
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<tbody>
<tr>
<td>- Introduction to Criminal Justice System</td>
<td>5712</td>
</tr>
<tr>
<td>- Policing Systems</td>
<td>5746</td>
</tr>
<tr>
<td>- Judicial Function</td>
<td>5748</td>
</tr>
<tr>
<td>- Correctional Process</td>
<td>5750</td>
</tr>
</tbody>
</table>

**TVHS**

Credit: 1.0 Career Pathway Elective – total for program
Dual college credit may be available – see your school counselor for more information

*In the Criminal Justice program, students will:*
- study of the agencies and processes involved in the criminal justice system: legislature, police, the prosecutor, public defender, courts, and corrections. Includes an analysis of the roles and problems of the criminal justice system in a democratic society, with an emphasis upon inter-component
- examine the complexity and multidimensional aspects of the law enforcement role and career, law enforcement discretion, law enforcement values, and culture in modern America. Covers the role and functions of law enforcement in occupational, social, political, and organizational context
- examine the criminal process with an analysis of the major judicial decision makers; prosecutors, defense attorneys, judges, and the discretionary aspects of adjudication
- focus on the post-conviction corrections process, the development of correctional philosophy, theory, and practice, a description of institutional operation, programming and management, and community-based corrections, probation, and parole

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<thead>
<tr>
<th>PHILANTHROPY AS CIVIC ENGAGEMENT</th>
<th>4108</th>
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</thead>
<tbody>
<tr>
<td>BHS</td>
<td></td>
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<tr>
<td>Credit: .50 Career Pathway Elective</td>
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</table>

*In Philanthropy as Civic Engagement, students will:*
- learn in depth about the concept of philanthropy and how it relates to civic participation
- learn about issues that impact their peers and community
- develop research, public speaking, critical thinking and teamwork skills
- explore nonprofits in the community which aim to address issues important to students
- contribute their talents, insight, and energy to their school and community while developing skills and a passion for giving into adulthood.
- experience the responsibility of being a good steward of philanthropic resources
- develop an advanced understanding of the impact that one makes when dedicating their time, talent, or treasure to an issue which they desire to change or improve
**Electives – Social Studies**

**PSYCHOLOGY 1**
BHS, MVHS, TVHS
LHS (Grades 10, 11, 12)
Credit: .50 Career Pathway Elective

*In Psychology 1, students will:*
• gain an understanding of the basic mental processes that control our living
• acquire a better understanding of their own behavior and that of other persons
• study how people learn, personality development, personality theories, how the mind works
• become acquainted with ways mental health may be maintained

**AP PSYCHOLOGY**
BHS, LHS, MVHS, TVHS
Credit: 1.0 Career Pathway Elective
Fee: Student pays for textbook and AP Exam

*In AP Psychology, students will:*
• cover rigorous topics including: methods and approaches, biological basics of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality testing and individual differences, abnormal psychology, treatment of psychological disorders, social psychology
• be prepared for psychology in college
• have the opportunity to prepare for the AP Psychology test and receive college credit

**PSYCHOLOGY 2**
MVHS, TVHS
Credit: .50 Career Pathway Elective
Recommended: Psychology 1

*In Psychology 2, students will:*
• continue the exploration of Psychology
• evaluate subject-specific topics: personality theory, stress and conflict, psychological disorders, types of psychotherapy, and social psychology (social influences, relationships, attitudes, and beliefs)

**SOCIOPHILY**
BHS, MVHS, TVHS
LHS (Grades 11, 12)
Credit: .50 Career Pathway Elective

*In Sociology, students will:*
• develop an understanding of human relations
• study human relations, group dynamics, environmental influences, social functions as a group and as a person
• develop a better understanding of yourself and your values

**WESTERN CIVILIZATION 1**
BHS
Credit: .50 Career Pathway Elective
Fee: Student pays for textbook
Recommended: Junior or Senior
Dual college credit may be available – see your school counselor for more information

*In Western Civilization 1, students will:*
• study the development of European history from its beginnings to 1500 CE
• analyze historical events and processes from this era
• discuss different historical interpretations of events
• create and research historical questions about early European history
**Electives – Student Leadership**

**AVID (Advancement via Individual Determination) 9th**  
8730/8731

**AVID (Advancement via Individual Determination) 10th**  
8732/8733

**AVID (Advancement via Individual Determination) 11th**  
8734/8735

**AVID (Advancement via Individual Determination) 12th**  
8736/8737

TVHS  
Credit: 1.0 Career Pathway Elective

AVID’s mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. Visit the international website here: [https://www.avid.org/](https://www.avid.org/)

AVID prepares all students for college readiness, whether students are planning to attend a community college, certificate program, or a 4-year university after high school.

In the AVID elective at TVHS students will be taught the skills they need to be successful in college. From organization & study skills to financial planning and life skills, AVID teaches both hard and soft skills. AVID creates a supportive environment for students to grow into independent young adults. Students learn a variety of skills & strategies to support them in all of their classes, and prepare them for the rigors of college. Students engage in career & major exploration, college campus visits, and receive tutoring twice a week in class. AVID students enjoy field trips, guest speakers, and access to current university students. The AVID elective becomes a home away from home, as cohorts of students stay together during their four years of high school. AVID students receive extra time and support in class as they apply for scholarships and college together.

**BERTHOUD LEADERSHIP ACADEMY 9: TEEN CHALLENGES & CHOICES**  
Not offered at this time  
Credit: .50 Career Pathway Elective

*In Berthoud Leadership Academy 9: Teen Challenges and Choices, students will:*
- learn about how personal choices affect well-being, relationships, and an individual’s future.
- explore the challenges that young adults face including personal growth, communication, relationships, substance abuse, suicide prevention and sexual health

As a member of the 9th grade Teen Challenges and Choices cohort, BLA students will learn how to effectively make and positively impact the personal choices that affect well-being, relationships, and an individual’s future. Students will work with a variety of community groups and mentors to explore the many challenges that young adults face, including personal growth, relationships, substance abuse, suicide prevention, and sexual health. By simultaneously exploring these topics and their own particular strengths, abilities, ambitions and dreams, students learn not only how this knowledge can help them plan for the future, but how to make a difference right now.

**BERTHOUD LEADERSHIP ACADEMY 10: GLOBAL COMMUNICATION**  
Not offered at this time  
Credit: .50 Career Pathway Elective

*In Berthoud Leadership Academy 10: Global Communication, students will:*
Students in BLA 10 will learn valuable speech skills such as delivery, intonation, eye-contact, relevance, etc. and apply them to real-world situations. Individuals who continue on in this course will also acquire knowledge about using social media to spread the word about important projects and community needs. In this course, students will be emphasizing their global communication skills and learn how to harness them in order to promote their projects as well as assisting juniors and seniors with their capstones (once students reach those levels) as sophomores will use social media and other outreach skills to help these upper classes promote their own ideas and projects. Here students will gain an understanding of how to use speech and presentation skills to reach out to the community to discuss issues pertaining to their local and global environment. Students in BLA 9 have learned about healthy choices and good decision making. This course will build on this learning from 9th grade and bring in the importance of good communication and understanding the different means to communicate for different audiences and purposes.
**Electives – Student Leadership**

<table>
<thead>
<tr>
<th>CSU CAMPUS CONNECTIONS</th>
<th>9600</th>
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<tbody>
<tr>
<td>BHS, LHS, MVHS</td>
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<tr>
<td>Credit: .50 Career Pathway Elective per semester</td>
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*In CSU Campus Connections, students will:*

<table>
<thead>
<tr>
<th>ELEMENTARY TUTOR</th>
<th>8628, 8629</th>
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<tbody>
<tr>
<td>BHS, LHS, MVHS</td>
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<tr>
<td>Credit: .50 Career Pathway Elective per semester</td>
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<tr>
<td>Recommended: Attendance review, application, and interview</td>
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</table>

*In Elementary Tutor, students will:*
- work outside school assisting elementary school students and teachers
- have their own transportation, a positive manner, a nearly perfect attendance record, an acceptable scholastic average, and teaching as a possible future career goal
- supply the coordinator with three letters of recommendation and application

<table>
<thead>
<tr>
<th>FRESHMAN SEMINAR</th>
<th>8718, 8719</th>
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<tbody>
<tr>
<td>TVHS, MVHS (Grade 9)</td>
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<td>Credit: 1.0 Career Pathway Elective</td>
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<tr>
<td>Recommended: Instructor approval required</td>
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</table>

*In Freshman Seminar, students will:*
- prepare students for high school life academically, socially, and emotionally
- build the foundation of what it means to be a successful student and human being
- establish a strong culture and community and teach students what it means to be a Mountain View Mountain Lion

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<thead>
<tr>
<th>LEADERSHIP</th>
<th>8616, 8617</th>
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<tr>
<td>Not offered at this time</td>
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<td>Credit: 1.0 Career Pathway Elective</td>
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*In Leadership, students will:*
- provide participants with the opportunity to meet current district leaders and represent a student voice to connect with district departments, high schools and to the greater Loveland community
- complete a few tasks focused on building leadership knowledge and improving skills
- keep record of activities by creating a personal student leadership portfolio
- student applicants for SLC must be aware that attendance and active participation is mandatory
- applicants must have the support and commitment of their High School and administration (the signature of student’s administrator is necessary for the application to be considered by the Advisory Committee)
- attend one monthly session each month, as well as one District Accountability Committee (DAC) meeting

<table>
<thead>
<tr>
<th>PEER BUDDIES</th>
<th>8694</th>
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<tr>
<td>BHS, LHS, MVHS</td>
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<tr>
<td>TVHS (Grades 10, 11, 12)</td>
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<tr>
<td>Credit: .50 Career Pathway Elective</td>
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<tr>
<td>Recommended: Instructor approval required</td>
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</table>

*In Peer Buddies, students will:*
- demonstrate how to work well with teachers and other students in the classroom, model effective organizational skills, study skills for their peer buddy, and assist with note taking, reading, and clarifying directions for their peer buddy
- help the student they are assigned in developing good social and academic habits so they are successful in the classroom and provide support to the classroom teacher by helping to identify and meet the needs of their peer buddy based on his/her goals
# Electives – Student Leadership

## PEER PARTNERS

**BHS, LHS**

Credit: 1.0 Career Pathway Elective  
Recommended: Counselor approval required

**In Peer Partners, students will:**
- learn how to help other students effectively  
- go through special training in how to be a good listener, how to communicate with others effectively, and how to help others make decisions  
- help all students with school-related problems, with conflict resolution, and minor personal/family difficulties with ICAP plans

## SERVICE LEARNING

Credit: .50 Career Pathway Elective  
Pathway: Business Information Technology -Business, Marketing and Public Administration  
Pathway: Computer and Information Sciences -STEM, Arts, Design and Information Technology  
Pathway: Marketing -Business, Marketing and Public Administration

**In Service Learning, students will:**
- explore issues of local and global importance, develop a focused mission statement for the class, then work with classes, school organizations and local non-profits to coordinate service as action in response to these issues.

## SOCIAL EMOTIONAL LEARNING

**FHS**

Credit: .50 Elective

**In Social Emotional Learning, students will:**
- Through both personal exploration and investigation of social, emotional, behavior, and mental health theories, students will learn more about who they are, their social and emotional strengths and areas for growth, and how that impacts their communication and relationships.  
- Students will learn how to communicate effectively, maintain healthy positive relationships, navigate resources in the community, and create healthy boundaries with self and others in order to gain emotional stability.

## SOCIAL EMOTIONAL EDUCATION

**TVHS**

Credit: .50 Career Pathway Elective

**In Social Emotional Education, students will:**
- Society is quickly changing. Skills in technology are embedded in everything we do and learn. However, as we are progressing technologically, it seems our social and emotional management skills are suffering.  
- In this class, students will learn and practice skills in healthy communication, motivation, conflict resolution, and overall emotional management. Assignments will include application of these skills to relationships with parents and guardians, teachers, siblings, friends, and employers.  
- Students will develop the self-awareness and emotional stability to thrive in high school and beyond.
**Electives – Student Leadership**

**Sources of Strength**

LHS
Credit: 1.0 Career Pathway Elective

*In Sources of Strength, students will:*
- Society is quickly changing. Skills in technology are embedded in everything we do and learn. However, as we are progressing technologically, it seems our social and emotional management skills are suffering.
- In this class, students will learn and practice skills in healthy communication, motivation, conflict resolution, and overall emotional management. Assignments will include application of these skills to relationships with parents and guardians, teachers, siblings, friends, and employers.
- Students will develop the self-awareness and emotional stability to thrive in high school and beyond.

**Student Council**

BHS, LHS, TVHS*
Credit: 1.0 Career Pathway Elective
Recommended: Elected and/or appointed
*(TVHS Student Council application required)*

*In Student Council, students will:*
- learn and practice all areas of leadership
- become skilled in the art of leadership
- work as a team to create positive change and exciting activities for school
- spend hundreds of hours outside of the normal school day working on Council activities

**Student Leadership**

MVHS
Credit: .25 Career Pathway Elective – total credit for the entire year long course

*In Student Leadership, students will:*
- provide participants with the opportunity to meet current district leaders and represent a student voice to connect with district departments, high schools and to the greater Loveland community
- complete a few tasks focused on building leadership knowledge and improving skills
- keep record of activities by creating a personal student leadership portfolio
- student applicants for SLC must be aware that attendance and active participation is mandatory
- applicants must have the support and commitment of their High School and administration (the signature of student’s administrator is necessary for the application to be considered by the Advisory Committee)
- attend one monthly session each month, as well as one District Accountability Committee (DAC) meeting

**Teen Court**

Municipal Courthouse – 810 E 10th Street in Loveland
Credit: 2 hours of Community Service per session
or
Credit: .25 Career Pathway Elective – per semester

Sessions are held Tuesday afternoons at 3PM in the Loveland Municipal Courtroom when TSD is in session. Students must provide their own transportation to and from each session. For more information contact Tracy Evangelista, 613-5986 or visit https://www.lovgov.org/services/municipal-court/loveland-teen-court

*In Teen Court, students will:*
- The Thompson School District, in partnership with the City of Loveland, provides student volunteers an opportunity to review low-level juvenile cases and render sentencing (usually in the form of community service and future Teen Court sessions) as a means of steering young offenders toward more productive choices.
**Electives – Student Leadership**

- Students will work alongside the City Prosecutor's office, the municipal court judge and other TSD advisors learning how to assume the roles of a prosecutor, defense attorney, court clerk, judge, and jury member.
- The Loveland Teen Court Program hears 45-50 juvenile cases per school year.
ARGUMENTATION/DEBATE

MVHS, TVHS
Credit: .50 Language Arts
Recommended: Speech

In Argumentation/Debate, students will:
• understand the fundamentals of argumentation and debate
• deliver an extemporaneous speech
• demonstrate the ability to construct affirmative and negative cases and plans
• participate in debates
• demonstrate the ability to keep a flow chart

COLLEGE COMPOSITION 1

BHS, LHS, MVHS, TVHS
TVHS (Grade 12)
Credit: .50 Language Arts
Recommended: English 11
Dual college credit may be available – see your school counselor for more information

In College Composition 1, students will:
• plan, write, and revise a minimum of three essays to include the evaluative, problem-solving, argumentative modes
• think critically and logically
• demonstrate appropriate language skills

COLLEGE COMPOSITION 2

BHS, LHS, MVHS, TVHS
TVHS (Grade 12)
Credit: .50 Language Arts
Recommended: College Composition 1
Dual college credit may be available – see your school counselor for more information

In College Composition 2, students will:
• read, write, and think critically to evaluate, analyze, and synthesize information
• write analytical, evaluative, and/or persuasive papers that incorporate research
• apply writing, speaking, and technology to a project presentation

COLLEGE READING AND THINKING

MVHS
Credit: .50 Language Arts

In College Reading and Thinking, students will:
• apply study skills
• prepare for the ACT and SAT
• understand informational logic and nature/application of critical reading skills
• write a variety of essays
• read various books and articles, including American, European and ethnic novels
• learn reading strategies

CREATIVE WRITING

BHS, MVHS, TVHS
Credit: .50 Career Pathway Elective

In Creative Writing, students will:
• write original prose and/or poetry
• design one or more creative writing projects
• write, revise and participate in peer review workshops to improve writing
**English Language Arts**

- understand and employ various creative writing techniques such as: plot construction, character development, point of view, etc.

**ELA LANGUAGE 9: CREATIVE WRITING IB MYP**

LHS (Grade 9)  
Credit: .50 Language Arts

Language 9: Creative Writing is a study of non-fiction (movie reviews, poetic memoirs, essays) and drama with a creative writing emphasis. In this semester-long class, students will study the evolution of language, explore how authors use language creatively to reach the desired purpose, and analyze how diction helps develop a certain tone. We will discuss how authors use diction and writing conventions creatively to persuade and bring about change. After discussing the ways authors use language creatively, students will imitate these language choices by writing about their own passions. Students will be able to show in a final project how strategic language skills (punctuation, diction, figurative language, etc) can enhance their purpose. This class prepares students with the tools and skills that they will use as upperclassmen in the art of producing original works.

**ELA LANGUAGE 9: THE GRAPHIC NOVEL IB MYP**

LHS (Grade 9)  
Credit: .50 Language Arts

Graphic novels, the wonderful combination of storytelling and sequential art, are one of the many great forms of literacy in which we can find an abundance of meaning. It is a genre for all readers, though visual learners seem to find their comfort zone here due to the many graphics and topics available to explore. In this course, we will learn how to read about them, how to talk about them, how to write them, and how to analyze (and enjoy) them. We will traverse the history of their creation and their place in our modern world. We will dive deeper into a variety of genres surrounding graphic novels (manga, historical, cultural, etc.), as well as create some of our own. Creativity, art, and creative writing all take place in this class, all while gathering skills in language usage. Expanding our minds by investigating the lives, cultures, and circumstances of people’s real and imagined lives, we will begin to search the ways in which we ourselves can impact the world through purposeful expression in a genre that utilizes both visual and written artistry.

**ELA LANGUAGE 9: MYP/ HONORS**

LHS (Grade 9)  
Credit: .50 Language Arts

This semester-long class is designed for students hoping to pursue upper-level ELA classes. Students will develop an appreciation of the nature of language, the many influences on language, and its power and beauty. With an emphasis on notable British authors, students will discuss how language creates a shared identity that connects communities, how purposeful language creates a person’s intended voice, and how change is created through powerful, purposeful messages. As students interact with titles such as The Tragedy of Romeo and Juliet and/or Lord of the Flies, they will learn to generate insight into moral, social, economic, political, cultural, and environmental factors, which contributes to the development of opinion-forming, decision-making, and ethical-reasoning skills. Any students wishing to push themselves academically, become more confident readers and writers, and be a part of a class with other students with similar academic goals should take this class. This class prepares students for Lang 9 IB MYP/Honors as well as R/W 10 IB MYP/Honors. This class prepares students for their next step in the Honors pathway.
**ELA LANGUAGE 9: THE LANGUAGE OF JOURNALISM IB MYP**  
LHS (Grade 9)  
Credit: .50 Language Arts  
Language 9: Journalism is a semester-long exploration of non-fiction texts and current events, which may include news articles, op-eds, non-fiction essays, as well as visual texts designed for the delivery of specific messages. This exploration helps students develop an understanding of how journalists develop captions, headlines, and articles while establishing credibility and integrity through their words. Additionally, we will explore the nature and influence of bias in the media in order to understand what makes writing effective and influential. We will explore the practices of ethical and responsible writing, which include learning how to cite sources, select specific and intentional words and grammatical structures, and edit one’s own writing for precise punctuation, diction, and other conventions in order to communicate for a variety of purposes. This class is meant to prepare students for Yearbook and Media Literacy classes taken as juniors and seniors.

**ELA LANGUAGE 9: THEATRE SCREEN AND SCRIPT STUDY IB MYP**  
LHS (Grade 9)  
Credit: .50 Language Arts  
This course focuses on how playwrights create mood, characters, and conflict through the written word. Short scenes and one acts will be used throughout the class as models for students to write scenes applying the principles of creativity in the theatre as well as the rules of writing.

**ELA RW 9: LITERACY IB MYP**  
LHS (Grade 9)  
Credit: .50 Language Arts  
R/W 9: Literacy is a semester-long study of the creative choices authors use in fiction with an emphasis on student-selected novels and teacher-selected short stories. Students will explore what it means to be creative and identify the unique perspectives that authors have created through their works. This understanding of the creative qualities of authors will be instrumental as students begin to imitate and create their own works. Students who enjoy exploring how people change, deal with conflict, and fit into the world around them should take this class. This class prepares students with the tools and skills that they will use as upperclassmen in the art of producing original works.

**ELA RW 9: IB MYP/HONORS**  
LHS (Grade 9)  
Credit: .50 Language Arts  
This is a semester-long class designed for those who are hoping to pursue upper-level ELA classes at Loveland High School. Through a variety of independent and small-group collaborations and whole group discussions, students will engage with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures, and historical periods of American Literature. Titles, such as To Kill a Mockingbird, Fahrenheit 451, and Jekyll and Hyde will also provide models for students to develop the skills needed to communicate appropriately and effectively in an increasing range of social, cultural, and academic contexts, and for an increasing variety of audiences and purposes. Students have the opportunity to engage dynamically in discussions, debates, and presentations, which helps them to develop their own voice and commentary required in upper-level classes. Topics of study in this class will focus on what students can learn from exploring the pivotal moments in fiction and in their own life, how students’ understanding of literary conflicts can help them better understand the world they live in, and how students’ perspectives can change when they reflect on their own belief systems. Any students wishing to push themselves academically, become more confident readers and writers, and be a part of a class with other students with similar academic goals should take this class. This class prepares students for Lang 9 IB MYP/Honors as well as R/W 10 IB MYP/Honors.
English Language Arts

**ELA RW 9: JOURNALISM IB MYP**
LHS (Grade 9)
Credit: .50 Language Arts

Reading/Writing 9: Journalism is a semester-long study of what journalism is in the 21st-century and how journalistic ethics have changed over the years. This class will explore relevant news stories and characters and examine the different types of evidence used by journalists to support their writing. This class is meant to prepare students for Yearbook and Media Literacy classes taken as juniors and seniors.

**ELA RW A: LITERACY IB MYP**
LHS (Grade 9)
Credit: .50 Language Arts

In this semester-long course, students will focus on the fundamentals of reading and writing through teacher-led novels and short stories. While studying fiction, students will discuss how identities are shaped and developed by the lessons that are learned through pivotal, transformational moments. In this introductory ELA class, the teacher will guide the students in studying how inequalities and differences can create conflict. Students will evaluate how social constructs, philosophies, and belief systems create points of view and how those perspectives can change. Students will create claims in their own writing and support them with evidence. Students who enjoy a variety of genres and who are looking to strengthen their literacy skills will benefit from this course.

**ELA RW 9: MYTHOLOGY AND SCIENCE FICTION IB MYP**
LHS (Grade 9)
Credit: .50 Language Arts

This semester-long course explores the genres of Mythology, Science Fiction/Fantasy, and Dystopian literature. The course begins with the hero’s journey in the Greek tradition with the opportunity to compose a narrative centered on pivotal moments and the elements of a hero’s story. Following this work, students will research different myths from different cultures and time periods to answer questions such as Is myth real? and In what ways do myths matter today? Next students will explore the SciFi/Fantasy genre through a book chosen by the student and multiple teacher-selected short stories; students will question the author’s choices and how they created meaning. Finally, the course will end with Dystopian literature asking questions of our society and how and in what ways does literature matter today. Students will end the course, saving a piece of literature.

**ELA SL 10: PUBLIC SPEAKING IB MYP**
LHS (Grade 10)
Credit: .50 Language Arts

In this semester-long class, the student will be introduced to the theories and processes of communication – verbal and nonverbal. The student will spend time analyzing himself/herself as a communicator and will practice a variety of communication skills, including building self-confidence, poise, and good speaking techniques. The focus of the class will be to provide students with opportunities to perform and practice communication in front of an audience.
ELA SL 10: THEATRE IB MYP
LHS (Grade 10)
Credit: .50 Language Arts

In this class, students will focus on the different aspects of theatre history while doing projects that demonstrate the amazing styles of that era. Projects include creative writing, lip-syncing, pantomiming, designing costumes, rewriting Shakespeare, researching Broadway, and producing a short scene. Along the way, students will work with peers, develop strong presentation skills, and analyze a variety of performances.

ELA RW 10: CREATIVE WRITING IB MYP
LHS (Grade 10)
Credit: .50 Language Arts

Reading/Writing 10: Creative Writing is a semester-long study of the creative processes authors undergo in their writing. This class takes a critical look at the creative choices authors/speakers/characters/advertisers make and the strategies they use, both logically and emotionally, to develop themes and purposes in their writing to appeal to the needs of specific audiences. In addition, students will be asked to imitate these choices in their own writing. Students will be asked to read a wide range of fiction with an emphasis on poetry. Students who see themselves as creative people and who appreciate others’ creativity will enjoy this class. This class prepares students with the tools and skills that they will use as upperclassmen in the art of producing original works.

ELA RW 10: IB MYP/HONORS
LHS (Grade 10)
Credit: .50 Language Arts

R/W 10: Honors builds on the foundations of previous Honors classes, with an emphasis on Literary Argument for fictional pieces and Logical Arguments of Fact and Judgement, skills that matter in preparing students for the challenges of college-level reading, writing, and discussion. R/W 10: Honors requires students to revisit and apply previously taught skills to a variety of titles, such as Brave New World and The Things They Carried. Students also explore arguments with an authentic purpose: examining animated crime scenes and considering Ethics in arguing a judgment, such as a murder charge and criteria for degrees of murder, using a short story like “Lamb to the Slaughter” by Roald Dahl. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of fiction and nonfiction alike can masterfully manipulate language to serve their unique purposes. We ask essential questions such as: How are authors considered social critics? How do age, culture, and other factors affect our ethical decision-making? Is war ever ethical? Students also take the opportunity to produce a Literature Hour Video or Podcast, scripting and recording an episode that discusses some of the major aspects from the class of their choosing and interest. As writers and producers, students compose more nuanced Literary and Logical Arguments without losing sight of the importance of well-crafted sentences and a sense of cohesion and communication. This course is meant to highlight the thinking necessary for the next level of honors English courses in high school (i.e. AP, IB, and dual credit classes) and in college, giving students multiple opportunities to strengthen and deepen their thinking in multiple ways.

ELA RW 10: JOURNALISM IB MYP
LHS (Grade 10)
Credit: .50 Language Arts

Reading/Writing 10: Journalism is a semester-long study of the purpose, impact, and effect of good journalistic writing. The class will focus on the structures and strategies used to create great feature stories written about historical and current events happening worldwide, and students will be given the opportunity to create their own feature stories, employing their own structures and strategies. Additionally, we will explore 1st amendment issues in our country and examples of important investigative journalism. This class is designed for students who enjoy learning about real characters, relevant issues, and important events that have and continue to shape our world today. This class is meant to prepare students for Yearbook and Media Literacy classes taken as juniors and seniors.
### English Language Arts

#### ELA RW 10: LITERACY IB MYP

LHS (Grade 10)  
Credit: .50 Language Arts  
In this semester-long course, students will explore literacy by reading and analyzing teacher-led novels and short stories. While studying non-fiction, students will explore the elements of rhetoric, analyze authors’ use of rhetorical modes, examine text structure, and identify fallacies. The teacher will guide students through reading and analyzing text composition to identify the speaker, occasion, audience, purpose, subject, and tone and use these central components as a basis for their own writing. Students will focus on basic research and argument skills. Students who enjoy a variety of genres and who are looking to strengthen their literacy skills will benefit from this course.

#### ELA RW 10: SCIENCE FICTION AND FANTASY IB MYP

LHS (Grade 10)  
Credit: .50 Language Arts  
Science Fiction, Fantasy, and Mythology inspire the imagination and transport us to different worlds while revealing truths about our current reality. These are the ultimate creative genres; all bounds of possibility are removed, allowing masterful authors to express freely. In this semester-long class, you will improve your ability to understand complex arguments while honing your own persuasion skills. We will study convincing authors to learn their secrets, including how science fiction and fantasy can be used to provoke positive change in our world. We will consider questions such as these: Will technology be humanity’s salvation or its demise? and Does science fiction reflect or create culture? Deep thinking, close reading, and strategic communication are hallmarks of this class.

#### ELA RW 11: CREATIVE WRITING

LHS (Grade 11)  
Credit: .50 Language Arts  
Reading/Writing 11: Creative Writing is a semester-long class that allows students to focus on applying the principles of creativity in how they demonstrate their learning and understanding. Students will explore the ways in which writers use creative strategies to purposefully communicate through the analysis of literature with an emphasis on American Literature. Students will study a variety of short stories, poems, novels, and nonfiction. Students will be asked to share original works to demonstrate their own creative choices.

#### ELA RW 11: MEDIA LITERACY & PUBLICATION

LHS  
Credit: .50 Language Arts  
This semester-long class offers students the opportunity to continue their exploration of 21st-century journalism. The goal of Media Literacy is to understand what we create-- asking critical questions of what we watch, see, listen to, and read, questions such as: Who’s creating these messages? Who makes money? What is the point of viewing the message? The goal of this course is to develop individuals who are informed, reflective, and engaged participants. In this course, students are introduced to the concept of asking these critical questions about Television and Music; News Outlets; the Internet; Advertising; and Political Media. Throughout the course, students may engage in tasks that ask them to analyze memes and gifs; commercials and the role of algorithms on social media sites; discussions regarding the influence news has on politics and vice versa. Working in small groups or individually, students are expected to create their own articles and content, contributing to a Multimedia Portfolio. Students also have an opportunity to research and contribute to The Peak of Existence (streamed on Spotify, Apple and Google Podcasts), the student-produced school podcast for Loveland High.  
-adapted from Master the Media by Julie Smith

#### ELA RW 11: YEARBOOK

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This semester-long class offers students the opportunity to continue their exploration of 21st-century journalism. Despite the fact that we always talk about getting out of school and entering the "real world", students' daily lives are deeply affected by the events outside these walls. The primary goal of this course is to develop feature stories for the yearbook exploring how the students of Loveland High are responding to the wider world. The work done here is designed to contribute to the current yearbook being developed.

**ELA RW 11: LITERACY**

LHS (Grade 11)
Credit: .50 Language Arts

This semester-long class offers students the opportunity to continue their exploration of 21st-century journalism. Despite the fact that we always talk about getting out of school and entering the "real world", students' daily lives are deeply affected by the events outside these walls. The primary goal of this course is to develop feature stories for the yearbook exploring how the students of Loveland High are responding to the wider world. The work done here is designed to contribute to the current yearbook being developed.

**ELA RW 11: SCIENCE FICTION AND FANTASY**

LHS (Grade 11)
Credit: .50 Language Arts

In this semester-long course, students will explore literacy by reading and analyzing a teacher-chosen fantasy text, by choosing a short story and poem for a common theme essay, and by examining what components are needed to produce a quality narrative. While studying American fiction, students will discuss how words can shape perception and identity and how novels can be analyzed through different critical lenses. The teacher will guide students in analyzing how authors create messages through different literary techniques, how historical context impacts a story, and how authors' backgrounds influence a piece's structure. Students will choose to produce a personal narrative that can be used for their college entrance essay or a fantasy narrative that closer fits the theme of the course.

**ELA LANGUAGE 11: CREATIVE WRITING**

LHS (Grade 11)
Credit: .50 Language Arts

This semester-long class further explores the ways in which writers of various genres use creative strategies to communicate effectively and purposefully with their audience. We will explore creative techniques in plays, movies, commercials, speeches, and other non-literary texts. The emphasis will be on analyzing how authors use different rhetorical strategies to accomplish a purpose. This class is meant to prepare students for R/W D: Creative Writing.
Graphic novels, the wonderful combination of storytelling and sequential art, are one of the many great forms of literacy in which we can find an abundance of meaning. It is a genre for all readers, though visual learners seem to find their comfort zone here due to the many graphics and topics available to explore. In this course, we will learn how to read about them, how to talk about them, how to write them, and how to analyze (and enjoy) them. We will dive deeper into a variety of genres surrounding graphic novels (manga, historical, cultural, etc.), as well as create some of our own. We will work closely with those around us, and independently, to understand what an author's intentions are, and how graphic novels can be used to make active change in our world. We will look at the specifics of what an artist or author is doing in the depths of their writing to speak to their audience, and understand how to mimic this. Creativity, art, and creative writing all take place in this class, all while gathering skills in language usage. Expanding our minds by investigating the lives, cultures, and circumstances of people's real and imagined lives, we will begin to search the ways in which we ourselves can impact the world through purposeful expression in a genre that utilizes both visual and written artistry. We can be active participants of change through our stories, and through our art.

ELA LANGUAGE 11: MEDIA LITERACY & PUBLICATION

Not offered at this time
Credit: .50 Language Arts

This semester-long class offers students the opportunity to continue their exploration of 21st-century journalism. Part of Media Literacy is to understand how Propaganda works, how propaganda is responsive to changes in culture, technology, and society. The goal of this course is to consider how Propaganda and its language can be positive or negative, depending on perception; how propaganda is strategic and intentional; how propaganda aims to influence public opinion, attitudes, and behaviors. Students evaluate media by asking the following: Who might see this as beneficial? Why value it? Who might see this as harmful? Why is it dangerous? The goal of this course is to continue developing students who are informed, reflective, and engaged participants in society. Throughout the course, students will review examples of propaganda online and in pop culture; may take on tasks that identify the prominence and role of fake accounts on social media, such as Facebook; create screencasts that explore global propaganda; design a public opinion poll and analyze its data; or consider the impact of local monuments and memorials. Students will also research, contribute to, produce and/or host, and/or publish an episode for The Peak of Existence (streamed on Spotify, Apple and Google Podcasts), the student-produced school podcast for Loveland High.

- adapted from Mind Over Media by Renee Hobbs

ELA LANGUAGE 11: THEATRE SCREEN/SCRIPT STUDY

LHS (Grade 11)
Credit: .50 Language Arts

In this course, students will study the different mediums of screen & script including classic plays, tragedies, Broadway hits, Tedtalks, and more. Students will explore how rhetoric is used besides just in political speeches and dive into the impact of context and word choices. Students will produce a rhetorical analysis and create a rhetorical campaign.
In this final class of the Creativity pathway, students will further explore the ways in which writers of various genres use creative strategies to communicate effectively and purposefully with their readers. We will explore how creative techniques can reflect critical thinking with an emphasis on creative nonfiction. In addition, students will finalize their own original writings for publication by applying the skills and strategies they have learned throughout their high school English studies in a capstone project.

**ELA RW 12: MEDIA PRODUCTIONS**

LHS

This semester-long, project-based learning course centers on the idea of student voice, production, and application of Media Literacy skills such as establishing credibility, gathering relevant information, and integrating and evaluating content presented in diverse media. The goal of this course is to understand how to set goals and deadlines, conduct interviews and research, organize information in the form of a podcast rundown, record and produce a public podcast representative of the staff and faculty at Loveland High School. Working in small teams, students may take on the role of researcher and/or editor; write blog posts that accompany a podcast episode on a public website; record and host a podcast utilizing The PEAK studio to demonstrate their literacy and competency in English Language Arts. Students will choose their topics of interest that focus on the “invisible aspects at Loveland High School,” and undergo the writing and production process to launch their own episodes and stories. This course is the capstone course of the Journalism pathway meant to prepare students for civic participation after high school.

- adapted from Launch by Spencer and Juliani

**ELA RW 12: LITERACY**

LHS (Grades 12)

In this semester-long course, designed for seniors, students will work to demonstrate their skills of reading, writing, and communicating for their future. Throughout the semester, students will interact with famous world literature, past and present. Students will focus on argumentative and research writing skills to demonstrate their understanding of effective communication. In addition, students will apply the skills and strategies they have learned throughout their high school English studies in a project-based capstone project.

**ELA 12: YEARBOOK**

LHS (Grades 12)

This is a semester-long class and offers students the opportunity to develop feature stories focused on student groups and individuals at Loveland High for the school’s current yearbook being developed. The focus of this course is to understand how to set goals and deadlines, conduct interviews and research, organize information in the form of a yearbook feature story, develop stories representative of the students and faculty at Loveland High School. Working in small teams, students may take on the role of researcher and/or editor; write headlines, captions, and stories to demonstrate their literacy and competency in English Language Arts. Students will dig into the culture of the school and focus on the “invisible aspects at Loveland High School,” and undergo the writing process to develop their own stories for publication.

**ELA RW 12: MYTHOLOGY AND SCIENCE FICTION**

LHS (Grades 12)
In this semester-long course, designed for seniors, students will create a research-based capstone project analyzing the importance or evolution of the science-fiction/fantasy genre. Throughout the semester, students will identify a topic of choice, establish research questions, read and research relevant texts, and present their conclusions. This class is designed for students who appreciate the science-fiction or fantasy genre and allows them to demonstrate their reading and writing skills and their knowledge and interest in the subject.

**ELA SL 12: 21st CENTURY SPEAKING SKILLS**

LHS (Grades 12)

Credit: .50 Language Arts

This semester-long class counts as a Speaking/Listening 12 class at Loveland High School. In this semester-long class, the focus of the class will be to provide students with opportunities to perform and practice communication in front of an audience and practice communication skills they will need in the workforce. Students will learn about verbal and nonverbal communication, social media, interviewing skills, and practice organizational communication techniques.

**ELA SL 12: ARGUMENTATION AND DEBATE**

LHS (Grades 12)

Credit: .50 Language Arts

This semester-long class counts as a Speaking/Listening 12 class at Loveland High School. The Argument & Debate course is taught in a fun, yet challenging classroom setting. Students receive encouragement and gain confidence as they practice argument and debate skills in a spirit of fellowship. The Argument & Debate fundamentals of types of arguments, constructing arguments, defending positions, choosing evidence, documenting sources, studying logical reasoning, recognizing fallacies of reasoning, cross-examining opponents, delivering rebuttal speeches, writing debate ballots, and giving oral critiques are integral components of this course.
This semester-long class counts as a Speaking/Listening D class at Loveland High School. This course is designed to improve students’ written and verbal communication in a variety of everyday environments. Because effective communication skills help further one’s education, career, and interpersonal life, we will study a variety of methods, settings, and purposes, with the goal of enabling each student to become a more confident, effective, and ethical speaker. We will also emphasize how ethical communication includes demonstrating respect for a diverse range of opinions, hence modeling civility while learning how to disagree with style and class. The class also focuses on what we call an “invitational” style of speaking meant to create a sense of community built around fair argumentation. This course is a dual-credit course offering students the possibility of earning college credit with a ‘C’ or better in the class and is weighted.

Theatre12 is a course where students will have the opportunity to not only perform but also participate in the other critical elements of theatre: directing, producing, writing, etc. Students who enjoy creative writing, designing sets and costumes, acting, and collaborating will enjoy this class. This course will dive into technical elements, research, and production of a one-act play or scene as well as spending time deep-diving into a classic play.

This semester-long class counts as a Speaking/Listening 12 class at Loveland High School and introduces students to the economy of the media, the analysis of media messages and new media technologies, and the ways popular culture influences our daily behavior. This course is a dual-credit course offering students the possibility of earning college credit with a ‘C’ or better in the class and is a Guaranteed Transfer List course.

In English 9, students will:
- learn and identify language skills, use correct mechanics, and study vocabulary
- read, respond, and apply thinking skills to novels, short stories, nonfiction, poetry, and a Shakespeare play
- write, using the writing process, through argumentative, informative and narrative short response and essays
- present a problem/solution or cause/effect presentation

In English 9 LISA HONORS, students will:
- use the visual and performing arts as an emphasis to learn the content listed below
- learn and identify language skills, use correct mechanics, and study vocabulary
- read, respond, and apply thinking skills to novels, short stories, nonfiction, poetry and a Shakespeare play
• write, using the writing process, compare/contrast, cause/effect, and problem/solution responses and essays
• present a problem/solution or cause/effect presentation

**ENGLISH 9 HONORS**
BHS
Credit: 1.0 Language Arts

*In English 9 HONORS, students will:*
• learn the same skills as in English 9, but at a more advanced and rigorous level

**PRE AP ENGLISH 1**
TVHS
Credit: 1.0 Language Arts

*In Pre AP English 1, students will:*
• learn the same skills as in English 9, but at a more advanced and rigorous level. Per the AP Central College Board’s website, “Honors is based on the following two important premises. The first is the expectation that all students can perform well at rigorous academic levels. The second important premise of Honors is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible” ([https://pre-ap.collegeboard.org/courses/course-descriptions/english-1](https://pre-ap.collegeboard.org/courses/course-descriptions/english-1))

**ENGLISH 10**
BHS, FHS, MVHS, TVHS
Credit: 1.0 Language Arts

*In English 10, students will:*
• understand and use parts of speech and punctuation mechanics correctly, understand the function of language
• study and apply vocabulary
• read, respond and apply thinking skills to novels, short stories, nonfiction, poetry, and multimedia texts, including how multiple texts comment on a similar concept
• learn conceptual strategies for approaching a variety of texts
• write short and extended responses in argumentation, literary analysis, informational, and narrative forms

**ENGLISH 10 LISA HONORS**
MVHS
Credit: 1.0 Language Arts

*In English 10 LISA Honors, students will:*
• use the visual and performing arts as an emphasis to learn the content listed below
• understand and use parts of speech and punctuation mechanics correctly, understand the function of language
• study and apply vocabulary
• read, respond and apply thinking skills to novels, short stories, nonfiction, poetry, and multimedia texts, including how multiple texts comment on a similar concept
• learn conceptual strategies for approaching a variety of texts
• write short and extended responses in argumentation, literary analysis, informational, and narrative forms

**ENGLISH 10 HONORS**
BHS
Credit: 1.0 Language Arts

*In English 10 Honors, students will:*
• learn the same skills as in English 10, but at a more advanced and rigorous level
**PRE-AP ENGLISH 2**
Credit: 1.0 Language Arts

*In English 10 Pre AP, students will:*
- write a rhetorical analysis
- read more complex texts
- study and apply ACT based vocabulary
- emphasize non-fiction reading and analysis in preparation for AP Language and Composition

**AP SEMINAR**
TVHS
Credit: 1.0 Language Arts

*In AP Seminar, students will:*

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

**ENGLISH 11**
BHS, FHS, MVHS, TVHS
LHS (Grades 12)
Credit: 1.0 Language Arts

*In English 11, students will:
- apply language skills, correct mechanics and vocabulary
- read, respond and apply thinking skills to novels, short stories, nonfiction, poetry, dramas, and multimedia texts
- write rhetorical analysis, arguments, narratives, short responses, and a research-based synthesis paper

**ENGLISH 11 AND MODERN AMERICA INTEGRATED**
- English 11 Integrated
  - English 11 Integrated 1044, 1045
- Modern America Integrated
  - Modern America Integrated 4044, 4045

Not offered at this time
Credit: 1.0 Language Arts – English 11 Integrated
Credit: 1.0 Social Studies – Modern America Integrated

*In English 11 Integrated and Modern America Integrated, students will:
- read, respond, and apply thinking skills to novels, short stories, nonfiction, poetry, and multimedia as they relate to authors’ purposes complementing American history, geography, and diverse culture
- exceed the eleventh grade English requirements

**ENGLISH 12**

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In English 12, students will:

• read complex texts that require use of literary and interpretive analysis, and evaluative strategies
• interpret and evaluate complex informational texts that require the understanding of rhetoric, critical reading, and analysis skills
• articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments in writing
• deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purposes
• conduct independent research, articulate and defend information, conclusions, and solutions that address specific contexts and purposes

AP ENGLISH LANGUAGE AND COMPOSITION

BHS, LHS, MVHS, TVHS (Grades 11, 12)
Credit: 1.0 Language Arts
Fee: Student pays for textbook and AP Exam

In AP English Language and Composition, students will:

• read a variety of expository writings, i.e. essays, memoirs, nonfiction books
• analyze rhetoric, and the effectiveness of stylistic elements such as diction, syntax, tone, and author's purpose
• write a variety of expository essays
• demonstrate an understanding of both the multiple choice and the essay sections of the AP Exam

AP ENGLISH LITERATURE AND COMPOSITION

BHS, LHS, MVHS
TVHS (Grades 11, 12)
Credit: 1.0 Language Arts
Recommended: AP Language and Composition
Fee: Student pays for textbook and AP Exam

In AP English Literature and Composition, students will:

• read various genres from world literature
• analyze the use and effectiveness of literary elements such as imagery, tone, juxtaposition, and voice
• demonstrate college-level skills through writing literary-analysis essays
• understand both the multiple choice and essay sections of the AP Exam

IB DP ENGLISH LANGUAGE A: LANGUAGE AND LITERATURE 11 (HL)

LHS (Grades 11)
Credit: 1.0 Language Arts
This year-long course is the first year in the two-year Diploma Programme. In this highly rigorous course, students can expect to explore a variety of text types and a variety of genres from a global perspective with a focus on close reading and analysis skills. Students can expect these explorations to look deeply and critically at units of study such as “Women in Conflict” and “Journey to the Darker Side of Humanity”. Students will learn the nuances of both language devices and literary devices in order to support those analysis skills, which will be demonstrated in a variety of ways not limited to on-demand writing, oral presentations, group presentations, and essays. This practice centers around student choice for both topics and approaches to various class assessments in order to ultimately meet the expectations of the IB exams, which are divided across the two-year program.

IB DP ENGLISH LANGUAGE AND LITERATURE 12 (HL)
LHS (Grades 12)
Credit: 1.0 Language Arts
This highly rigorous course is ideal for students who seek to be the best thinkers, writers, readers, and speakers in the room. The foundation of this course is analyzing authorial choices in a wide variety of texts and examining how they provide commentary on global issues. This course allows students a high degree of choice in selecting interesting texts for assessments. Text choices range from translated foreign novels to modern works by Kendrick Lamar and Banksy.

**INTRODUCTION TO LITERATURE**
TVHS
Credit: .50 Language Arts
Dual college credit may be available – see your school counselor for more information

*In Introduction to Literature, students will:*
- be introduced to fiction, poetry, and drama
- emphasize active and responsive reading
- prepare and deliver a variety of speeches that develop skills in research, persuasion, incorporating technology, and presentation
- analyze the validity and relevance of source

**JOURNALISM 1**
BHS, MVHS, TVHS
Credit: .50 Language Arts

*In Journalism 1, students will:*
- demonstrate the ability to write for newspapers, magazines, and the yearbook
- demonstrate the ability to design and layout pages for various publications
- research the Internet for on-line publications

**LITERATURE OF THE ANCIENT WORLD**
BHS, MVHS
Credit: .50 Language Arts

*In Literature of the Ancient World, students will:
- Many stories are retellings of older tales, reworked, reimagined and retold by writers seeking to tell old stories in new ways. As literature continues to reference literature, a reader benefits from exploring these ancient tales. In this class, students explore ancient literature of the Mesopotamians, Hebrews, Christians, et al. as well as the Western texts and literary traditions these influence.

**MYTHOLOGY AND SCIENCE FICTION**
BHS, MVHS, TVHS
Credit: .50 Language Arts

*In Mythology and Science Fiction, students will:*
- demonstrate an understanding of gods, heroes, and characters of classical mythology
- demonstrate an understanding of comparative mythology
- demonstrate an understanding of science fiction
- demonstrate an understanding of folklore

**SPEECH**
BHS, MVHS, TVHS
**English Language Arts**

**In Speech, students will:**
- demonstrate an understanding of the communication process
- demonstrate an understanding of intrapersonal and interpersonal communication
- demonstrate an understanding of and develop skills in the group process

**SPEECH - ADVANCED**

BHS, TVHS  
Credit: .50 Language Arts  
Recommended: Speech  
Dual college credit may be available – see your school counselor for more information

**In Speech - Advanced, students will:**
- demonstrate, through delivery and examination, understanding of these essential factors in Public Speaking; speaker, message, delivery, audience, occasion, and purpose along with the critical thinking processes related to each
- evaluate selected speeches using the following skills: listening, reasoning, content analysis, and speech criticism
- incorporate understanding of these speaker factors into speech performance: source credibility, communication apprehension, and speaker ethics
- prepare and deliver a speech that includes knowledge of these communication concepts: topic selection, preparation, organization, support/research materials, and language
- demonstrate understanding of Selected Speech Modes as illustrated through these accomplishment strategies: impromptu, extemporaneous, manuscript, and memorized
- demonstrate understanding of Vocal and Bodily Delivery: vocal pitch, rate, volume, vocal variety, movement, gestures, eye contact, facial expression, visual/audio aids demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information
- read, analyze and apply written materials to new situation

**WOMEN AND THEIR LITERATURE**

TVHS  
Credit: .50 Language Arts

**In Women and Their Literature, students will:**
- read and study novels, poetry, essays, plays, and short stories by and about women
- evaluate women’s roles in American and foreign movies and public media
- read and interpret fairy tales, children’s stories or folktales from a variety of cultures
- identify an author or issue of personal interest or research
Family and Consumer Sciences

Students who take Family and Consumer Sciences (FCS) courses may join FCCLA

BAKING AND PASTRY

*BHS, LHS, MVHS (Grades 11, 12)
Credit: 1.0 Applied Arts/CTE
Recommended: Culinary Careers and Nutrition, Catering or ProStart1, and Catering Advanced
*Recommended: Catering, ProStart 1, or other full year culinary coursework or teacher approval for BHS
Fee: $25 per semester
Pathway: Hospitality and Tourism- Hospitality, Human Services, and Education

*Interested in learning how to bake breads, cakes, and pastries? Did you enjoy Catering? If so, this baking and pastry course is for you! It’s intended for students who are interested in baking and pastry or pursuing a career in the Hospitality and Culinary Industry. A combination of advanced food science, restaurant management, food preparation techniques, and real-world opportunities offer students the chance to develop their culinary skills, food knowledge, and become highly sought after employees within the local foodservice businesses.

CATERING

BHS, LHS, MVHS (Grades 10, 11, 12)
Credit: 1.0 Applied Arts / CTE
Recommended: Culinary Careers and Nutrition
Fee: $25 per semester
National certification is available
Pathway: Hospitality and Tourism - Hospitality, Human Services and Education

Do you want to explore the ins and outs of a Catering business?
This course will provide students with hands on view of running a catering business, catering events, and preparing food for large amounts of people. This includes: creating menus, understanding kitchen equipment, controlling cost, various cooking techniques, styling trends and plating techniques.

CATERING ADVANCED

BHS, LHS
Credit: 1.0 Applied Arts / CTE
Recommended: Culinary Careers and Nutrition and Catering
Fee: $25 per semester
Pathway: Hospitality and Tourism - Hospitality, Human Services and Education

Do you want to continue to explore the ins and outs of a Catering business?
Students in this course will have hands on experience working with Thompson School District schools and community members to plan catering events, complete in culinary competitions, prepare staff meals and advance their culinary knowledge. Students will gain real life experience by marketing events, analyzing the costs of food, creating grocery orders, menu planning, event planning and customer service skills while catering events.

CHILD AND ADOLESCENT DEVELOPMENT

BHS, FHS, LHS, MVHS, TVHS
Credit: .50 Applied Arts / CTE
Fee: $10 per semester
Pathway: Education and Training - Hospitality, Human Services and Education

Do you love playing and working with children?
This course is designed to look at how children grow and develop (their brains, bodies, feelings, and social skills) from before birth to young adult. We will look at what has been done in the past and how it has influenced how children are raised today. Through observing we will also get to see how playing, reading, nutrition, nurture and love all impact a child’s growth. We’ll identify the difference between discipline, guidance and punishment while comparing various parenting styles.
Students who take Family and Consumers Sciences (FCS) courses may join FCCLA.

**CULINARY CAREERS AND NUTRITION**  8018

BHS, FHS, LHS, MVHS, TVHS  
Credit: .50 Applied Arts / CTE  
Fee: $25 per semester  
Pathway: Hospitality and Tourism - Hospitality, Human Services and Education

*Need to learn your way around the kitchen? Do you want to be able to cook meals for yourself that are tasty AND good for you?*

This introductory course explores careers within the culinary industry beginning with a foundation in nutrition and developing skills in safe and sanitary food handling, working with tools and equipment, and planning and preparing foods that are healthy choices for people across the lifespan.

**DESIGN SEMINAR**  8142

MVHS

**DESIGN SEMINAR IB MYP**  8143

LHS  
Credit: .50 Applied Arts / CTE  
Fee: $10 per semester  
Pathway: Arts and Visual Design - Hospitality, Human Services and Education

*In Design Seminar, students will:*

Receive an introduction to the elements and principles of design as seen in both interior design, fashion design, merchandising, and a variety of other fields. In addition, it will introduce students to many careers that require design and allow them to analyze their own career pathways to determine where design may fit.

**EARLY CHILDHOOD EDUCATION 101**  8012

LHS, TVHS  
Credit: .50 Applied Arts / CTE  
Recommended: Child and Adolescent Development, Education Exploration  
Fee: $10 per semester  
Pathway: Education and Training - Hospitality, Human Services and Education

*In Early Childhood Education 101, students will:*

Discover that there is a vast field for working with children. In this course those paths are explored while developing the skills to create a safe environment and applying the eight universal core values for the needs of children from prenatal stages to age eight. There are opportunities for hands on experience through a “Buddy-Up” program in certain schools to apply your learning to the real world.

**EARLY CHILDHOOD EDUCATION 102**  8013

TVHS (Grades 10, 11, 12)  
Credit: .50 Applied Arts / CTE  
Recommended: Child and Adolescent Development and Early Childhood Education 101  
Fee: $10 per semester  
Pathway: Education and Training - Hospitality, Human Services and Education  
Dual college credit may be available – see your school counselor for more information

*In Early Childhood Education 102, students will:*

Prepare for working with children in primary grades, start career preparation for elementary age children by going out into your community to experience this type of work first hand.
Students who take Family and Consumers Sciences (FCS) courses may join FCCLA.

**EDUCATION EXPLORATION**

<table>
<thead>
<tr>
<th>LHS, BHS</th>
<th>8011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: .50 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Recommended: Child and Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>Fee: $10</td>
<td></td>
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<tr>
<td>Pathway: Education and Training - Hospitality, Human Services and Education</td>
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</tbody>
</table>

*Are you interested in learning about the world of education?*
If so, then Education Exploration is the class for you!!! This course will provide you with an overview of the education field along with a look at all the professions with education. You will also discover your own learning style and how your learning style will best fit professions in education.

**ELEMENTARY TUTOR**

<table>
<thead>
<tr>
<th>BHS, LHS, MVHS</th>
<th>8628, 8629</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: .50 Applied Arts / CTE per semester</td>
<td></td>
</tr>
<tr>
<td>Recommended: Attendance review, application, and interview</td>
<td></td>
</tr>
</tbody>
</table>

*In Elementary Tutor, students will:*
- work outside school assisting elementary school students and teachers
- have their own transportation, a positive manner, a nearly perfect attendance record, an acceptable scholastic average, and teaching as a possible future career goal
- supply the coordinator with three letters of recommendation and application

**FASHION DESIGN AND MERCHANDISING 1**

<table>
<thead>
<tr>
<th>LHS, MVHS</th>
<th>8138</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: .50 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Recommended: Design Seminar</td>
<td></td>
</tr>
<tr>
<td>Fee: $25 per semester</td>
<td></td>
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<tr>
<td>Pathway: Arts and Visual Design - Hospitality, Human Services and Education</td>
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</tr>
</tbody>
</table>

*Do you have a passion for fashion? Are you a #fashionista?*
If so, then this course is for you! It provides students with a broad exposure to aspects of Fashion Design including basic fashion terminology, elements and principles of design, historical, social and cultural influences and basic sewing and construction techniques in a project based course. Students will examine their personal style, analyze fashions trends and fads, explore color theory in relation to fashion, examine celebrated fashion designers, learn fashion sketching and illustration, and create a basic sewing project.

**FASHION DESIGN AND MERCHANDISING 2**

<table>
<thead>
<tr>
<th>LHS, MVHS</th>
<th>8140</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: .50 Applied Arts / CTE</td>
<td></td>
</tr>
<tr>
<td>Recommended: Fashion Design and Merchandising 1</td>
<td></td>
</tr>
<tr>
<td>Fee: $25 per semester</td>
<td></td>
</tr>
<tr>
<td>Pathway: Arts and Visual Design - Hospitality, Human Services and Education</td>
<td></td>
</tr>
</tbody>
</table>

*In Fashion Design and Merchandising 2, students will:*
Have the opportunity to do an in-depth exploration of fashion design with an emphasis in pattern making, green and recycled products, and fashion merchandising. Students will draft a basic pattern, analyze fashion merchandising techniques, explore and create green products, and create various projects.
Students who take Family and Consumer Sciences (FCS) courses may join FCCLA.

**INTERIOR DESIGN 1** 8008
BHS, LHS, MVHS, TVHS (Grades 10, 11, 12)
Credit: .50 Applied Arts / CTE
Recommended: Design Seminar
Fee: $15 per semester
Pathway: Arts and Visual Design - Hospitality, Human Services and Education

*Are you creative and enjoy doing hands on projects?*

Students will gain an understanding of the elements and principles of design; learn to make appropriate selections of colors, fabrics, furnishings, lighting and furniture; and develop skills in architectural drafting and space planning through the use of hand or computerized drafting techniques. The final major project includes a design scenario where students develop a floor plan, select materials and color choices, decide arrangement of furnishings accompanied with a detailed report of reasons for the choices.

**INTERIOR DESIGN 2** 8009
BHS, MVHS, TVHS (Grades 10, 11, 12)
Credit: .50 Applied Arts / CTE
Recommended: Interior Design 1
Fee: $15 per semester
Pathway: Arts and Visual Design - Hospitality, Human Services and Education

Dual college credit may be available—see your school counselor for more information

*How do you design a public space that’s safe and functional but still looks good?*

It focuses on designing commercial spaces such as restaurants, resorts, hotels, stores and many more. Throughout the semester students will identify the different careers within the growing field of commercial design. The semester will end with an opportunity for students to develop and present a unique commercial design for a client including a floor plan and design board.

**LIFE MANAGEMENT** 8001
BHS, LHS, MVHS, TVHS (Grades 11, 12)
Credit: .50 Applied Arts / CTE
Fee: $5 per semester
Pathway: Life Skills - Hospitality, Human Services and Education

**LIFE MANAGEMENT** 8001
FHS
Credit: .25 Applied Arts / CTE
Fee: $2.50 per quarter
Pathway: Life Skills - Hospitality, Human Services and Education

*Do you feel prepared for life after high school? Are you ready to #adult? Your future is closer than you think!*

In Life Management students will gain a better understanding of real-world life skills such as: goal setting, decision making, career exploration, workforce skills, money management, and housing/living arrangements. Students will leave this course prepared to take on the real world!
# Family and Consumer Sciences

Students who take Family and Consumer Sciences (FCS) courses may join FCCLA.

## NUTRITION AND WELLNESS

<table>
<thead>
<tr>
<th>School</th>
<th>Code</th>
<th>Description</th>
<th>Credit</th>
<th>Fee</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, LHS, MVHS, TVHS</td>
<td>8020</td>
<td></td>
<td>.50 Fitness or Applied Arts</td>
<td>$15 per semester</td>
<td>Life Skills - Hospitality, Human Services and Education</td>
</tr>
<tr>
<td>FHS</td>
<td>8020</td>
<td></td>
<td>.20 Fitness</td>
<td>$15 per semester</td>
<td>Life Skills - Hospitality, Human Services and Education</td>
</tr>
</tbody>
</table>

*Wellness is more than just eating well and working out!*

In this course students will discover and develop strategies that will build lifelong, healthy individuals. Come explore all areas of wellness and how making small changes can make a big difference. Participate in various types of exercise that can easily be incorporated into everyday life. Learn the basics of nutrition and learn why what you eat matters. Sift through all of the “wellness” information in our society and choose products and behaviors that actually benefit wellness.

## PROSTART 1

<table>
<thead>
<tr>
<th>School</th>
<th>Code</th>
<th>Description</th>
<th>Credit</th>
<th>Fee</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>MVHS, TVHS (Grades 10, 11, 12)</td>
<td>8134, 8135</td>
<td></td>
<td>1.0 Applied Arts / CTE</td>
<td>$75 per semester</td>
<td>Hospitality and Tourism - Hospitality, Human Services and Education</td>
</tr>
</tbody>
</table>

* College credit may be available

*Do you want to stand out from the crowd? Are you interested in gaining college credit while in high school? If so then ProStart is for you.*

ProStart is a nationally certified program where students learn about and gain skills in the foodservice and hospitality industries. Students will gain an understanding of the wide variety of career options available. Hands on learning, applying skills, and meeting experts from the industry are just a few of the advantages of ProStart. Opportunity to compete in state ProStart competition where they can win scholarships.

## PROSTART 2

<table>
<thead>
<tr>
<th>School</th>
<th>Code</th>
<th>Description</th>
<th>Credit</th>
<th>Fee</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>MVHS, TVHS (Grades 11, 12)</td>
<td>8136, 8137</td>
<td></td>
<td>.50 Applied Arts / CTE – Semester 1</td>
<td>$75 per semester</td>
<td>Hospitality and Tourism - Hospitality, Human Services and Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.50 Social Studies (Economics) – Semester 2</td>
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</tr>
</tbody>
</table>

* College credit may be available

*Did you enjoy ProStart 1?*

From culinary techniques to management skills, ProStart’s industry-driven curriculum provides real-life experience opportunities and builds practical skills and a foundation that will last a lifetime. Opportunity to compete in state ProStart competition where you can win scholarships.

## RELATIONSHIPS

<table>
<thead>
<tr>
<th>School</th>
<th>Code</th>
<th>Description</th>
<th>Credit</th>
<th>Fee</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS, MVHS, TVHS (Grades 11, 12)</td>
<td>8002</td>
<td></td>
<td>.50 Applied Arts / CTE</td>
<td>$5 per semester</td>
<td>Life Skills - Hospitality, Human Services and Education</td>
</tr>
</tbody>
</table>
Students who take Family and Consumer Sciences (FCS) courses may join FCCLA.

**RELATIONSHIPS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>8002</td>
<td>FHS</td>
</tr>
<tr>
<td></td>
<td>Credit: .25 Applied Arts / CTE</td>
</tr>
<tr>
<td></td>
<td>Fee: $2.50 per quarter</td>
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<tr>
<td></td>
<td>Pathway: Life Skills - Hospitality, Human Services and Education</td>
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</tbody>
</table>

*What does a healthy relationships look like? Wondering if your relationships are healthy?*

Every interaction we have with a person is a type of relationship and each type of relationship should be healthy and meaningful. Develop an understanding who you are as an individual will help guide how you invite people into your life. In this course we explore the wide range of relationships and develop skills to make each a positive, long lasting experience.

**TEACHER CADET 1**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>8014</td>
<td>BHS (Grades 11, 12)</td>
</tr>
<tr>
<td>8015</td>
<td>Credit: 1.0 Applied Arts / CTE</td>
</tr>
<tr>
<td></td>
<td>Fee: $10 per semester</td>
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<tr>
<td></td>
<td>Recommended: Application Process Required</td>
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<tr>
<td></td>
<td>Pathway: Education and Training - Hospitality, Human Services and Education</td>
</tr>
</tbody>
</table>

*Have you ever had a teacher that has had an impact on your life? Do you want to influence others around you?*

There is so much that teacher’s do that students do not see. In this course, we will learn what being a teacher looks like behind the scenes. We will learn how children grow and develop, explore the big picture of education including history and the governmental impact, and complete a 50 hour mini-student teaching experience.

**TEACHER CADET 2**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>8016</td>
<td>BHS (Grade 12)</td>
</tr>
<tr>
<td>8017</td>
<td>Credit: 1.0 Applied Arts / CTE</td>
</tr>
<tr>
<td></td>
<td>Fee: $10 per semester</td>
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<tr>
<td></td>
<td>Recommended: Completion of Teacher Cadet 1 with Instructor permission</td>
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<tr>
<td></td>
<td>Pathway: Education and Training - Hospitality, Human Services and Education</td>
</tr>
</tbody>
</table>

*Was Teacher Cadet 1 fun and you want more?*

Teacher Cadet 2 is a great extension of Teacher Cadet 1 and includes more field experience and teaching time as well as more in-depth learning about managing a classroom and lesson planning.

**TEEN CHALLENGES AND CHOICES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8000</td>
<td>BHS, LHS, MVHS, TVHS</td>
</tr>
<tr>
<td></td>
<td>Credit: .50 Health or Applied Arts/CTE</td>
</tr>
<tr>
<td></td>
<td>Fee: $5 per semester</td>
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<tr>
<td></td>
<td>Pathway: Life Skills - Hospitality, Human Services and Education</td>
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</tbody>
</table>

**TEEN CHALLENGES AND CHOICES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8000</td>
<td>FHS</td>
</tr>
<tr>
<td></td>
<td>Credit: .25 Health</td>
</tr>
<tr>
<td></td>
<td>Fee: $5 per quarter</td>
</tr>
<tr>
<td></td>
<td>Pathway: Life Skills - Hospitality, Human Services and Education</td>
</tr>
</tbody>
</table>

*Do you feel overwhelmed with the choices you face as a young adult?*

This course is designed to help you navigate the hazards and rewards of your choices. It’s time to learn about how your choices affect your well-being, relationships, and your future. Explore the challenges that young adults face, including personal growth, communication, relationships, substance abuse, suicide prevention, and sexual health with a possible optional teen/parent simulation.
In Health, students will:
- understand and use the strategies for wellness
- understand the importance of self-knowledge for emotional wellness
- understand the processes, responsibilities, and consequences of human sexuality
- understand the importance of proper nutrition
- understand and create a strategy which applies knowledge to his/her own life

Do you feel overwhelmed with the choices you face as a young adult?
This course is designed to help you navigate the hazards and rewards of your choices. It’s time to learn about how your choices affect your well-being, relationships, and your future. Explore the challenges that young adults face, including personal growth, communication, relationships, substance abuse, suicide prevention, and sexual health with a possible optional teen/parent simulation.
**Industrial Science and Technology**

Students who take Industrial Science and Technology (IST) courses may join Skills USA or Technology Student Association (TSA)

### AEROSPACE ENGINEERING

MVHS  
Credit: 1.0 Applied Arts / CTE  
Fee: $30 per semester  
Recommended: Introduction to Engineering Design or Principles of Engineering  
Pathway: Project Lead the Way / Engineering - STEM, Arts, Design and Information Technology

*In Aerospace Engineering, students will:*
- apply scientific and engineering concepts
- design materials and processes that directly measure, repair, and improve systems in different environments
- utilize a wind tunnel to test the aerodynamic lift and drag of objects
- explore rocketry design principles  
**See the Project Lead the Way pages for the complete course listings**

### Manufacturing Processes, Entrepreneurship and Design IB MYP

LHS  
Credit: 1.0 Applied Arts / CTE – Manufacturing Processes, Entrepreneurship and Design  
Fee: $30 per semester  
Pathway: Industrial Science and Technology - STEM, Arts, Design and Information Technology

*In Manufacturing, students will:*
- learn how to carry out an order from selling to graphic design to shirt production  
- engage in other projects that may include working in wood/metal shops, laser engraving, 3-D printing and sublimating

### ARCHITECTURAL DRAWING

TVHS  
Credit: 1.0 Applied Arts / CTE  
Fee: $15 per semester  
Recommended: Technical Drawing  
Pathway: Architecture and Construction - STEM, Arts, Design and Information Technology

*In Architectural Drawing, students will:*
- draw and read residence plans
- practice application of construction principles and local building codes relating to residential design and planning
- draw typical sheets in residential plans including a site plan, floor plan, foundation plan, elevations, and section details
- utilize computer aided drafting (CAD) techniques for design
# Industrial Science and Technology

Students who take Industrial Science and Technology (IST) courses may join Skills USA or Technology Student Association (TSA)

## Construction 1

<table>
<thead>
<tr>
<th>MVHS, TVHS</th>
<th>8310, 8311</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong></td>
<td>1.0 Applied Arts / CTE</td>
</tr>
<tr>
<td><strong>Fee:</strong></td>
<td>$25 per semester</td>
</tr>
<tr>
<td><strong>Pathway:</strong></td>
<td>Architecture and Construction - STEM, Arts, Design and Information Technology</td>
</tr>
</tbody>
</table>

BHS, LHS

| 8310 |
| **Credit:** | .50 Applied Arts / CTE |
| **Fee:** | $25 per semester |
| **Pathway:** | Architecture and Construction - STEM, Arts, Design and Information Technology |

Dual college credit may be available – see your school counselor for more information

**In Construction 1, students will:**
- learn safety, problem solving, machine and tool use, and drawing interpretation
- be exposed to practical skills used in building and carpentry trades
- develop interest for a lifetime hobby and have fun

## Construction 2

<table>
<thead>
<tr>
<th>BHS, LHS, MVHS</th>
<th>8312</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong></td>
<td>.50 Applied Arts / CTE per semester</td>
</tr>
<tr>
<td><strong>Fee:</strong></td>
<td>$25 per semester</td>
</tr>
<tr>
<td><strong>Recommended:</strong></td>
<td>Construction 1</td>
</tr>
</tbody>
</table>

TVHS

| 8318 |
| **Credit:** | .50 Applied Arts / CTE per semester |
| **Fee:** | $25 per semester |
| **Pathway:** | Architecture and Construction - STEM, Arts, Design and Information Technology |

Dual college credit may be available – see your school counselor for more information

**In Construction 2, students will:**
- build upon information and activities presented in Construction 1
- choose projects to expand their woodworking abilities
- be expected to design, research, construct, and evaluate each project
- be involved in a mass production unit which will expose them to the free enterprise system
- use various alternative materials

## Engineering Design and Development

<table>
<thead>
<tr>
<th>MVHS</th>
<th>8414, 8415</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit:</strong></td>
<td>1.0 Applied Arts / CTE</td>
</tr>
<tr>
<td><strong>Fee:</strong></td>
<td>$30 per semester</td>
</tr>
<tr>
<td><strong>Recommended:</strong></td>
<td>Introduction to Engineering Design and Principles of Engineering</td>
</tr>
<tr>
<td><strong>Pathway:</strong></td>
<td>Project Lead the Way / Engineering - STEM, Arts, Design and Information Technology</td>
</tr>
</tbody>
</table>

**In Engineering Design and Development, students will:**
- work in teams
- work with mentors
- research, design, and construct solutions to engineering problems
- integrate science, technology, engineering, and math design solutions

See the Project Lead the Way pages for the complete course listings
**Industrial Science and Technology**

Students who take Industrial Science and Technology (IST) courses may join Skills USA or Technology Student Association (TSA).

### ENGINEERING YOUR WORLD

**8416, 8417**

Not offered at this time
Credit: 1.0 Applied Arts / CTE
Fee: $30 per semester
Pathway: Project Lead the Way / Engineering - STEM, Arts, Design and Information Technology

**In Engineering Your World, students will:**

- utilize the design process to analyze requirements, generate concepts, develop design, and verify performance
- test and redesign structures for human safety
- engage in reverse engineering and redesign
- conduct risk analysis and systems engineering
- develop understanding of automation and control systems

See the Project Lead the Way pages for more course information.

### PATHWAY INTERNSHIP – STEM, ARTS, DESIGN AND INFORMATION TECHNOLOGY

**5085**

BHS, LHS, MVHS
Credit: .50 Applied Arts / CTE
Pathway: Architecture and Construction - STEM, Arts, Design and Information Technology
Pathway: Project Lead the Way / Engineering – STEM, Arts, Design and Information Technology

In Pathway Internship, students will:

- learn to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to, the following: discussion of professional job requirements, awareness and knowledge of career opportunities, building vocabulary appropriate to the area of professional interest, development of decision-making skills, and development of personal and educational job-related skills

### GEOMETRY IN CONSTRUCTION

- Geometry 2024, 2025
- Construction 8314, 8315

TVHS
Credit: 1.0 Math – Geometry
Fee: $30 per semester
Recommended: Algebra 1
Pathway: Architecture and Construction - STEM, Arts, Design and Information Technology

In Geometry in Construction, students will:

- be exposed to construction careers such as engineering, architecture, construction management, interior design, landscape architecture, and surveying
- learn safety, problem solving, tool use, and drawing interpretation
- understand the interrelation of geometry in construction
- use and coordinate geometry in the study of area, perimeter, volume, transformations, congruence, and functions
**Industrial Science and Technology**

Students who take Industrial Science and Technology (IST) courses may join Skills USA or Technology Student Association (TSA)

### INTRODUCTION TO ENGINEERING DESIGN 8400, 8401

**BHS, MVHS**  
Credit: 1.0 Applied Arts / CTE  
Fee: $30 per semester  
*College credit may be available  
Pathway: Project Lead the Way / Engineering - STEM, Arts, Design and Information Technology

*In Introduction to Engineering Design, students will:*
- use 3-D computer modeling software  
- learn the design process  
- solve design problems  
- develop, analyze, and create product models  
- be introduced to 3-D rapid prototyping

*See the Project Lead the Way pages for the complete course listings*

### INVENTION AND DESIGN 8300

**TVHS**  
Credit: .50 Applied Arts / CTE  
Fee: $15 per semester  
Pathway: Industrial Science and Technology - STEM, Arts, Design and Information Technology  
Pathway: Architecture and Construction - STEM, Arts, Design and Information Technology

*In Invention and Design, students will:*
- be introduced to basic design procedures for graphic communications  
- develop basic skills in sketching, lettering, instrument use, and learn industry conventions  
- use and care for basic drafting tools and instruments  
- explore careers related to this field of study  
- be introduced to computer aided drafting (CAD)

### MANUFACTURING 1 8330

**MVHS, TVHS**  
Credit: .50 Applied Arts / CTE  
Fee: $15 per semester  
Pathway: Industrial Science and Technology - STEM, Arts, Design and Information Technology

*In Manufacturing 1, students will:*
- complete projects and activities  
- develop knowledge of manufacturing safety, history, trends, research, design, materials, processes, tools, and machines  
- develop knowledge and basic skills involving CNC machine operation  
- develop knowledge and basic skills involving robotic machine operation  
- develop an understanding of electric arc welding and oxy-acetylene gas welding through practice
**Industrial Science and Technology**

Students who take Industrial Science and Technology (IST) courses may join Skills USA or Technology Student Association (TSA)

### MANUFACTURING 2

MVHS, TVHS  
Credit: 1.0 Applied Arts / CTE  
Fee: $15 per semester  
Recommended: Manufacturing 1 or Geometry in Construction  
Pathway: *Industrial Science and Technology* - STEM, Arts, Design and Information Technology

*In Manufacturing 2, students will:*  
- complete projects using various manufacturing techniques  
- build intermediate skills involving manufacturing techniques  
- rotate through various activities involving manufacturing technologies  
- develop intermediate skills involving CNC machine operation  
- develop intermediate skills involving robotic machine operation  
- develop an understanding of electric arc welding and oxy-acetylene gas welding through practice

### PRINCIPLES OF ENGINEERING

BHS, MVHS  
Credit: 1.0 Applied Arts / CTE  
Fee: $15 per semester  
Recommended: Introduction to Engineering Design  
Pathway: *Project Lead the Way* / Engineering - STEM, Arts, Design and Information Technology  
*College credit may be available*

*In Principles of Engineering, students will:*  
- explore technology systems  
- explore engineering processes  
- find out how math, science, and technology help people  
- explore use of 3-D rapid prototyping in the design process  
- explore a broad range of engineering topics including mechanisms  
- the strength of structures and materials, and automation.  
- develop skills in problem solving, research, and design while learning strategies for design process, documentation, collaboration, and presentation

### PROJECT DESIGN TEAM

LHS  
Credit: 1.0 Applied Arts / CTE  
Fee: $15 per semester  
Recommended: Teacher approval and two levels of any Industrial Technology course  
Pathway: *Architecture and Construction* - STEM, Arts, Design and Information Technology

*In Project Design Team, students will:*  
- explore the dynamics of diversity among worker groups  
- use team work to design and implement practical problem solutions  
- learn to integrate computer applications, entrepreneurial, and marketing skills  
- be involved in projects to develop verbal and written communication skills  
- integrate math, science, and technological problem solving
Students who take Industrial Science and Technology (IST) courses may join Skills USA or Technology Student Association (TSA).

**TECHNICAL DRAWING**

MVHS, TVHS  
Credit: 1.0 Applied Arts / CTE  
Fee: $15 per semester  
Recommended: Invention and Design or Geometry in Construction  
Pathway: Architecture and Construction - STEM, Arts, Design and Information Technology

*In Technical Drawing, students will:*
- review manual drawing, sketching, lettering, and industry conventions  
- develop use of computer aided drafting (CAD) computer tools and design techniques  
- make mechanical drawings: multi-views, pictorials, sections, and auxiliaries  
- utilize basic rules of dimensioning and drawing annotation  
- complete a major design project  
- learn how drafting skills are valuable in manufacturing, building trades, graphic design, and engineering or architecture

**TRANSPORTATION 1**

TVHS  
Credit: .50 Applied Arts / CTE  
Fee: $15 per semester  
Pathway: Industrial Science and Technology - STEM, Arts, Design and Information Technology

*In Transportation 1, students will:*
- develop basic knowledge of complete activities related to the concepts and applications of transportation systems that serve society  
- explore transportation history, careers, energy sources, power systems, and transportation systems  
- develop a basic knowledge of ground, marine, air and space transportation systems  
- work in teams to complete projects  
- develop basic knowledge of automotive technologies

**TRANSPORTATION 2**

TVHS  
Credit: 1.0 Applied Arts / CTE  
Fee: $15 per semester  
Recommended: Transportation 1  
Pathway: Industrial Science and Technology - STEM, Arts, Design and Information Technology

*In Transportation 2, students will:*
- expand the knowledge and skills learned in Transportation 1  
- study mechanical, thermal, fluid, and electrical systems in transportation systems; the automobile is used extensively to explore these systems  
- use state of the art technologies including, but not limited to, the Internet, CD-ROM, automotive diagnostic equipment or simulators, and conventional equipment

To see more information on our new two-year Automotive Program at Thompson Valley High School, click [here](#).
**Marketing**

Students who take Industrial Science and Technology (IST) courses may join Skills USA or Technology Student Association (TSA)

Students taking Marketing courses may join DECA

### CAREER DEVELOPMENT

- **BHS, LHS, MVHS**
- **TVHS (Grades 11, 12)**
- **Credit:** .50 Applied Arts / CTE
- **Fee:** $5 per semester
- **Pathway:** Marketing - Business, Marketing and Public Administration

*In Career Development, students will:*
- learn how to market themselves to employers
- receive information about financial aid and how to apply for scholarships
- gain employability skills (resumes, interviewing, and professional appearance) and skills for personal success (professional behavior and attitude)
- participate in a simulated interview
- complete an employment portfolio for workforce and/or college

### COMPUTER GRAPHICS – BUSINESS 1

- **BHS, LHS, MVHS, TVHS**
- **Credit:** .50 Applied Arts / CTE
- **Fee:** $15 per semester
- **Pathway:** Business Information Technology - Business, Marketing and Public Administration

*In Computer Graphics Business 1, students will:*
- explore basic concepts used in graphic design with Photoshop, Illustrator, and InDesign
- apply design principles to create original graphics
- be proficient in visual communication and personal expression
- focus on media literacy
- learn about advertising, copyright, and career opportunities
- create a portfolio

### COMPUTER GRAPHICS – BUSINESS 2

- **BHS, LHS, MVHS, TVHS**
- **Credit:** .50 Applied Arts / CTE
- **Recommended:** Computer Graphics – Business 1
- **Fee:** $15 per semester
- **Pathway:** Business Information Technology - Business, Marketing and Public Administration

*In Computer Graphics Business 2, students will:*
- increase and compile their portfolio
- understand the process of completing a product with client input
- focus on the career aspect of graphic design
- increase their skill and technical abilities in computer use and software
- understand the various aspects of art and design
- discuss ethics and observe copyright laws
Marketing

Students taking Marketing courses may join DECA.

**COMPUTER GRAPHICS 3 – ANIMATION**  5076

BHS, LHS (Grades 10, 11, 12)  
Credit: .50 Applied Arts / CTE  
Fee: $15 per semester  
Recommended: Computer Graphics Business 1 and 2  
Pathway: Business Information Technology - Business, Marketing and Public Administration

*In Computer Graphics Business 3 Animation, students will:*
- explore basic concepts and techniques used in graphic design  
- apply design principles to create original graphics on the computer  
- develop knowledge of visual communication and personal expression  
- focus on media literacy and its impact on society  
- become proficient at Adobe Create Suite 6, Flash, and Fireworks and incorporate the use of InDesign, Illustrator, Photoshop, and Unity 3D

**COMPUTER GRAPHICS 4 – ANIMATION**  5078

LHS, MVHS(Grades 10, 11, 12)  
Credit: .50 Applied Arts / CTE  
Fee: $15 per semester  
Recommended: Computer Graphics Business 1 and 2  
Pathway: Business Information Technology - Business, Marketing and Public Administration

*In Computer Graphics Business 4 Advanced Animation, students will:*
- explore basic concepts and techniques used in graphic design  
- apply design principles to create original graphics on the computer  
- develop knowledge of visual communication and personal expression  
- focus on media literacy and its impact on society  
- become proficient at Adobe Create Suite 6, Flash, and Fireworks and incorporate the use of InDesign, Illustrator, Photoshop, and Unity 3D

**ENTREPRENEURSHIP 1**  5120, 5121

MVHS, LHS, TVHS (Grade 10, 11, 12)  
Credit: 1.0 Applied Arts / CTE  
Fee: $15 per semester  
Recommended: 1 year of business classes and teacher approval  
Pathway: Marketing - Business, Marketing and Public Administration

*In Entrepreneurship 1, students will:*
- develop, test, create, and pitch a business of their own to Loveland community members and potential investors  
- work in a team-based environment for the entire year  
- teams will learn about marketing, financial analysis, and the legal environment of running a business  
- conduct interviews and orally present business concepts  
- work with community mentors and coaches in and out of classroom  
- give and receive constructive criticism to/from peers
Students taking Marketing courses may join DECA.

ENTREPRENEURSHIP 2  
BHS, LHS, MVHS, TVHS  
Credit: 1.0 Applied Arts / CTE  
Fee: $15 per semester  
Recommended: Entrepreneurship 1 and teacher approval  
Pathway: Marketing - Business, Marketing and Public Administration

In Entrepreneurship 2, students will:
- continue to develop, test, create, and pitch a business of their own to Loveland community members and potential investors
- continue to work in a team-based environment for the entire year
- teams will continue to learn about marketing, financial analysis, and the legal environment of running a business
- conduct interviews and orally present business concepts
- work with community mentors and coaches in and out of classroom
- give and receive constructive criticism to/from peers
- meet the Capstone/community service requirement

PATHFINDER INTERNSHIP—BUSINESS, MARKETING AND PUBLIC ADMINISTRATION  
BHS, LHS, MVHS, TVHS  
Credit: .50 Applied Arts / CTE  
Pathway: Business – Business, Marketing and Public Administration  
Pathway: Business Information Technology- Business, Marketing and Public Administration  
Pathway: Marketing - Business, Marketing and Public Administration

In Pathway Internship, students will:
- Learn to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to, the following: discussion of professional job requirements, awareness and knowledge of career opportunities, building vocabulary apocope to the area of professional interest, development of decision-making skills, and development of personal and educational job-related skills

INTRODUCTION TO BUSINESS AND MARKETING  
BHS, LHS, MVHS, TVHS  
Credit: .50 Applied Arts / CTE  
Fee: $5 per semester  
Pathway: Business – Business, Marketing and Public Administration  
Pathway: Marketing - Business, Marketing and Public Administration

In Introduction to Business and Marketing, students will:
- focus on the operation of the American business system
- develop a basic understanding of the fundamentals of the economy, threats and opportunities, marketing, management, production, governmental regulations, tools of business, and social responsibilities
- apply the marketing processes and strategies to business and the individual consumer
- develop hands-on projects using marketing principles
Students taking Marketing courses may join DECA.

### MARKETING RESEARCH

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS, MVHS</td>
<td>5041</td>
</tr>
</tbody>
</table>

- **Credit:** .50 Applied Arts
- **Fee:** $5 per semester
- **Pathway:** Marketing - Business, Marketing and Public Administration

In Marketing Research, students will:
- be introduced to the principles and practices of marketing research
- communicate the results of creating research design, data collection, and interpretation
- design and implement a marketing research project

### MARKETING WORK EXPERIENCE

- **CLASS**
  - MVHS (Grade 12)
  - **Credit:** 1.0 Applied Arts / CTE - Class
  - **Credit:** 2.0 Applied Arts / CTE – Internship (given for 540 hours of documented work experience)
  - **Fee:** $5 per semester
- **Pathway:** Marketing - Business, Marketing and Public Administration

In Marketing Work Experience students will:
- develop entrepreneurship planning skills and develop a comprehensive business plan
- study the areas of marketing strategies, profitability, human resource management, financial management and projections, innovations, and loan negotiations
- gain practical work experience related to their career pathway under the supervision of an experienced supervisor and instructor/coordinator

### SCHOOL BASED ENTERPRISE

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS, MVHS</td>
<td>5126, 5127</td>
</tr>
</tbody>
</table>

- **Credit:** 1.0 Applied Arts / CTE

This course introduces students to a school-based enterprise (SBE), which is an entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. SBEs are managed and operated by students as hands-on learning laboratories. SBEs provide realistic and practical learning experiences that reinforce classroom instruction. The products that students may sell may include spirit wear, food and beverage items, school supplies, signs and banners and more. A major component of the course is the successful management and operating of the school store. Additionally, students will enhance their knowledge of operations and management of the school store through the completion of learning modules that will cover the core concepts of a SBE in a blended learning environment. This course has been created by DECA and is being taught at high schools around the country using the DECA model, expectations, and scope and sequence.

### SOCIAL MEDIA AND ADVERTISING

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS, MVHS, TVHS</td>
<td>5042</td>
</tr>
</tbody>
</table>

- **Credit:** .50 Applied Arts / CTE
- **Fee:** $5 per semester
- **Recommended:** 1 year of Marketing classes or teacher approval
- **Pathway:** Marketing - Business, Marketing and Public Administration
- **Dual college credit may be available – see your school counselor for more information**

In Social Media and Advertising, students will:
- examine the principles of advertising and its relationship to business
- study the areas of advertising principles, strategies, media, copy, and layout
- develop an ad and social media campaign
Students taking Marketing courses may join DECA.

**SPORTS AND ENTERTAINMENT MARKETING**  
LHS, MVHS, TVHS  
Credit: .50 Applied Arts / CTE  
Fee: $5 per semester  
Pathway: Marketing - Business, Marketing and Public Administration

In *Sports and Entertainment Marketing, students will:*
- analyze the theoretical marketing processes and the strategies of product development, pricing, promotion, and distribution

**WEB DESIGN**  
BHS, LHS, MVHS, TVHS  
Credit: .50 Applied Arts / CTE  
Fee: $5 per semester  
Pathway: Business Information Technology - Business, Marketing and Public Administration  
Pathway: Marketing - Business, Marketing and Public Administration

In *Web Design, students will:*
- learn about technology and software requirements, security issues, electronic payment, and marketing strategies  
- stress the fundamentals of HTML syntax using a text editor to develop interactive web sites  
- explore web-safe colors and graphic editors  
- study web aesthetics and intuitive interface design  
- emphasize file organization and layout
In Algebra A, students will:
- Parallel the Algebra I curriculum;
- Complete Algebra B before enrolling in Geometry
- Make a two-year commitment to the Algebra I objectives
- Use various problem solving strategies
- Express, interpret and graph functions and use variables to represent relations from tables and graphs

In Algebra B, students will:
- Parallel the Algebra I curriculum
- Complete both Algebra A and Algebra B before enrolling in Geometry
- Complete the second year of their commitment to the Algebra I objectives
- Solve linear and quadratic equations and systems of linear equations
- Use ratio, proportion, and direct variation from numerical, geometric, and algebraic perspectives and use the distributive property and order of operations to reorganize algebraic expressions into more useful forms.

In Algebra 1, students will:
Emphasize a balanced combination of procedure and conceptual understanding focusing on four critical areas:
- using functions to model situations where one quantity determines another and can be represented algebraically, graphically, and using tables
- modeling and solving quantitative relationships in the real world using functions
- representing expressions in multiple, equivalent forms
- developing solutions to equations, inequalities, and systems of equations using a variety of tools

This critical content will be engaged by use of eight mathematical practice standards to facilitate students’ ability to transfer and apply their mathematical knowledge to new and novel situations.
### Mathematics

<table>
<thead>
<tr>
<th>ALGEBRA 1 HONORS</th>
<th>2014, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not currently offered</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Math</td>
<td></td>
</tr>
</tbody>
</table>

**In Algebra 1 Honors, students will:**

Emphasize a balanced combination of procedure and conceptual understanding focusing on four critical areas:
- using functions to model situations where one quantity determines another and can be represented algebraically, graphically, and using tables
- modeling and solving quantitative relationships in the real world using functions
- representing expressions in multiple, equivalent forms
- developing solutions to equations, inequalities, and systems of equations using a variety of tools

This content will be engaged by use of eight mathematical practice standards to facilitate students’ ability to transfer and apply their mathematical knowledge to new and novel situations.

<table>
<thead>
<tr>
<th>ALGEBRA 1 IB MYP/HONORS</th>
<th>2302, 2303</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Math</td>
<td></td>
</tr>
</tbody>
</table>

**In Algebra 1 IB MYP, students will:**

Emphasize a balanced combination of procedure and conceptual understanding focusing on four critical areas:
- using functions to model situations where one quantity determines another and can be represented algebraically, graphically, and using tables
- modeling and solving quantitative relationships in the real world using functions
- representing expressions in multiple, equivalent forms
- developing solutions to equations, inequalities, and systems of equations using a variety of tools

This content will be engaged by use of eight mathematical practice standards to facilitate students’ ability to transfer and apply their mathematical knowledge to new and novel situations.

<table>
<thead>
<tr>
<th>ALGEBRA 2</th>
<th>2040, 2041</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, FHS, LHS, MVHS, TVHS</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Math</td>
<td></td>
</tr>
<tr>
<td>Recommended: Geometry</td>
<td></td>
</tr>
</tbody>
</table>

**In Algebra 2, students will:**

- solve any real linear or quadratic equation in one, two, three, or more variables
- visualize, express, interpret, and graph functions
- extend the use of trigonometry to the laws of sines and cosines and connect right triangle definitions with the trigonometric functions
- apply mathematics to problems in economics, biology, chemistry, and physics
- use elementary statistics and probability to solve problems

Courses emphasize a balanced combination of procedure and conceptual understanding focusing on critical areas. These areas will be engaged by use of eight mathematical practice standards to facilitate students’ ability to transfer and apply their mathematical knowledge to new and novel situations.
**Mathematics**

**ALGEBRA 2 PRE AP**

<table>
<thead>
<tr>
<th>MVHS, TVHS</th>
<th>2046, 2047</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: 1.0 Math</td>
<td></td>
</tr>
<tr>
<td>Recommended: Geometry</td>
<td></td>
</tr>
</tbody>
</table>

*In Algebra 2 Pre AP, students will:*  
learn the same skills as in Algebra 2, but at a more advanced and rigorous level. Per the AP Central College Board’s website, “Honors is based on the following two important premises. The first is the expectation that all students can perform well at rigorous academic levels. The second important premise of Honors is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible.” ([apcentral.collegeboard.com](http://apcentral.collegeboard.com))

**ALGEBRA 2 HONORS**

<table>
<thead>
<tr>
<th>Not currently offered</th>
<th>2052, 2053</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: 1.0 Math</td>
<td></td>
</tr>
<tr>
<td>Recommended: Geometry</td>
<td></td>
</tr>
</tbody>
</table>

*In Algebra 2 Honors, students will:*  
learn the same skills as in Algebra 2, but at a more advanced and rigorous level. The first is the expectation that all students can perform well at rigorous academic levels. The second important premise of Honors level is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge.

**ALGEBRA 2 IB MYP/HONORS**

<table>
<thead>
<tr>
<th>LHS</th>
<th>2310, 2311</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: 1.0 Math</td>
<td></td>
</tr>
<tr>
<td>Recommended: Geometry</td>
<td></td>
</tr>
</tbody>
</table>

*In Algebra 2 IB MYP, students will:*  
- visualize, express, interpret and graph functions  
- solve any real linear or quadratic equation in one, two, three or more variables  
- extend the use of trigonometry to the laws of sines and cosines and connect right triangle definitions with the trigonometric functions  
- apply mathematics to problems in economics, biology, chemistry and physics

**ALGEBRA 2 HONORS AND AP PRE-CALCULUS**

| - Algebra 2 Honors | 2054, 2055 |
| - AP Pre-Calculus | 2070, 2071 |
| LHS |
| Credit: 1.0 Math – Algebra 2 Honors |
| Credit: 1.0 Math – Pre-Calculus Honors |
| Recommended: Geometry |

*In Algebra 2 Honors and Pre-Calculus Honors, students will:*  
- Students will complete the requirements for each year-long class within a semester by attending two class periods per day.
**Mathematics**

**ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS**

<table>
<thead>
<tr>
<th>2048, 2049</th>
</tr>
</thead>
</table>

BHS, FHS, LHS, MVHS, TVHS  
Credit: 1.0 Math  
Recommended: Geometry  

In *Advanced Algebra with Financial Applications*, students will:  
- address college preparatory mathematic topics from Advanced Algebra, Statistics, and Probability under seven financial umbrellas: banking, investing, modeling a business, employment and income taxes, automobile ownership, independent living, and retirement planning and household budgeting  
- use a variety of problem-solving skills and strategies in real-world contexts  
- apply algebraic representation, graphical representations, and verbal representations of mathematical functions as they relate to financial applications

**ADVANCED ALGEBRA WITH SOCIAL APPLICATIONS**

<table>
<thead>
<tr>
<th>2050, 2051</th>
</tr>
</thead>
</table>

TVHS (Grades 10-12)  
Credit: 1.0 Math  
Recommended: Algebra and Geometry  

In *Advanced Algebra with Social Applications*, students will:  
- Address college preparatory mathematic topics from Advanced Algebra, Statistics and Probability under several Social Studies performance indicators  
- Research, formulate positions and engage in local, state and national issues  
- Evaluate the limitations on the functions of government  
- Explain and interpret geographic variables that influence interactions  
- Investigate the interconnected nature of the world  
- Analyze and interpret data to develop interpretations defended by evidence  
- Analyze continuity and change and cause and effect over time  
- Analyze and evaluate how choices are made about the allocation of resources  
- Use a variety of problem-solving skills and strategies in real-world contexts  
- Apply algebraic representations, graphical representations and verbal representations of mathematical functions as they relate to social applications
**ALGEBRA LITERATURE/COLLEGE ALGEBRA**  
Not currently offered  
Credit: 1.0 Math  
Recommended:  Must have counselor approval  

*In Algebra Literature/College Algebra, students will:*  
- develop algebraic skills necessary for manipulating expressions and solving 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. This course prepares students for College Algebra and Finite Math  
- include a brief review of intermediate algebra, equations and inequalities, functions and their graphs, exponential and logarithmic functions, linear and nonlinear systems, selection of topics from among graphing of the conic sections, introduction to sequences and series permutations and combinations, the binomial theorem and theory of equations

**CALCULUS**  
BHS  
Credit: 1.0 Math  
Recommended:  Trigonometry/Functions  

*In Calculus, students will:*  
- understand limits of functions through graphing, symbolic, and numerical evaluation  
- understand the concept of a function derivative and apply it to related rate and extreme problems  
- understand the concept of a function integral and apply it to area, volume, and work problems

**AP CALCULUS AB**  
BHS, LHS, MVHS, TVHS  
Credit: 1.0 Math  
Recommended:  Teacher recommendation; Algebra 1 and 2, Geometry and Trigonometry/Functions  
Fee: Student pays for textbook.

*In AP Calculus AB, students will:*  
- understand properties of functions, limits, the derivative and its applications, anti-derivatives, techniques of integration, and the definite integral and its applications  
- study the college curriculum equivalent to one and one-half years of college level Calculus topics  
- be able to take the AP test in order to possibly receive college credit for Calculus 1/Calculus 2

**AP CALCULUS BC**  
BHS, LHS, MVHS, TVHS  
Credit: 1.0 Math  
Recommended:  Teacher recommendation; Algebra 1 and 2, Geometry and Trigonometry/Functions  
Fee: Student pays for textbook.

*In AP Calculus BC, students will:*  
- continue learning properties of functions, limits, derivative, integral, and applications  
- explore finite and infinite sequences and series, approximate functions using power series  
- explore the convergence of infinite power series  
- explore polar functions with graphing, the derivative, and finding areas  
- be able to take the AP Calculus BC test that is comprehensive over all Calculus topics
## Mathematics

### Pre Calculus Honors

BHS, MVHS
Credit: 1.0 Math
Recommended: Algebra 2

*In Pre-Calculus Honors, students will:*
Learn the same skills as in Trigonometry/Functions, but at a more advanced and rigorous level.

### AP Pre Calculus

LHS, MVHS, TVHS
Credit: 1.0 Math
Recommended: Algebra 2

*In AP Calculus Pre AP, students will:*
Learn the same skills as in Trigonometry/Functions, but at a more advanced and rigorous level. Per the AP Central College Board’s website, “Honors is based on the following two important premises. The first is the expectation that all students can perform well at rigorous academic levels. The second important premise of Honors is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible.” ([apcentral.collegeboard.com](http://apcentral.collegeboard.com))

### College Algebra

TVHS
Credit: 1.0 Math
Recommended: Qualifying Test Scores
Dual college credit may be available – see your school counselor for more information

*In College Algebra, students will:*
This course will include a brief review of intermediate algebra, equations, and inequalities, functions and their graphs, exponential and logarithmic functions, linear and non-linear systems and conic sections. Qualifying test score required to take this college course.

### Data Analysis

BHS, MVHS
Credit: .50 Math

*In Data Analysis, students will:*
- use graphs (scatter plots, circle, bar, box, stem and leaf)
- create appropriate graphs using relevant data sets
- be able to calculate and interpret a variance standards deviation for data sets
- calculate measures of central tendency including mean, median, mode, range
- create a linear regression line of best fit for data
- demonstrate use of major concepts in data analysis using an oral presentation with presentational software
# Mathematics

## GEOMETRY

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, FHS, LHS, MVHS, TVHS</td>
<td>2020, 2021</td>
</tr>
</tbody>
</table>

Credit: 1.0 Math  
Recommended: Algebra 1

**In Geometry, student will:**
- Emphasize a balanced combination of procedure and conceptual understanding focusing on five critical areas:
  - using transformations to mathematically analyze and describe objects in the plane
  - developing concepts of similarity which are foundational to geometry and its applications
  - algebraically describing and analyzing objects in the plane
  - measuring and quantifying attributes of two- and three-dimensional objects
  - using geometric concepts to model real world objects

This critical content will be engaged by use of eight mathematical practice standards to facilitate students’ ability to transfer and apply their mathematical knowledge to new and novel situations.

## PRE AP GEOMETRY WITH STATISTICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>TVHS</td>
<td>2030, 2031</td>
</tr>
</tbody>
</table>

Credit: 1.0 Math  
Recommended: Algebra 1

**In Geometry Honors/Geometry Pre AP, students will:**
- learn the same skills as in Geometry, but at a more advanced and rigorous level. Per the AP Central College Board’s website, “Honors is based on the following two important premises. The first is the expectation that all students can perform well at rigorous academic levels. The second important premise of Honors is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible”. ([apcentral.collegeboard.com](https://apcentral.collegeboard.com))

## GEOMETRY HONORS

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MVHS</td>
<td>2028, 2029</td>
</tr>
</tbody>
</table>

Credit: 1.0 Math  
Recommended: Algebra 1

**In Geometry Honors, students will:**
- learn the same skills as in Geometry, but at a more advanced and rigorous level. The first is the expectation that all students can perform well at rigorous academic levels. The second important premise of Honors level is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge.
GEOMETRY IB MYP/HONORS
2300, 2301
LHS
Not currently offered
Credit: 1.0 Math
Recommended: Algebra 1 IB MYP/Honors

In Geometry IB MYP/Honors, students will:
- Emphasize a balanced combination of procedure and conceptual understanding focusing on five critical areas:
  - using transformations to mathematically analyze and describe objects in the plane
  - developing concepts of similarity which are foundational to geometry and its applications
  - algebraically describing and analyzing objects in the plane
  - measuring and quantifying attributes of two- and three-dimensional objects
  - using geometric concepts to model real world objects
- This critical content will be engaged by use of eight mathematical practice standards to facilitate students’ ability to transfer and apply their mathematical knowledge to new and novel situations.

GEOMETRY IN CONSTRUCTION
- Geometry 2024, 2025
- Construction 8314, 8315
TVHS
Credit: 1.0 Math – Geometry
Credit: 1.0 Applied Arts / CTE - Construction
Fee: $30 per semester
Recommended: Algebra 1
Pathway: Architecture and Construction - STEM, Arts, Design and Information Technology

In Geometry in Construction, students will:
- be exposed to construction careers such as engineering, architecture, construction management, interior design, landscape architecture, and surveying
- learn safety, problem-solving tool use, and drawing interpretation
- understand the interrelation of geometry and construction
- use coordinate geometry in the study of area, perimeter, volume, transformations, congruence, and functions

IB DP MATHEMATICS HL/SL
- IB DP Mathematics SL 11 (Calculus AB) 2320, 2321
- IB DP Mathematics HL 11 (Calculus BC) 2322, 2323
- IB DP Mathematics SL 12 2330, 2331
- IB DP Mathematics HL 12 2332, 2333
LHS
Credit: 1.0 Math / Career Pathway Elective for each course

This course is designed to take students from Calculus AB or BC to explore higher-level mathematical concepts. The first semester will have an emphasis on discrete mathematics.

In IB DP Mathematics HL/SL, students will:
- develop an appreciation for the nature of mathematical models, their graphs, and their application to optimizing physical and economic systems
- be able to apply research skills in solving mathematical problems
- use reasoning when applying mathematical skills
- be able to communicate their process and outcomes both written and orally
IB DP MATH APPLICATIONS AND INTERPRETATIONS 12 HL 2346, 2347

LHS
Credit: 1.0 Math / Career Pathway Elective for each course
Credit: 1.0 Applied Arts / CTE - Construction

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. All external assessments involve the use of technology (graphing calculators). The internally assessed exploration allows students to develop independence in mathematical learning.

In IB DP Math Applications and Interpretations 12 HL students will: Students need to complete DP Math 11 (Calculus AB) before enrolling in DP Math Applications and Interpretations HL. The second year of the course will focus primarily on statistics, while also giving students the opportunity to complete their Math Exploration internal assessment.

IB DP MATH ANALYSIS AND APPROACHES 12 HL 2348, 2349

LHS
Credit: 1.0 Math or Career Pathway Elective for each course

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course has a strong emphasis to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning.

IB DP Math Analysis and Approaches 12 HL Students enrolling in this course must have previously taken IB DP Math 11 (Calculus AB) as well as Statistics either during their 10th, 11th or concurrently during their 12th grade year. The first semester will focus on Calculus BC topics, while the second semester will focus on synthesizing the Calculus, Statistics and other math concepts as well as focusing on the Math Exploration internal assessment.

MATH STUDIES 2080, 2081

LHS
Credit: 1.0 Math

Math Studies is designed to continue with skills learned by students in their Algebra 2 course. The course uses problem solving strategies in conjunction with knowledge of the inter-connections among algebra, geometry, and functions to analyze problems and formulate appropriate solutions and to extend current knowledge by making new connections.

In Math Studies, students will:
- be able to demonstrate skills in the aforementioned math topics
- be able to apply mathematical principles and terminology
- be able to demonstrate competence in mathematical methods
- be able to apply research skills in solving mathematical problems
- use reasoning when applying mathematical skills
- be able to communicate their process and outcomes both written and orally
**PHYSICS WITH TRIGONOMETRY/FUNCTIONS**

- Trigonometry/Functions Integrated  
  2076, 2077
- Physics Integrated  
  3076, 3077

Not currently offered

Credit: 1.0 Math / Career Pathway Advanced Elective – Trigonometry/Functions Integrated

Recommended: Algebra 2

*In Physics with Trigonometry/Functions, students will:*

- explore relationships between trigonometric, polynomial, exponential and logarithmic functions, and motion, energy, relativity, and light
- apply learning through projects like catapults, lasers, rockets, and bridges
- graph and solve relationships of mathematical functions
- solve equations, use trigonometric identities and vectors in real-world applications

**PROBLEM SOLVING STRATEGIES**  

BHS, MVHS  
Credit: .50 Math  
Recommended: Algebra 2

*In Problem Solving Strategies, students will:*

- solve non-routine math problems using a variety of strategies: matrix logic, systematic lists, unit analysis, and Venn diagrams
- improve in communication of mathematics in written and verbal form
- increase their confidence and skills as a problem solver

**AP STATISTICS**  

BHS, LHS, MVHS, TVHS  
Credit: 1.0 Math  
Recommended: Algebra 2 (with teacher recommendation)

Fee: Student will pay for textbook

*In AP Statistics, students will:*

- be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data
- plan a study: decide what and how to measure
- explore data: observe patterns and departures from data
- anticipate patterns: produce models using probability and simulation
- have the opportunity to test out of college statistics course

**STATISTICS**  

BHS, MVHS, TVHS  
Credit: 1.0 Math  
Recommended: Algebra 2

Statistics is a year-long introductory course designed for students who have successfully completed Algebra II. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore and analyze data using graphical and numerical techniques. Students will also use probability and statistical inferences to develop an appropriate model for data collected. Students will be using text materials, group exercises, multi-media presentations, internet resources, journal & newspaper articles and projects to explore and master the content of this course. This course is for students who want to learn the concepts taught in a statistics course, but may not want to take an AP course.
TRIGONOMETRY/FUNCTIONS

BHS, TVHS
Credit: 1.0 Math
Recommended: Algebra 2

In Trigonometry/Functions students, will:
- describe transformations and graph various functions and conic sections
- use identities to solve and graph trigonometric functions
- graph and solve various polynomial, exponential, and logarithmic functions
- solve systems of equations
## Music

Classes with an asterisk (*) may meet outside of traditional school hours, please contact your school for more details

### CHAMBER SINGERS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS, MVHS, TVHS</td>
<td>6022, 6023</td>
</tr>
</tbody>
</table>

**LHS, MVHS, TVHS**

- Credit: 1.0 Fine Arts
- Recommended: Audition and/or instructor approval
- Fee: $15 per semester and $5 per trip travel fee

*In Chamber Singers, students will:*
- Demonstrate a knowledge of vocal production and choral techniques
- Perform a spectrum of music from the Medieval Period, the Renaissance, choral works of the Baroque, Classical, and Romantic composers, and the 20th century
- Attend all choral performances
- Determine concert attire with the ensemble and director
- Perform music which reflects all musical style periods and the musical heritage of the large mixed chorus

### CHAMBER STRINGS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS, MVHS, TVHS</td>
<td>6026, 6027</td>
</tr>
</tbody>
</table>

**LHS, MVHS, TVHS**

- Credit: 1.0 Fine Arts
- Recommended: Audition and/or instructor permission
- Fee: $15 per semester, $5 per trip travel fee
- Fee: $40 school instrument rental fee, if renting an instrument from the school music department

*In Chamber Strings, students will:*
- Demonstrate a higher level of musicianship and responsibility
- Concentrate on music written for the chamber ensemble and full orchestra ensemble
- Demonstrate a knowledge of orchestral techniques and fundamentals
- Attend all scheduled performances

### CONCERT BAND

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS</td>
<td>6000, 6001</td>
</tr>
</tbody>
</table>

**LHS**

- Credit: 1.0 Fine Arts
- Recommended: Eighth Grade Band or Instructor Approval
- Fee: $15 per semester and $5 travel fee per trip
- Fee: $40 school instrument rental fee, if renting an instrument from the school music department

*In Concert Band, students will:*
- Develop independent rhythmic proficiency
- Demonstrate an understanding of key signatures, scales, and the chromatic scale
- Perform appropriate music literature for their ability level
- Participate in all scheduled performances
Music

Classes with an asterisk (*) may meet outside of traditional school hours, please contact your school for more details

CONCERT/MARCHING BAND 6052, 6053
BHS, MVHS, TVHS
Credit: 1.0 Fine Arts
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Eighth Grade Band or Instructor Approval

In Concert/Marching Band, students will:
- develop independent rhythmic proficiency
- demonstrate an understanding of key signatures, scales, and the chromatic scale
- perform appropriate music literature for their ability level
- participate in all scheduled performances
- music memorization skills
- reading and applying drill charts
- showmanship and esprit de corps
- marching and maneuvering skills
- participate in all scheduled performances, including a summer band camp

CONCERT/MARCHING BAND 2 6058, 6059
BHS, TVHS
Credit: .50 Fitness Semester 1
Credit: .50 Fine Arts Semester 2
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Concert/Marching Band

CONCERT/MARCHING BAND 3 6060, 6061
BHS
Credit: 1.0 Fine Arts
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Concert/Marching Band 2

CONCERT/MARCHING BAND 4 6062, 6063
BHS
Credit: 1.0 Fine Arts
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Concert/Marching Band 3
**Music**

*Classes with an asterisk (*) may meet outside of traditional school hours, please contact your school for more details*

**INTRODUCTION TO GUITAR**

BHS, FHS, MVHS, TVHS  
Credit: .50 Fine Arts  
Fee: $40 school instrument rental fee, if renting an instrument from the school music department  
Recommended: Instructor approval  

*In Introduction to Guitar, students will:*  
- determine a course of study (with the instructor) relative to their personal skill level on guitar  
- demonstrate knowledge of proper posture and hand position as well as scales, chords, rhythm, and accompaniment styles  
- perform solo and/or ensemble literature appropriate for their skill level on guitar  
- attend all scheduled performances

**JAZZ ENSEMBLE 3 BEGINNING**

LHS, TVHS  
Credit: 1.0 Fine Arts  
Fee: $15 per semester plus $5 travel fee  
Fee: $40 school instrument rental fee, if renting an instrument from the school music department  
Recommended: Audition and/or instructor approval  

*In Jazz Ensemble 3 Beginning, students will:*  
- develop basic skills in the knowledge of jazz theory, including scales, rhythms, and chords  
- develop and perform basic jazz articulations appropriate to a variety of jazz styles  
- develop basic improvisation skills  
- perform appropriate, basic jazz literature to develop jazz performance technique  
- participate in all scheduled performances

**JAZZ ENSEMBLE 2 INTERMEDIATE**

BHS, LHS, MVHS, TVHS  
Credit: 1.0 Fine Arts  
Fee: $15 per semester plus $5 travel fee per trip  
Fee: $40 school instrument rental fee, if renting an instrument from the school music department  
Recommended: Instructor approval and membership in Concert Band, Symphonic Band, or Wind Ensemble  

*In Jazz Ensemble 2 Intermediate, students will:*  
- demonstrate knowledge of basic jazz theory, including scales and chords  
- perform articulations appropriate to a variety of jazz styles  
- develop basic improvisation skills  
- perform appropriate literature for their ability level  
- participate in all scheduled performances

**JAZZ ENSEMBLE 1 ADVANCED**

BHS, LHS, MVHS, TVHS  
Credit: 1.0 Fine Arts  
Fee: $15 per semester plus $5 travel fee per trip  
Fee: $40 school instrument rental fee, if renting an instrument from the school music department  
Recommended: Instructor approval, audition, and membership in Concert Band, Symphonic Band, or Wind Ensemble  

*In Jazz Ensemble 1 Advanced, students will:*  
- perform with appropriate technique and musicianship in a variety of jazz styles and idioms  
- further develop improvisation skills including appropriate chord changes and scales  
- perform appropriate literature for their ability level  
- participate in all scheduled performances
## Music

*Classes with an asterisk (*) may meet outside of traditional school hours, please contact your school for more details*

### *MARCHING BAND*

<table>
<thead>
<tr>
<th>LHS</th>
<th>6008</th>
</tr>
</thead>
</table>

**Credit:** .50 Fine Arts  
**Fee:** $11 per semester plus $10 uniform cleaning and $5 travel fee per trip  
**Fee:** $40 school instrument rental fee, if renting an instrument from the school music department  
**Recommended:** Contact your Band Director for approval and guidance around registration

*In Marching Band, students will learn:*
- music memorization skills
- reading and applying drill charts
- showmanship and esprit de corps
- marching and maneuvering skills
- participate in all scheduled performances, including a summer band camp

### *MARCHING BAND 2*

<table>
<thead>
<tr>
<th>LHS</th>
<th>6048</th>
</tr>
</thead>
</table>

**Credit:** .50 Fine Arts or Fitness  
**Fee:** $11 per semester plus $10 uniform cleaning and $5 travel fee per trip  
**Fee:** $40 school instrument rental fee, if renting an instrument from the school music department  
**Recommended:** Contact your Band Director for approval and guidance around registration

### *MARCHING BAND 3*

<table>
<thead>
<tr>
<th>LHS</th>
<th>6049</th>
</tr>
</thead>
</table>

**Credit:** .50 Fine Arts  
**Fee:** $11 per semester plus $10 uniform cleaning and $5 travel fee per trip  
**Fee:** $40 school instrument rental fee, if renting an instrument from the school music department  
**Recommended:** Contact your Band Director for approval and guidance around registration

### *MARCHING BAND 4*

<table>
<thead>
<tr>
<th>LHS</th>
<th>6050</th>
</tr>
</thead>
</table>

**Credit:** .50 Career Pathway Elective  
**Fee:** $11 per semester plus $10 uniform cleaning and $5 travel fee per trip  
**Fee:** $40 school instrument rental fee, if renting an instrument from the school music department  
**Recommended:** Contact your Band Director for approval and guidance around registration

### TENOR/BASS CHOIR

<table>
<thead>
<tr>
<th>LHS, MVHS, TVHS</th>
<th>6136, 6137</th>
</tr>
</thead>
</table>

**Credit:** 1.0 Fine Arts  
**Fee:** $15 per semester and $5 travel fee per trip

*In Tenor/Bass Choir students will:*
- perform literature written expressly for tenor voices
- perform literature from all style periods and the learning of foreign languages
- demonstrate proper diction, vocal production, breathing, posture, rhythm accuracy, and intonation
- attend all choral performances
- determine concert attire with the ensemble and director
Music

**Classes with an asterisk (*) may meet outside of traditional school hours, please contact your school for more details**

**MIXED CHOIR**

<table>
<thead>
<tr>
<th>BHS, FHS, LHS, MVHS</th>
<th>6016, 6017</th>
</tr>
</thead>
</table>
Credit: 1.0 Fine Arts Fee: $15 per semester and $5 travel fee per trip
Recommended: Audition or instructor approval only at LHS

*In Mixed Choir, students will:*

- demonstrate a basic knowledge and application of mixed choral music
- perform literature from all style periods and the learning of foreign language
- demonstrate proper diction, vocal production, breathing, posture, rhythmic accuracy, and intonation
- attend all choral performances
- determine concert attire with the ensemble and director

**PRE AP MUSIC**

<table>
<thead>
<tr>
<th>TVHS</th>
<th>6672, 6673</th>
</tr>
</thead>
</table>
Credit: 1.0 Fine Arts

The framework and instructional materials in all Honors Arts courses include a deliberate focus on the process of producing creative works, including generating and refining ideas, practicing skills and techniques, revision, reflection, and collaboration.

The foundational concepts, instructional principles, and artistic practices at the heart of the Honors Music courses directly prepare students for participation in the AP Music Theory course as well. Honors students will be given ongoing opportunities to build their skills of analyzing works of music, learn musical terminology, and practice notational and compositional skills.

Participation in Honors Music courses will also prepare students for participation in the AP Capstone sequence of study. AP Capstone is a two-year program comprised of two courses—AP Seminar and AP Research—focusing on skills of research, analysis of sources, constructing arguments, and communicating ideas. Honors Music instruction highlights these skills as well, inviting students to analyze and respond to works of music, develop and refine their own ideas by drawing on a variety of source material, and constructively respond to the work of peers as it develops.

https://pre-ap.collegeboard.org/courses/course-descriptions/visual-performing-arts

**MUSIC ENSEMBLE**

<table>
<thead>
<tr>
<th>LHS</th>
<th>6042, 6043</th>
</tr>
</thead>
</table>
Credit: 1.0 Fine Arts
Fee: $15 per semester
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Membership in band, choir, orchestra, or instructor approval

<table>
<thead>
<tr>
<th>FHS, MVHS, TVHS</th>
<th>6042</th>
</tr>
</thead>
</table>
Credit: .50 Fine Arts
Fee: $15
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Membership in band, choir, orchestra, or instructor approval

*In Music Ensemble, students will:*

- determine the type of ensemble to be formed
- perfect the skills of aural sensitivity to intonation, balance, blend, tonal beauty, phrasing, and musicianship
- make artistic and logistical decisions about rehearsals and performances
- attend all scheduled performances
Classes with an asterisk (*) may meet outside of traditional school hours, please contact your school for more details

### Music Exploration

**MUSIC EXPLORATION**  
FHS  
Credit: .25 Fine Arts per quarter  
Fee: $15 per semester or $7.5 per quarter

*In Music Exploration, students will:*  
- demonstrate basic knowledge of music theory  
- develop basic vocal techniques and solfege skills  
- play together as an ensemble  
- understand the foundation for music history from the baroque period to present day  
- demonstrate the basics of playing guitar and various other instruments

### Music Theory

**MUSIC THEORY**  
BHS, FHS, LHS, MVHS, TVHS  
Credit: .50 Fine Arts  
Recommended: Basic music-reading ready recommended and approval of the instructor  
Dual college credit may be available – see your school counselor for more information

*In Music Theory, students will:*  
- demonstrate knowledge of scales and modes  
- develop ear training and diction skills  
- study the notation of pitch, rhythm, tonality, chord structure, and terminology

### Music Theory 2

**MUSIC THEORY 2**  
FHS  
Credit: .50 Fine Arts  
Recommended: Basic music-reading ready recommended and approval of the instructor  
Dual college credit may be available – see your school counselor for more information

*In Music Theory 2, students will:*  
- demonstrate knowledge of scales and modes  
- develop ear training and diction skills  
- study the notation of pitch, rhythm, tonality, chord structure, and terminology

### AP Music Theory

**AP MUSIC THEORY**  
LHS, MVHS, TVHS  
Credit: 1.0 Fine Arts  
Fee: Student pays for textbook and AP Exam  
Recommended: A strong background of music theory recommended and approval of the instructor

*In AP Music Theory, students will:*  
- sight sing and perform own compositions  
- understand modes, scales, harmony, time signature, key signature, intervals, and chord progression  
- compose using figured-bass symbols and/or Roman numbers, bass line and an original melody  
- analyze harmonic procedures, rhythmic metric, and melodic organization and development procedure
Classes with an asterisk (*) may meet outside of traditional school hours, please contact your school for more details

*MUSICAL THEATRE* 6205
LHS, MVHS, TVHS
Credit: .50 Fine Arts
Fee: $115 - Includes course fee of $15 and $100 for Theatre
Recommended: taken Acting Techniques and have previous choral experience or instructor approval

In Musical Theatre, students will:
- explore the history of musical theatre, costume design, set design, and production
- gain skills necessary to become a triple threat (actor-singer-dancer) by studying each area
- be required to participate in the spring musical (rehearsals and meetings outside of class time will be required closer to the opening of the show)
- have a contextual learning opportunity for students interested in all aspects of theatre production from onstage and backstage responsibilities to marketing and publicity

MUSICAL THEATRE TECHNIQUES 6029
LHS, MVHS, TVHS
Credit: .50 Fine Arts
Fee: $15

In Musical Theatre Techniques, students will:
- be exposed to the diverse world of musical theatre
- develop skills to prepare auditions and performances, create characters and respond critically to all arts presentations
- perfect at least four pieces of their choice and create an “end of the semester showcase”

ORCHESTRA 6024, 6025
BHS, LHS, MVHS, TVHS
Credit: 1.0 Fine Arts
Fee: $15 per semester and $5 per trip travel fee
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: At least two years’ previous orchestral experience and/or instructor approval

In Orchestra, students will:
- perform a wide variety of music for both string and full orchestra
- demonstrate a knowledge of orchestral techniques and fundamentals
- attend all scheduled performances

INTRODUCTION TO PIANO 6046
MVHS
Credit: .50 Fine Arts
Recommended: Instructor approval

In Introduction to Piano, students will:
- determine a course of study (with the instructor) relative to their personal skill level on piano
- demonstrate knowledge of proper posture and hand position as well as scales, chords, rhythm, and accompaniment styles
- perform solo and/or ensemble literature appropriate for their skill level on piano
- attend all scheduled performances
Music

Classes with an asterisk (*) may meet outside of traditional school hours, please contact your school for more details

PERCUSSION/COLORGUARD 6047
LHS
Credit: 0.50 Fine Arts
Fee: $11 per semester
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Contact your Band Director for approval and guidance around registration

In Percussion/Colorguard, students will learn:
• music/movement memorization skills
• reading and applying drill charts
• showmanship and esprit de corps
• Vocabulary specific to the colorguard and percussion sections of the marching band.
• Participate in all scheduled performances, including a summer band camp

*SHOW/JAZZ CHOIR 6020, 6021
BHS, LHS, MVHS, TVHS
Credit: 1.0 Fine Arts
Fee: $15 per semester and $5 per trip travel fee

Recommended: Instructor approval, audition AND membership in Chamber, Mixed, Tenor/Bass Choir, Treble Choir, Treble Choir Intermediate or Treble Choir Advanced (BHS – audition only)

In Show/Jazz Choir, students will:
• demonstrate knowledge of proper vocal production and choral techniques
• demonstrate stage presence, performance experience, team building and showmanship
• perform various styles of 20th century popular music: musical theater, vocal jazz, and contemporary pop/rock styles
• attend all choral performances
• determine concert attire and attend performances

SYMPHONIC BAND 6002, 6003
LHS
Credit: 1.0 Fine Arts
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Audition and/or instructor approval

In Symphonic Band, students will:
• further develop technical skills and sight reading techniques
• develop aural sensitivity specific to intonation, balance, blend, and tonal beauty
• perform appropriate music literature for their ability level
• participate in all scheduled performances
**Music**

*Classes with an asterisk (*) may meet outside of traditional school hours, please contact your school for more details*

### SYMPHONIC/MARCHING BAND

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS, MVHS, TVHS</td>
<td>6054, 6055</td>
</tr>
</tbody>
</table>

Credit: 1.0 Fine Arts
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Audition and/or instructor approval

*In Symphonic / Marching Band, students will:*
- further develop technical skills and sight reading techniques
- develop aural sensitivity specific to intonation, balance, blend, and tonal beauty
- perform appropriate music literature for their ability level
- participate in all scheduled performances
- reading and applying drill charts
- showmanship and esprit de corps
- marching and maneuvering skills
- participate in all scheduled performances, including a summer band camp

### SYMPHONIC/MARCHING BAND 2

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Code</th>
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<tbody>
<tr>
<td>BHS, TVHS</td>
<td>6064, 6065</td>
</tr>
</tbody>
</table>

Credit: .50 Fine Arts Semester 1
Credit: .50 Fitness Semester 2
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Audition and/or instructor approval

### SYMPHONIC / MARCHING BAND 3

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>BHS</td>
<td>6066, 6067</td>
</tr>
</tbody>
</table>

Credit: 1.0 Fine Arts
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Audition and/or instructor approval

### SYMPHONIC / MARCHING BAND 4

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS</td>
<td>6068, 6069</td>
</tr>
</tbody>
</table>

Credit: 1.0 Fine Arts
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Audition and/or instructor approval

### PRE AP THEATRE

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>TVHS</td>
<td>6674, 6675</td>
</tr>
</tbody>
</table>

Credit: 1.0 Fine Arts
Although the College Board does not offer AP courses in theatre, the foundational principles and artistic practices addressed in Honors Theatre courses do relate to the AP Capstone sequence of study. AP Capstone is a two-year program comprised of two courses—AP Seminar and AP Research—focusing on skills of research, analysis of sources, constructing arguments, and communicating ideas. Honors Theatre instruction highlights these skills as well, inviting students to analyze and respond to works of theatre, develop and refine their own ideas by drawing on a variety of source material, and constructively respond to the work of peers as it develops.
TREBLE CHOIR INTERMEDIATE
LHS, MVHS, TVHS
Credit: 1.0 Elective Fee: $15 per semester and $5 per trip travel fee
Recommended: Audition and/or instructor approval
In Treble Choir, students will:
- Perform literature written expressly for treble voices
- Continue to foster their vocal abilities in the areas of technique, and perform more challenging literature than the previous course description
- Perform literature from all style periods, including working with multiple foreign languages
- Demonstrate an increased ability to perform with proper diction, tone, breathing, posture, rhythm, vowel matching, and intonation
- Attend all choral performances
- Determine concert attire with the ensemble and director

WIND ENSEMBLE
LHS, TVHS
Credit: 1.0 Fine Arts
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Audition and/or instructor approval
In Wind Ensemble, students will:
- develop the highest level of technical skills and sight reading techniques
- perfect the skills of aural sensitivity specific to intonation, balance, blend, tonal beauty, phrasing, and musicianship
- demonstrate an understanding of music history, varying styles of music, and music theory
- participate in all scheduled performance

WIND ENSEMBLE/MARCHING BAND
MVHS
Credit: 1.0 Fine Arts
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Audition and/or instructor approval
In Wind Ensemble/Marching Band, students will:
- develop the highest level of technical skills and sight reading techniques
- perfect the skills of aural sensitivity specific to intonation, balance, blend, tonal beauty, phrasing, and musicianship
- demonstrate an understanding of music history, varying styles of music, and music theory
- participate in all scheduled performances
- reading and applying drill charts
- showmanship and esprit de corps
- marching and maneuvering skills
- participate in all scheduled performances, including a summer band camp

WIND ENSEMBLE/MARCHING BAND 2
Not currently offered
Credit: .50 Fine Arts Semester 1
Credit: .50 Fitness Semester 2
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Audition and/or instructor approval

WIND ENSEMBLE/MARCHING BAND 3
Not currently offered
Credit: 1.0 Fine Arts
Music

TREBLE CHOIR 6132, 6133
BHS, LHS, MVHS, TVHS
Credit: 1.0 Fine Arts
Fee: $15 per semester and $5 per trip travel fee
Recommended: Audition or instructor approval only at TVHS

In Treble Choir, students will:
- perform literature written expressly for treble voices
- perform literature from some style periods and the learning of at least one foreign language
- demonstrate proper diction, vocal production, breathing, posture, rhythmic accuracy, and intonation
- attend all choral performances
- determine concert attire with the ensemble and director

TREBLE CHOIR ADVANCED 6134, 6135
LHS, MVHS, TVHS
Credit: 1.0 Fine Arts
Fee: $15 per semester and $5 per trip travel fee
Recommended: Audition and/or instructor approval

In Treble Choir Advanced, students will:
- demonstrate a higher level of basic principles of choral techniques listed in the previous course descriptions
- develop their vocal skills more dramatically by learning challenging literature in at least three or four parts and a greater emphasis on vocal production
- perform music which reflects all musical style periods and the musical heritage of the large mixed chorus
- attend all choral performances
- determine concert attire

WIND ENSEMBLE/MARCHING BAND 4 6074, 6075
Not currently offered
Credit: 1.0 Fine Arts
Fee: $15 per semester plus $10 uniform cleaning and $5 travel fee per trip
Fee: $40 school instrument rental fee, if renting an instrument from the school music department
Recommended: Audition and/or instructor approval
Physical Education

**AQUATICS and FITNESS**

LHS, MVHS, TVHS
Credit: .50 Fitness

*In Aquatics and Fitness, students will:*
- learn five basic swimming strokes, practice water safety and survival skills, improve their aquatic fitness, and participate in recreational activities
- complete and turn in a comprehensive personal fitness plan that includes setting goals, keeping an activity log and reflecting on their experience

**FITNESS**

BHS, FHS, LHS, MVHS, TVHS
Credit: .50 Fitness

*In Fitness, students will:*
- demonstrate competent skills in a variety of sports and activities
- demonstrate the knowledge necessary to perform a variety of sports and physical activities
- demonstrate the knowledge and skills necessary to participate in regular fitness activities
- demonstrate responsible behavior (sportsmanship, teamwork, attitude, effort, enthusiasm, and proper attire) in a physical activity setting
- complete and turn in a comprehensive personal fitness plan that includes setting goals, keeping an activity log and reflecting on their experience

**JROTC - LEVEL 1**

BHS, LHS, MVHS, TVHS
Credit: .50 Fitness - Semester 1
Credit: .50 Social Studies (meets Civics Requirement) - Semester 2
Fee: $25 per semester

*In JROTC 1-Level 1, students will:*
- participate in Leadership Education and Training I consisting of effective communication techniques, Presidential Physical Fitness Program, basic leadership skills, drug abuse prevention, basic nutrition, citizenship through history, drill, and ceremonies, community service and US Civics topics.

**NUTRITION AND WELLNESS**

BHS, LHS, MVHS, TVHS
Credit: .50 Fitness / Career Pathway Elective
Fee: $25 per semester
Pathway: Life Skills – Hospitality, Human Services and Education

*In Nutrition and Wellness, students will:*
- develop a fitness/wellness plan
- increase understanding of wellness as a lifestyle
- understand importance of exercise and fitness, nutrition, and consumer products and services
- implement healthy nutritional choices
- integrate science principles related to nutrition
- participate in fitness activities
- practice wise consumer decisions
## Physical Education

### TEAM SPORTS AND FITNESS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7628</td>
<td>BHS, LHS, MVHS, TVHS</td>
</tr>
</tbody>
</table>

**Credit:** .50 Fitness

**In Team Sports and Fitness, students will:**
- become proficiently skilled in team games, e.g., team handball, soccer, softball, indoor hockey, touch football, volleyball, basketball, ultimate Frisbee, etc.
- know and understand the rules, techniques, and safety expectations of the activities
- participate in lifetime team activities
- demonstrate an understanding of fitness concepts by participating in warm-up and cool-down activities
- complete and turn in a comprehensive personal fitness plan that includes setting goals, keeping an activity log and reflecting on their experience

### WEIGHT TRAINING 1 AND FITNESS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7632</td>
<td>Men’s Weights &amp; Fitness</td>
</tr>
<tr>
<td>7634</td>
<td>Women’s Weights &amp; Fitness</td>
</tr>
</tbody>
</table>

**BHS, LHS, MVHS, TVHS**

**Credit:** .50 Fitness

**In Weight Training 1 and Fitness, students will:**
- develop skills and knowledge in weight lifting and muscle toning exercises so that they can safely and successfully lift weights as a recreational activity or to utilize their weight lifting knowledge in pursuit of specific goals for personal or athletic improvement
- develop the knowledge about safety, spotting techniques, muscles and their movement, cardiovascular conditioning, and work ethic
- complete and turn in a comprehensive personal fitness plan that includes setting goals, keeping an activity log and reflecting on their experience

### YOGA & FITNESS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>7625</td>
<td>TVHS</td>
</tr>
</tbody>
</table>

**Credit:** .50 Fitness OR Career Pathway Elective Fee: $10 for equipment upkeep (yoga mats, yoga blocks, etc.)

**In Yoga & Fitness, students will:**
- Develop skills and knowledge in yoga movement, meditation, and breathing exercises
- Know and understand yoga vocabulary, sequences, poses
- Apply benefits of yoga to improve adolescent health and well-being (puberty, physiology, brain development)
- Apply yoga movement, meditation, and breathing to develop stress management skills, improve physical and mental health, and social emotional learning
- Improve personal flexibility and balance
- Design and create their own yoga sequences to present
- Use yoga as a method of lifelong fitness
### ASTRONOMY/METEOROLOGY

**FHS, LHS, MVHS, TVHS**  
Credit: 0.50 Science  

*In Astronomy/Meteorology, students will:*  
- study astronomy through the explanation of orbits, optics, constellations, and galaxies  
- investigate theories of origin of the universe  
- understand fronts and weather systems  
- utilize weather maps for weather prediction

### BIOLOGY

**BHS, FHS, LHS, MVHS, TVHS**  

*In Biology, students will:*  
- meet selected state standards through the study of scientific method, cell biology, classification, genetics, ecology, and science and technology

### BIOLOGY IB MYP

**Credit: 1.0 Science**

*In Biology IB MYP, students will:*  
- use an inquiry-based approach and the scientific method to learn about living things and their makeup  
- explore the principles of Biochemistry, Cytology, Genetics, Ecology, Evolution, Classification and Anatomy/Physiology  
- Use the scientific method in laboratory experiences

### BIOLOGY PRE AP

**TVHS**  
Credit: 1.0 Science  

*In Biology Pre AP, students will:*  
- meet selected state standards through the study of scientific method, cell biology, classification, genetics, ecology, and science and technology  
- learn the same skills as in Biology, but at a more advanced and rigorous level. Per the AP Central College Board’s website, “Pre AP is based on the following two important premises. The first is the expectation that all students can perform well at rigorous academic levels. The second important premise of Honors is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible.” ([apcentral.collegeboard.com](http://apcentral.collegeboard.com))

### BIOLOGY HONORS

**BHS**  
Credit: 1.0 Science  

Need course description for BHS

### BIOLOGY IB MYP/HONORS

**LHS**  
Credit: 1.0 Science  

*In Biology IB MYP / Honors, students will:*  
- use an inquiry-based approach and the scientific method to learn about living things and their makeup  
- explore the principles of Biochemistry, Cytology, Genetics, Ecology, Evolution, Classification and Anatomy/Physiology  
- Use the scientific method in laboratory experiences
**AP BIOLOGY**
BHS, LHS, TVHS
Credit: 1.0 Science
Fee: Student pays for textbook and AP Exam
Recommended: Biology and Chemistry
Pathway: Agricultural Science - Agriculture, Food and Natural Resources
Dual college credit may be available – see your school counselor for more information

*In AP Biology, students will:*
- explore topics that include cellular biology, biochemistry, genetics, comparative anatomy, botany, ecology and spectrophotometric analysis
- explore related careers through projects and classroom discussion
- have the opportunity to prepare for the AP Biology test and receive college credit

**BIOTECHNOLOGY**

Not offered at this time
Credit: .50 Science
Fee: Student pays for textbook
Recommended: Biology and Chemistry

*In Biotechnology, students will:*
- get a comprehensive introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology
- develop the laboratory, critical thinking, and communication skills currently used in the biotechnology industry

**CHEMISTRY**
BHS, FHS, LHS, MVHS, TVHS
Credit: 1.0 Science
Recommended: Algebra 1

*In Chemistry, students will:*
- use small scale and traditional labs and classroom discussion to learn about elements, atoms, bonding and formulas, reactions, solutions, acids and bases

**CHEMISTRY PRE AP**
TVHS
Credit: 1.0 Science
Recommended: BHS recommends Honors Geophysical

*In Chemistry Pre AP, students will:*
- explore an in-depth, comprehensive approach to Chemistry
- cover topics such as atomic theory, periodicity, gases, solution chemistry, thermochemistry, chemical bonding, molecular geometry, and intermolecular forces as well as applied calculations
- [https://pre-ap.collegeboard.org/courses/course-descriptions/chemistry](https://pre-ap.collegeboard.org/courses/course-descriptions/chemistry)

**CHEMISTRY HONORS**
BHS, LHS
Credit: 1.0 Science
Recommended: Geophysical Science Honors and Algebra II
Fee: Student pays for textbook.

*In Chemistry Honors, students will:*
- explore an in-depth, comprehensive approach to Chemistry
- cover topics such as atomic theory, periodicity, gases, solution chemistry, thermochemistry, chemical bonding, molecular geometry, and intermolecular forces as well as applied calculations
AP CHEMISTRY 3044, 3045
BHS, LHS, MVHS, TVHS
Credit: 1.0 Science
Fee: Student pays for textbook and AP Exam
Recommended: Pre-AP or Honors Chemistry and Algebra II

In AP Chemistry, students will:
• study the equivalent, in both class work and lab work, of a first year college Chemistry course
• have the opportunity to prepare for the AP Chemistry test and receive college credit

ENVIRONMENTAL SCIENCE 3048, 3049
BHS, FHS, LHS, MVHS, TVHS
Credit: 1.0 Science
Recommended: Biology

In Environmental Science, students will:
• explore aspects of land, water, wildlife, and human dimensions as related to the science of ecology and natural resources
• evaluate the relationships between science, technology, and human activity and how they can affect the world

AP ENVIRONMENTAL SCIENCE 3050, 3051
BHS, LHS, TVHS
Credit: 1.0 Science
Fee: Student pays for textbook and AP Exam
Recommended: Biology and/or Chemistry

In AP Environmental Science, students will:
• study the equivalent, in both class work and labs, of a one semester introductory college level Environmental Science class
• have the opportunity to prepare for the AP Environmental Science test and receive credit

ENVIRONMENTAL SUSTAINABILITY 3080, 3081
BHS
Credit: 1.0 Science
Fee: $30 per semester
Recommended: Biology
Pathway: Project Lead the Way / Engineering – STEM, Arts, Design and Information Technology
Dual college credit may be available – see your school counselor for more information

In Environmental Sustainability, students will:
• investigate and design solutions to solve real-world challenges including: world food security, renewable energy, and clean drinking water
• apply scientific and technical knowledge using an engineering design process and have the opportunity to help solve global challenges by creating and testing solutions such as genetically engineered bacteria, producing fuel from plants, and designs for emergency water filtration in disaster areas
<table>
<thead>
<tr>
<th>Science</th>
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<tbody>
<tr>
<td><strong>FORENSIC SCIENCE</strong></td>
</tr>
<tr>
<td>LHS</td>
</tr>
<tr>
<td>FHS</td>
</tr>
</tbody>
</table>

In Forensic Science, students will:
- meet selected state standards through the study of scientific method, cell biology, genetics, and science and technology
- use small scale and traditional labs and classroom discussion to learn about reactions
- learn about motion
- study structures and functions of human anatomy
- explore career relevance for those interested in health-related careers

| **FORENSIC SCIENCE** | 3086, 3087 |
| TVHS | Credit: 1.0 Science |
| Recommended: 11th and 12th grade students |

In Forensic Science, students will:
- meet selected state standards through the study of scientific method, cell biology, genetics, and science and technology as they apply to CSI (crime scene investigation)
- use small scale and traditional labs and classroom discussion to learn about types of physical evidence
- explore career relevance for those interested in CSI careers

| **GENETICS** | 3070 |
| BHS, LHS, MVHS, TVHS | Credit: .50 Science |
| Recommended: Biology |

In Genetics, students will:
- use laboratories and projects to understand the areas of classical and applied genetics through the topics of inheritance patterns/probabilities, biotechnology, chromosomal inheritance, and human genetics
- explore related careers through projects and classroom discussion

| **GEOPHYSICAL LAB** | 3000, 3001 |
| BHS, FHS, MVHS, TVHS | |
| **GEOPHYSICAL LAB IB MYP** | 3304, 3305 |
| LHS | Credit: 1.0 Science |

In Geophysical Lab, students will:
- investigate astronomy, meteorology, hydrology, geology, paleontology, chemistry, physics with
- quantitatively analyze the above subjects with introductory concepts and tools from chemistry and physics, to increase critical skills

| **GEOPHYSICAL LAB HONORS** | 3010, 3011 |
| BHS, MVHS, TVHS | Credit: 1.0 Science |

In Geophysical Lab Honors, students will:
- learn the same skills as in Geophysical Lab Science, but at a more advanced and rigorous level.
### HUMAN ANATOMY AND PHYSIOLOGY 1

<table>
<thead>
<tr>
<th>Credit:</th>
<th>.50 Science</th>
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</thead>
<tbody>
<tr>
<td>Recommended:</td>
<td>Biology</td>
</tr>
</tbody>
</table>

*In Human Anatomy and Physiology 1, students will:*  
- study structures and functions of human anatomy through a hands-on lab-oriented approach  
- be required to complete a cat dissection  
- explore career relevance for those interested in health-related careers

### HUMAN ANATOMY AND PHYSIOLOGY 2

<table>
<thead>
<tr>
<th>Credit:</th>
<th>.50 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended:</td>
<td>Human Anatomy and Physiology 1</td>
</tr>
</tbody>
</table>

*In Human Anatomy and Physiology 2, students will:*  
- study those systems not covered in Human Anatomy and Physiology 1  
- be required to complete a cat dissection  
- study structures and functions of human anatomy through a hands-on lab-oriented approach

### IB DP BIOLOGY HL

<table>
<thead>
<tr>
<th>Credit:</th>
<th>1.0 Science for each course</th>
</tr>
</thead>
</table>

*In IB DP Biology, students will:*  
- spend time planning experiments, conducting experiments and learning various lab techniques, organizing and analyzing data, and making valid conclusions based upon these data  
- become familiar with the growing field of biochemistry as they learn about the molecules of life, enzyme activity, cellular respiration, photosynthesis, DNA replication, and protein synthesis  
- explore the relationship between structure and function as they learn parts of cells and functions of plant and animal systems  
- know the unity of life, and its diversity, as they study mitosis, genetics, and taxonomy  
- study equilibrium in relation to physiology of animal, especially human, systems  
- understand the interdependence of organisms the world over will be emphasized in the ecology topics  
- have the opportunity to design, conduct, evaluate, and communicate about a scientific investigation  
- provide a body of knowledge for biology, including unifying concepts, themes of structure and function, equilibrium, universality, diversity, and evolution  
- identify the connections among the various branches of science and between science and other fields  
- emphasize global contexts for biology, such as the greenhouse effect, pollution, immunology, or the Human Genome Project
**Science**

- develop interpersonal skills in group work during scientific investigations and in oral/written communication

**IB DP CHEMISTRY HL**

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>IB DP CHEMISTRY 11 HL</td>
<td>3322, 3323</td>
</tr>
<tr>
<td>IB DP CHEMISTRY 12 HL</td>
<td>3336, 3337</td>
</tr>
</tbody>
</table>

LHS
Credit: 1.0 Science per year

This two-year course introduces students to concepts required for solving problems both qualitative and quantitative in chemistry for understanding chemical reactivity.

*In IB DP Chemistry, students will:*  
- develop analytical thinking skills  
- design and conduct chemical investigations and then analyze and interpret their data, develop relevant equations from graphs of data and communicate their findings via formal laboratory reports  
- data and communicate their findings via formal laboratory reports  
- provide a body of knowledge of chemistry including unifying themes  
- develop correlations between chemical bonding, oxidation-reduction and the Kreb cycle, etc.  
- apply their chemical knowledge to large global problems  
- develop interpersonal cooperative skills during science investigation and in oral and written forms of communication

**IB DP ENVIRONMENTAL SYSTEMS AND SOCIETIES SL**

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>IB DP ENVIRONMENTAL SYSTEMS AND SOCIETIES SL</td>
<td>3338, 3339</td>
</tr>
</tbody>
</table>

LHS
Credit: 1.0 Science per year

Environmental Systems and Societies is a one year standard level course firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment.

*In IB DP Environmental Systems and Societies, students will:*  
- acquire and apply the knowledge and methodologies of environmental systems and issues at a variety of scales  
- appreciate the dynamic interconnectedness between environmental systems and societies value the combination of personal, local and global perspectives and engage in making informed decisions and taking responsible actions on a variety of environmental issues  
- be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that the management of these inequities is the key to sustainability  
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different environmental value systems

**NIGHT ASTRONOMY - MAGNET**

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIGHT ASTRONOMY - MAGNET</td>
<td>3072</td>
</tr>
</tbody>
</table>

BHS (Grades 11, 12)
Credit: .50 Science
Recommended: Geophysical Lab Science

Offered to all students - taught at the Little Thompson Observatory near BHS

*Meets one evening a week from 6:00 pm - 10:00 pm*

In Night Astronomy Magnet, students will:  
- locate objects in the night sky  
- learn optics and functioning of telescopes  
- observe and photograph using 18” telescope  
- utilize “The Sky” software
In Physics, students will:
- learn about motion, energy, relativity, light, sound, heat, optics, electricity, or aerodynamics without the rigorous mathematics of AP Physics
- apply learning through objects like catapults, lasers, black holes, and machines
- receive a good introduction to Physics in preparation for technical, humanities, and fine arts fields
- advanced math students should consider registering for AP Physics

### PHYSICS WITH TRIGONOMETRY/FUNCTIONS

<table>
<thead>
<tr>
<th>Trigonometry/Functions Integrated</th>
<th>2076, 2077</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Physics Integrated</td>
<td>3076, 3077</td>
</tr>
</tbody>
</table>

Not currently offered

Credit: 1.0 Math – Trigonometry/Functions Integrated
Credit: 1.0 Science – Physics Integrated
Recommended: Algebra 2

In Physics with Trigonometry/Functions, students will:
- explore relationships between trigonometric, polynomial, exponential and logarithmic functions, and motion, energy, relativity, and light
- apply learning through projects like catapults, lasers, rockets, and bridges
- graph and solve relationships of mathematical functions
- solve equations, use trigonometric identities and vectors in real-world applications

### AP PHYSICS 1: ALGEBRA-BASED

| 3056, 3057 |

BHS, MVHS, TVHS

Credit: 1.0 Science
Recommended: Trigonometry/Functions
Fee: Student pays for textbook and AP Exam

In AP Physics 1: Algebra-Based, students will:
- follow a course outline designed by the Advanced Placement Committee which is to be the equivalent of a freshman physics course at a 4-year college
- have the opportunity to prepare for the AP Physics 1 test and receive college credit

### AP PHYSICS 2: ALGEBRA-BASED

| 3058, 3059 |

BHS

Credit: 1.0 Science
Fee: Student pays for textbook and AP Exam

In AP Physics 2: Algebra-Based, students will:
- explore topics such as fluid statics and dynamics
- thermodynamics with kinetic theory
- PV diagrams and probability; electrical circuits with capacitors
- magnetic fields
- electromagnetism; physical and geometric optics
- quantum, atomic and nuclear physics
## Science

<table>
<thead>
<tr>
<th><strong>AP PHYSICS C: ELECTRICITY AND MAGNETISM</strong></th>
<th>3062, 3063</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not currently offered</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Science</td>
<td></td>
</tr>
<tr>
<td>Fee: Student pays for textbook and AP Exam</td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> Uses same textbook as AP Physics C: Mechanics</td>
<td></td>
</tr>
<tr>
<td>Recommended: AP Physics C: Mechanics, Calculus concurrent enrollment</td>
<td></td>
</tr>
</tbody>
</table>

In **AP Physics C: Electricity and Magnetism**, students will:
- study the relationships of electricity and magnetism, with a Calculus emphasis
- follow a course outline that prepares students for the AP Physics C exam, E and M portion
- master problem-solving skills and content equivalent to freshman engineering Physics 2 at a 4-year college

<table>
<thead>
<tr>
<th><strong>AP PHYSICS C: MECHANICS</strong></th>
<th>3060, 3061</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHS</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Science</td>
<td></td>
</tr>
<tr>
<td>Fee: Student pays for textbook and AP Exam</td>
<td></td>
</tr>
<tr>
<td>Recommended: AP Calculus, can be taken concurrently</td>
<td></td>
</tr>
</tbody>
</table>

In **AP Physics C: Mechanics**, students will:
- study mechanics with Calculus applications including gravitation and rotation
- follow a course outline that prepares students for the AP Physics C exam, mechanics portion
- master problem-solving skills and content equivalent to freshman engineering Physics 1 at a 4-year college

<table>
<thead>
<tr>
<th><strong>THOMPSON RIVER PROJECT</strong></th>
<th>3068, 3069</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Science</td>
<td></td>
</tr>
<tr>
<td>Recommended: Biology</td>
<td></td>
</tr>
</tbody>
</table>

In **Thompson River Project**, students will:
- conduct lab and field studies on the Big Thompson River
- evaluate and communicate the results of their studies
- apply natural science principles as they deepen their understanding of Ecology
- synthesize an interdisciplinary learning strategy in preparation for college/career demands
### Social Studies

**CIVICS**

BHS, FHS, MVHS, TVHS

**CIVICS IB MYB**

LHS

Credit: .50 Social Studies

*In Civics, students will:*
- gain an understanding of the law and the legal system of the United States
- be aware of current issues and be encouraged to participate as citizens in the legal system
- receive an introduction to the origin and development of our legal system

**CIVICS  HONORS**

MVHS

**CIVICS IB MYP/HONORS**

LHS

Credit: 1.0 Social Studies

*In Civics Honors/Civics IB MYP/Honors, students will:*
- learn the same skills as in Civics, but at a more advanced and rigorous level. The expectation is that all students can perform well at rigorous academic levels.
- Secondly, this course is meant to prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible

**CIVICS/GEOGRAPHY IB MYP/HONORS**

LHS

Credit: 1.0 Social Studies

*In Civics IB MYP, students will:*
- analyze the philosophical, political and legal systems of the United States, focusing on the role of the citizen in a participatory democracy
- make connections between traditional subjects and real world implications so as to cultivate global, critical and reflective thinkers

*In Geography IB MYP students will:*
- study our world and its inhabitants
- increase their awareness on what it means to be a global citizen
- be learning from a world-view and encouraged to respect cultural similarities and differences

**AP COMPARATIVE GOVERNMENT AND POLITICS**

TVHS

Credit: .50 Social Studies

Fee: Student pays for textbook and AP Exam

*In AP Comparative Government and Politics, students will:*
- examine the sources of public authority and political power, the relationship between state and society, the relationship between citizens and states
- study various political institutions and frameworks, and political change
- examine political life in the United Kingdom, Russia, China, Iran, Mexico, and Nigeria
**Social Studies**

**ECONOMICS** 4060

BHS, FHS, MVHS  
LHS, TVHS (Grade 12)  
Credit: .50 Social Studies

_In Economics, students will:_
- develop an understanding of the basics of microeconomics and macroeconomics  
- be presented a framework for studying economic concepts, processes, and issues  
- study the American economic system, other types of economic systems, their functions, and their effects around the world

**ENGLISH 11 AND MODERN AMERICA INTEGRATED**

- English 11 Integrated  
  1044, 1045  
- Modern America Integrated  
  4044, 4045

Not offered at this time  
Credit: 1.0 Language Arts – English 11 Integrated  
Credit: 1.0 Social Studies – Modern America Integrated

_In English 11 and Modern America Integrated, students will:_
- read, respond, and apply thinking skills to novels, short stories, nonfiction, poetry, and multimedia as they relate to authors’ purposes complementing American history, geography, and diverse culture  
- exceed the eleventh grade English requirements

**AP HUMAN GEOGRAPHY** 4094, 4095

BHS, LHS, MVHS, TVHS  
Credit: 1.0 Social Studies  
Fee: Student pays for textbook and AP Exam

_In AP Human Geography, students will:_
- examine human geography as an introductory college course  
- introduction to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface  
- employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences  
- learn the methods and tools geographers use in their science and practice, understand cultural and intellectual developments and interactions among and within societies  
- realize the changes in functions and structures of states and in attitudes toward states and political identities

**IB DP HISTORY OF THE AMERICAS HL**

- IB History of Americas 11  
  4320, 4321  
- IB History of Americas 12  
  4334, 4335  
- LHS

Credit: 1.0 Social Studies for each course  
Recommended: IB History of Americas 11 or AP US History (applies only to IB History of Americas 12)

This Higher Level History Program is a two-year curriculum. It is a comparative course that integrates the histories of Canada, Latin America and the United States. It is designed to promote an awareness and understanding of the countries in the Western Hemisphere through a comparative analysis of cultural, political, social and economic issues.

_In IB DP History of the Americas HL, students will:_
- be able to assess the relevance, reliability and importance of historical materials  
- be able to weigh the evidence presented in historical evidence  
- be able to analyze and interpret primary sources (historical documents, maps, statistical tables, and pictorial and graphic evidence)  
- write essay examinations, analytical and research papers
express themselves with clarity, precision and know how to cite sources and credit the writing and ideas of others

develop critical thinking skills by applying economic theory to historical inquiry

**IB DP PSYCHOLOGY 1**
LHS (Grades 11, 12)
Credit: 1.0 Social Studies

The IB Diploma Programme psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

IB DP Psychology 1 can be taken by juniors or seniors at LHS and students have the opportunity to test at the standard level (SL). Students intending on testing at the higher level (HL) will need to take IB DP Psychology 1 as a junior and IB DP Psychology 2 as a senior and testing their senior year.

**IB DP PSYCHOLOGY 2**
LHS
Credit: 1.0 Social Studies

The IB Diploma Programme psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

IB DP Psychology 1 can be taken by juniors or seniors at LHS and students have the opportunity to test at the standard level (SL). Students intending on testing at the higher level (HL) will need to take IB DP Psychology 1 as a junior and IB DP Psychology 2 as a senior and testing their senior year.

**JROTC - LEVEL 1**
BHS, LHS, MVHS, TVHS
Credit: .50 Fitness - Semester (meets graduation requirement) / Career Pathway Elective 1
Credit: .50 Social Studies (Civics Requirement) / Career Pathway Elective - Semester 2
Fee: $25 per semester

In JROTC - Level 1, students will:

- Participate in Leadership Education and Training (LET) I consisting of effective communication techniques, Presidential Physical Fitness Program, basic leadership skills, self-awareness skills, emotional intelligence, study skills, Introduction to branches of the Armed Forces. Weapons safety and basic marksmanship skills, goal setting, drug abuse prevention, bullying prevention, basic nutrition, and citizenship through history, drill and ceremonies, civic engagement and US Civics topics.
### Modern America

**LHS, MVHS (Grade 12)**  
**Credit:** .50 Social Studies  
**Fee:** Student pays for textbook and AP Exam  

*In Modern America, students will:*  
- cover United States history from 1877 to the present  
- gain an understanding of the emergence of the United States from an isolationist country to a superpower  
- study the interaction of business, labor, farmers, the poor, government  
- look at politicians and political parties  
- explore the role of minorities, immigration, and urbanization

### AP United States History

**BHS, LHS, MVHS, TVHS**  
**Credit:** 1.0 Social Studies  
**Fee:** Student pays for textbook and AP Exam  
**Dual college credit may be available – see your school counselor for more information**  

*In AP United States History, students will:*  
- study The Colonization of America, The American Revolution, The Constitution  
- evaluate The Age of Jacksonian Democracy, The Civil War and Reconstruction, Industrial America  
- view America becoming a world power, the 1920's, the 1930's/The Great Depression  
- study World War 2, America as a global power, and the turmoil of the 60's/Vietnam
**Social Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORLD AND MUSIC HISTORY</strong></td>
<td>4110, 4111</td>
</tr>
<tr>
<td>MVHS</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Social Studies / Fine Arts</td>
<td></td>
</tr>
<tr>
<td>In <em>World and Music History, students will:</em></td>
<td></td>
</tr>
<tr>
<td>• examine the world’s major religious, philosophical, political, economic, and social belief systems</td>
<td></td>
</tr>
<tr>
<td>• examine how the systems listed above were developed, created, and spurred change throughout history</td>
<td></td>
</tr>
<tr>
<td>• develop note taking, organizational, writing, analytical, and critical thinking skills</td>
<td></td>
</tr>
<tr>
<td>• study music in its historical and cultural context</td>
<td></td>
</tr>
<tr>
<td>• study stylistic development, connections to the other arts and social changes from the Renaissance through the 20th century</td>
<td></td>
</tr>
<tr>
<td>• study representative composers, musical styles, and compositions through score study and listening assignments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORLD GEOGRAPHY</strong></td>
<td>4088, 4089</td>
</tr>
<tr>
<td>BHS, FHS, MVHS, TVHS</td>
<td></td>
</tr>
<tr>
<td><strong>WORLD GEOGRAPHY IB MYP</strong></td>
<td>4314, 4315</td>
</tr>
<tr>
<td>LHS</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Social Studies</td>
<td></td>
</tr>
<tr>
<td>In <em>World Geography, students will:</em></td>
<td></td>
</tr>
<tr>
<td>• use the five themes of geography</td>
<td></td>
</tr>
<tr>
<td>• develop map and atlas skills that will enable them to analyze human interactions between cultures and the environment focus on the regions of Oceania, East Asia, Southeast Asia, South Asia, Southwest Asia, Northern Africa, Sub-Saharan Africa, Russia and Central Asia, Europe, South America, Central America, and North America</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORLD GEOGRAPHY HONORS</strong></td>
<td>4096</td>
</tr>
<tr>
<td>LHS (Grades 11, 12)</td>
<td></td>
</tr>
<tr>
<td>Credit: .50 Social Studies</td>
<td></td>
</tr>
<tr>
<td>In <em>World Geography Honors, students will:</em></td>
<td></td>
</tr>
<tr>
<td>• Study the world’s peoples, places, and environments, with a focus on regional studies.</td>
<td></td>
</tr>
<tr>
<td>• Examine the five themes of geography and the relationship between the physical environment and human culture.</td>
<td></td>
</tr>
<tr>
<td>• Gain insight and understanding as to what it means to be a global citizen.</td>
<td></td>
</tr>
<tr>
<td>• Investigate issues such as the environment, human rights, globalization and development.</td>
<td></td>
</tr>
<tr>
<td>• Examine how the issues of peace and conflict influence the geopolitics of the world</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORLD HISTORY</strong></td>
<td>4020, 4021</td>
</tr>
<tr>
<td>BHS, FHS, MVHS, TVHS</td>
<td></td>
</tr>
<tr>
<td><strong>WORLD HISTORY IB MYP</strong></td>
<td>4312, 4313</td>
</tr>
<tr>
<td>LHS</td>
<td></td>
</tr>
<tr>
<td>Credit: 1.0 Social Studies</td>
<td></td>
</tr>
<tr>
<td>In <em>World History, students will:</em></td>
<td></td>
</tr>
<tr>
<td>• examine the world’s major religious, philosophical, political, economic, and social belief systems</td>
<td></td>
</tr>
<tr>
<td>• examine how the systems listed above were developed, created, and spurred change throughout history</td>
<td></td>
</tr>
<tr>
<td>• develop note taking, organizational, writing, analytical, and critical thinking skills</td>
<td></td>
</tr>
</tbody>
</table>
In the first semester of this course begins as an overview of Western Civilization with an emphasis on the growth and challenges of the power structure within Europe. It then transitions to an overview of the Eastern civilization and its increased interactions with the western world by the end of the 19th century. The second semester challenges students to recognize the content and methodologies concerning the events and ideologies shaping the 20th century and how they impact the present.

In World History Honors, students will:
- Develop their reading, writing and speaking skills to present concise, logical and relevant arguments.
- Distinguish between primary and secondary source material and be able to interpret the source in order to use it critically as historical evidence.
- Analyze the changes and continuity from a given historical concept/context.

In World History IB MYP/Honors, students will:
- Develop their reading, writing and speaking skills to present concise, logical and relevant arguments.
- Distinguish between primary and secondary source material and be able to interpret the source in order to use it critically as historical evidence.
- Analyze the changes and continuity from a given historical concept/context.

In Pre AP World History, students will:
- https://pre-ap.collegeboard.org/courses/course-descriptions/world-history-geography

In AP World History: Modern, students will:
- research patterns and impacts of interaction among major societies: trade, war, diplomacy, and international organizations
- identify the impact of technology and demography on people and the environment
**Thompson School District – Seal of Biliteracy**

**How to Earn the Seal**

**Demonstrating Language Proficiency**
The Thompson School District High School Seal of Biliteracy is a credential for graduating high school seniors who can communicate in the interpersonal, interpretive and presentational modes at the intermediate-mid proficiency range or higher in another language as well as at a high level in English. In order to earn the Seal, students who are seniors must demonstrate their proficiency of both English and another world language using the approved criteria listed here.

1. **Complete all graduation requirements**
   You must fulfill all requirements to graduate from a TSD high school in order to earn the TSD Seal.

2. **Show Proficiency in English**
   Students must complete one of the following in their senior year:

<table>
<thead>
<tr>
<th>Test or Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT English Section</td>
<td>18 or higher</td>
</tr>
<tr>
<td>AP English Language &amp; Composition</td>
<td>3 or higher</td>
</tr>
<tr>
<td>AP English Literature &amp; Composition</td>
<td>3 or higher</td>
</tr>
<tr>
<td>IB English Language &amp; Literature A</td>
<td>4 or higher</td>
</tr>
<tr>
<td>SAT (English section)</td>
<td>470 or higher</td>
</tr>
<tr>
<td>English 121-Community College Course or Concurrent Enrollment</td>
<td>C or higher</td>
</tr>
<tr>
<td>Access test scores (taken in high school only)</td>
<td>4.0 Overall and 4.0 in Literacy</td>
</tr>
<tr>
<td>AAPPL Language Assessment in English (Heritage or Native Language students of languages other than English)</td>
<td>I4 or higher (Intermediate-mid or higher) on 3 of the 4 sections</td>
</tr>
</tbody>
</table>

3. **Show Proficiency in a World Language.**
   Students must complete one of the following in their senior year:

<table>
<thead>
<tr>
<th>Language Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Spanish Language, AP French Language, AP German Language</td>
<td>3 or higher</td>
</tr>
<tr>
<td>IB Spanish B, IB French B, IB German B</td>
<td>4 or higher</td>
</tr>
<tr>
<td>AAPPL Language Assessments are available in Arabic, Chinese (Mandarin), English, French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Thai.</td>
<td>I4 or higher (Intermediate-mid or higher) on 3 of the 4 sections</td>
</tr>
</tbody>
</table>

Application, information and more are at:

[https://www.thompsonschools.org/tdsealofbiliteracy](https://www.thompsonschools.org/tdsealofbiliteracy)
State of Colorado – Seal of Biliteracy
How to Earn the Seal

Demonstrating Language Mastery
The Thompson School District High School Seal of Biliteracy is a credential for graduating high school seniors who can communicate in the interpersonal, interpretive and presentational modes at the intermediate-mid proficiency range or higher in another language as well as at a high level in English. In order to earn the Seal, students who are seniors must demonstrate their proficiency of both English and another world language using the approved criteria listed here.

1. Complete all graduation requirements.
You must fulfill all requirements to graduate from a TSD high school in order to earn the Colorado Seal.

2. Show Literacy in English
Students must complete one of the following:

<table>
<thead>
<tr>
<th>Test</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT (English section)</td>
<td>18 or higher</td>
</tr>
<tr>
<td>AP English Language &amp; Composition</td>
<td>3 or higher</td>
</tr>
<tr>
<td>AP English Literature &amp; Composition</td>
<td>3 or higher</td>
</tr>
<tr>
<td>IB English Language &amp; Literature A</td>
<td>4 or higher</td>
</tr>
<tr>
<td>SAT (English section)</td>
<td>470 or higher</td>
</tr>
<tr>
<td>English 121-Community College Course</td>
<td>C or better</td>
</tr>
</tbody>
</table>

3. Show Literacy in a World Language.
Students must complete one of the following in their senior year:

<table>
<thead>
<tr>
<th>Language</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Spanish Language, AP French Language, AP German Language</td>
<td>3 or higher</td>
</tr>
<tr>
<td>IB Spanish B, IB French B, IB German B</td>
<td>4 or higher</td>
</tr>
<tr>
<td>AAPPL Language Assessments are available in Arabic, Chinese (Mandarin), English, French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Thai.</td>
<td>I4 or higher (Intermediate-mid or higher) on all four sections</td>
</tr>
</tbody>
</table>

Application, information and more are at:
https://www.thompsonschools.org/tsdsealofbiliteracy
Thompson School District World Language classes prepare students to:

- Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
- Develop insight into the nature of language and culture in order to interact with cultural competence
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and abroad.

**LEVEL 1 – IB MYP**

**French** – LHS
**German** – LHS
**Spanish** – LHS

Credit: 1.0 World Language

**LEVEL 1**

**French** – BHS, MVHS, TVHS
**German** – (see German above)
**Spanish** – BHS, MVHS, TVHS
**American Sign Language** – LHS

Credit: 1.0 World Language

**LEVEL 1 - HONORS**

**French** – not offered at this time
**German** – (see LHS above)
**Spanish** – BHS, MVHS, TVHS

Credit: 1.0 World Language

**LEVEL 1 - IB MYP/HONORS**

**French** – LHS
**German** – LHS
**Spanish** – LHS

Credit: 1.0 World Language

In Level 1, students will

**Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes at the Novice-Mid proficiency level by**

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the Interpretative mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

**Interact with cultural competence and understanding by**

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by**

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Accessing and evaluating information and diverse perspectives that are available through the language and its cultures.

**Develop insight into the nature of language and culture in order to interact with cultural competence by**

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and on their own.

**SPANISH FOR HERITAGE AND NATIVE LEARNERS 1**

MVHS, TVHS

**SPANISH FOR HERITAGE AND NATIVE LEARNERS 1 IB MYP**

LHS

Credit: 1.0 World Language: Novice-Mid-Intermediate-Low Proficiency Range

Recommendation: Heritage/Native Spanish Learners

Spanish for Heritage and Native Learners I is designed specifically for native and heritage Spanish learners who already have some oral and written proficiency in Spanish. The purpose of this course is to enable students whose heritage or native language is Spanish to develop, strengthen and maintain Spanish literacy skills (listening, speaking, reading, writing) in Spanish using authentic resources such as videos, novels, informational texts, podcasts, and music that highlight the breadth and depth of the variety of cultures of the countries in the Spanish-speaking world.

In the Spanish Heritage and Native Learners class, students will

**Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes within the Intermediate proficiency range by**

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the Interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

**Interact with cultural competence and understanding by**

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by**

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating information and diverse perspectives that are available through the language and its cultures.

**Develop insight into the nature of language and culture in order to interact with cultural competence by**

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**Communicate and interact with linguistic and cultural competence in order to participate in multilingual communities at home and abroad by:**

- Using the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
• Setting goals and reflecting on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH FOR HERITAGE AND NATIVE LEARNERS 2
TVHS

SPANISH FOR HERITAGE AND NATIVE LEARNERS 2 IB MYP
LHS

Credit: 1.0 World Language: Novice-High-Intermediate-Mid Proficiency Range
Recommendation: Heritage/Native Spanish Learners

Spanish for Heritage and Native Learners II is designed specifically for native and heritage Spanish learners who already have some oral and written proficiency in Spanish that they will develop further. The purpose of this course is to enable students whose heritage or native language is Spanish to continue to develop, strengthen and maintain Spanish literacy skills (listening, speaking, reading, writing) in Spanish using authentic resources such as videos, novels, informational texts, podcasts, and music that highlight the breadth and depth of the variety of cultures of the countries in the Spanish-speaking world. This is Level II of two courses.

In the Spanish Heritage and Native Learners class, students will
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes within the Intermediate proficiency range by
• Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
• Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the Interpretive mode.
• Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by
• Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
• Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by
• Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
• Accessing and evaluating information and diverse perspectives that are available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by
• Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Communicate and interact with linguistic and cultural competence in order to participate in multilingual communities at home and abroad by:
• Using the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Setting goals and reflecting on their progress in using languages for enjoyment, enrichment, and advancement.
In Level 2, students will

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes at the Novice-High proficiency level by

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the Interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating information and diverse perspectives that are available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and on their own.
World Languages

LEVEL 3
French - BHS, LHS, MVHS, TVHS
German - LHS
Spanish - BHS, LHS, MVHS, TVHS
Credit: 1.0 World Language
Recommendation: Successful completion of Level 2

LEVEL 3 - HONORS
French –TVHS
German –LHS
Spanish –BHS, MVHS, TVHS
Credit: 1.0 World Language
Recommendation: Successful completion of Level 2

LEVEL 3 - IB MYP/HONORS
French – LHS
Spanish – LHS
Credit: 1.0 World Language
Recommendation: Successful completion of Level 2

IB DP LANGUAGE B (SL)
French 3 - LHS
German 3 - LHS
Spanish 3 - LHS
Credit: 1.0 World Language
Recommendation: Successful completion of Level 2

In Level 3, students will
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes at the Intermediate-Low proficiency level by
- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the Interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by
- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by
- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating information and diverse perspectives that are available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by
- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Communicate and interact with cultural competence in order to participate in multilingual communities at home and abroad by:
World Languages

- Using the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- Setting goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**LEVEL 4**
*French* – LHS, MVHS  
*German* - LHS, TVHS  
*Spanish* - BHS, LHS, MVHS, TVHS

Credit: 1.0 World Language  
Recommendation: Successful completion of Level 3  
Dual college credit may be available – see your school counselor for more information

**LEVEL 4 - HONORS**
*French* – LHS  
*Spanish* – BHS, MVHS, TVHS

Credit: 1.0 World Language  
Recommendation: Successful completion of Level 3  
Dual college credit may be available – see your school counselor for more information

**LEVEL 4 - IB MYP/HONORS**
*French* – LHS  
*Spanish* – LHS

Credit: 1.0 World Language  
Recommendation: Successful completion of Level 3  
Dual college credit may be available – see your school counselor for more information

**IB DP LANGUAGE B (SL)**
French 4 - LHS  
German 4 - LHS  
Spanish 4 - LHS

Credit: 1.0 World Language  
Recommendation: Successful completion of Level 3

*In Level 4, students will*

**Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes at the Intermediate-Low proficiency level by**
- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the Interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

**Interact with cultural competence and understanding by**
- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by**
- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating information and diverse perspectives that are available through the language and its cultures.
World Languages

- Develop insight into the nature of language and culture in order to interact with cultural competence by
- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and on their own.

AP GERMAN LEVEL 4 7056, 7057
LHS
Credit 1.0 World Language
Recommendation: Successful completion of Level 3
Dual college credit may be available – see your school counselor for more information

In AP German Level 4 students will
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes at the Intermediate-Low proficiency level by
- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

Interact with cultural competence and understanding by
- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by
- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating information and diverse perspectives that are available through the language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural competence by
- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Using the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and on their own.
### World Languages

#### LEVEL 5

**French** – LHS  
7012, 7013

**Spanish** – LHS, MVHS, TVHS  
7040, 7041

Credit: 1.0 World Language  
Recommendation: Successful completion of Level 4  
Dual college credit may be available – see your school counselor for more information

#### LEVEL 5 - HONORS

**French** – LHS  
7070, 7071

Credit: 1.0 World Language  
Recommendation: Successful completion of Level 4  
Dual college credit may be available – see your school counselor for more information

#### LEVEL 5 – IB MYP/HONORS

**French** – LHS  
7378, 7379

Credit: 1.0 World Language  
Recommendation: Successful completion of Level 4  
Dual college credit may be available – see your school counselor for more information

**Spanish**

In Level 5 students will

**Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes at the Intermediate-Mid proficiency level by**

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.

- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.

- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

**Interact with cultural competence and understanding by**

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by**
World Languages

● Building, reinforcing, and expanding their knowledge of other disciplines while using the
language to develop critical thinking and to solve problems creatively.
● Accessing and evaluating information and diverse perspectives that are available through the
language and its cultures.

Develop insight into the nature of language and culture in order to interact with cultural
competence by

● Using the language to investigate, explain, and reflect on the nature of language through
comparisons of the language studied and their own.
● Using the language to investigate, explain and reflect on the concept of culture through
comparisons of the cultures studied and on their own.
**World Languages**

**AP LEVEL 5**

**Spanish** – MVHS, TVHS

**French** – LHS

Credit: 1.0 World Language

Recommendation: Successful completion of Level 4

Dual college credit may be available – see your school counselor for more information

**In AP Level 5 students will**

**Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes at the Intermediate-Mid proficiency level by**

- Interacting and negotiating meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions in the Interpersonal mode.
- Understanding, interpreting, and analyzing what is heard, read, or viewed on a variety of topics in the interpretive mode.
- Presenting information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers in the Presentational mode.

**Interact with cultural competence and understanding by**

- Using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Using the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations by**

- Building, reinforcing, and expanding their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Accessing and evaluating information and diverse perspectives that are available through the language and its cultures.

**Develop insight into the nature of language and culture in order to interact with cultural competence by**

- Using the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**Develop insight into the nature of language and culture in order to interact with cultural competence by**

- Using the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and on their own.
**Advancement Via Individual Determination (AVID) at Thompson Valley High School**

Thompson Valley High School is proud to be the only high school in the Thompson R2J School District to have the AVID program. This is a college readiness system that supports college bound students, and prepares them for life after high school. It offers students a chance to be a part of a 4-year program that focuses on raising students’ skills to be fully college ready by the time they graduate.

**Why Should I choose AVID?**
AVID is a non-profit organization that has a 40-year history of improving students’ scores on AP tests, college entrance exams like the SAT, and improving students organizational, time management, and study skills. AVID is meant for students who are in the academic middle, but who are determined to go to college. This means the ideal AVID candidate is a student who is between a 2.0-3.5 GPA.

90% of AVID student’s complete college entrance requirements compared with the national average of 36%. AVID students are accepted into universities at a much higher rate (78%) than those high school students who do not take AVID (60%).

At Thompson Valley High School AVID takes the form of an elective class that students take for all four years of high school. Students will have the same AVID teacher all four years and stay with their same peer group all four years. The program is voluntary and students can opt out if it does not work for them, and the same is true of the AVID teacher. This means that those in the program including the teacher are dedicated to excellence, rigor and maintaining a positive and supportive culture. AVID is successful not only because it provides students with the skills they need to be successful, but it provides students with a caring and encouraging environment.

**What Does the AVID Class Look Like?**
Students will be given a curriculum that focuses on deepening their writing, inquiry and collaboration, organizational and reading skills. Students will use planners and be taught planning skills so they become better at time management. Students will receive Socratic tutoring twice a week from college students while in class. This provides students with the opportunity to get help in their other core classes while in school. Students will also be taught test taking strategies and be given SAT preparation in class. Students will learn how to navigate through college and financial aid applications, and be taken on field trips for college visits and college fairs.

**How Do I Apply?**
Students must fill out an application to be considered for the AVID program, and they can be picked up and returned to the Main Office at Thompson Valley High School or by visiting [https://www.thompsonschools.org/Page/17233](https://www.thompsonschools.org/Page/17233)

Any questions can be answered by contacting the AVID coordinator Laura Light-Kovacs at: laura.light-kovacs@thompsonschools.org
Thompson Valley High School

AP Capstone™ is a diploma program based on two AP courses: AP Seminar and AP Research. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills you need for college-level work.

**AP Seminar**
In this course, you will learn to consider an issue from multiple perspectives, identify credible sources, evaluate strengths and weaknesses of arguments, and make logical, evidence-based recommendations. You will investigate a variety of topics through various viewpoints of your choice.
During the course, you will complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score. AP Seminar is a prerequisite for AP Research. Visit the AP Seminar student home page at http://apstudent.org/seminar

**AP Research**
In AP Research, you will explore various research methods and complete an independent research project. Your project can build on a topic, problem, or issue you covered in AP Seminar or on a brand new topic of your own choosing.
At the end of the project, you will submit your academic paper and present and defend your research findings. These components contribute to the overall AP Research score. There is no end-of-course exam. Visit the AP Seminar student home page at http://apstudent.org/research

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**How It Works**

If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choice, you’ll receive the AP Capstone Diploma™.

If you earn scores of 3 or higher in AP Seminar and AP Research, you’ll receive the AP Seminar and Research Certificate™.
Thompson Valley High School

**AP Capstone candidates stand out:**

- On college applications and essays because they demonstrate critical thinking, communication, and research skills associated with AP Capstone.
- In college interviews because of the confidence, expertise, and passion they show when they talk about their unique academic projects.
- To college admission officers, who recognize that AP Capstone students know how to build evidence-based arguments, apply research methods, work in teams, deliver professional presentations, and complete long-term academic projects.

These are just some of the colleges and universities that offer credit and/or placement policies for AP Seminar and AP Research:

- Colorado State University
- Brigham Young University
- California Institute of Technology
- Purdue University
- California State University
- University at Albany, SUNY
- The Ohio State University
- University of Florida
- Fashion Institute of Technology
- University of Illinois
- Marquette University
- The University of Texas
- Massachusetts Institute of Technology
- University of Wisconsin
- McGill University
- Washington State University
- Michigan State University
- West Virginia University

A complete list can be found at collegeboard.org/apcapstonehed.

High School Select is a concurrent enrollment program that allows high school students to take a college level class at their home high school for college credit. Tuition is covered by the school district, but students may be responsible for text books. High school select courses will carry a weighted grade.

Students should be aware that classes are taught at the college-level, and students are expected to meet all college-level requirements, including appropriate placement test scores. Classes are often taught by home high school teachers who meet the qualifications of a college faculty member.

Please contact your high school to obtain a listing of high school select classes.
The International Baccalaureate Programme is an interdisciplinary, intercultural, inquiry-based approach to education. Loveland High School has been an IB World School since 2007. **IB classes are open to any interested student.**

Should you have any questions about the IB MYP or DP at Loveland High School, please contact:

Michelle Ray, LHS IB DP Coordinator michelle.ray@tsd.org, 970.613.5282
Tane Leach, LHS IB MYP Coordinator tane.leach@tsd.org, 970.613.5282
Jeanette Ryan, Assistant Principal jeanette.ryan@tsd.org, 970-613-5277

Loveland High School offers the **Middle Years Programme**, which is available 6th – 10th grade (LEMS 6th-8th and LHS 9th and 10th) as well as the **Diploma Programme** for 11th and 12th grade.

The **Middle Years Programme (MYP)** is open to any 9th and 10th grade student, who is willing to engage in inquiry-based, student-centered learning. Students interact within eight integrated areas of study and learn to view the world through a variety of lenses, known as Global Contexts. Students expand their experience and skills base through a Personal Project in 10th grade.

MYP teachers design thematic, interdisciplinary units to encourage skills that foster an understanding of knowledge within the eight areas of study. They also design lessons that instill the IB Learner Profile in their students. MYP teachers create standards-based assessments where students show what they know and demonstrate how they arrived at that understanding.

The **Diploma Programme (DP)**, founded in 1968 in Geneva, Switzerland, is a rigorous course of college-level study in the 11th and 12th grades. It is widely recognized and honored at universities around the world. The 2-year, full Diploma Programme (DP) encompasses 6 areas of study: English Language and Literature; Spanish, German or French; History of the Americas or Business and Management; Biology and/or Chemistry and Mathematics. A full IB Diploma candidate chooses three of these subjects to complete at the Higher Level (HL) and three at the Standard Level (SL). Full IB Diploma candidates sit for exams in each of the six subject areas in May. The DP Core consists of a Theory of Knowledge course, completing and reflecting upon CAS (Creativity, Activity and Service) experiences and writing an Extended Essay on a subject of their choice.

Students may also choose to take any number of individual IB classes without enrolling as an IB Diploma Candidate. In this case, a student is considered an IB Course candidate. An IB Course candidate will also sit for exams in May. Like full diploma candidates, Course candidates may earn college credit upon successful completion of their IB course work and exams. IB course candidates are highly encouraged to complete the DP Core, as each of the DP courses stem from the DP Core, which gives students excellent preparation for college coursework.

The IB Programmes aim to educate the whole person, developing them mentally, ethically and physically. It offers flexibility for the students to develop their individual interests through ongoing projects, as well as becoming well-rounded through a broad-based curriculum. Additionally, the IB is an internationally-recognized and respected program, taught in over 4,000 schools in 150 countries.

Depending on individual university policies, students may earn college credits based on their IB scores. Specific details about college-IB equivalency scores are available via individual university websites. For your convenience, equivalency scores for some of the most commonly attended universities are available through the LHS IB DP page: [http://thompson.k12.co.us/domain/1373](http://thompson.k12.co.us/domain/1373)

Students must earn a minimum overall score on their IB assessments to receive their IB Diploma. IB Diplomas are awarded in July, following graduation. Full IB Diploma candidate testing currently costs approximately $714 (April 2021) for all six exams, fees, and Theory of Knowledge and Extended Essay.
evaluation. Current fees for course candidates include a $164 registration fee and a $119 fee per subject exam. For a full diploma candidate, this would total $714 for all exams required to earn the full IB Diploma. Low-income students on the free and reduced lunch program are eligible for significant subsidization on the IB testing fees. Students will receive a Loveland High School Diploma in May upon completion of district requirements.

**IB Learner Profile**
As learners we strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, risk-takers, balanced, reflective, and caring.
- International Baccalaureate Organization (IBO)

**IB Mission Statement**
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

(IBO)

**IB MIDDLE YEARS PROGRAMME (MYP) LHS**

**Course of Study: Grades 9-10**
- Language and Literature: English
- Language Acquisition: Spanish, German or French
- Individuals and Societies: Civics, Geography and World History
- Mathematics
- Arts: Visual and Performing
- Sciences: Geophysical Lab, Biology, Chemistry, Environmental Science
- Design: Manufacturing, Geometry in construction, Computer Applications
- Physical Education: Fitness and Health
- Other: graduation requirements, electives, etc.

**Other MYP Certificate of Completion Requirements**

**Community Project**—During the 9th-grade year students participate in meaningful 15-hour Community service project that reflect the IB Learner Profile, Approaches to Learning, and the IB mission statement. The service may be direct (volunteering at a nursing home), indirect (writing a children’s book about the US government), advocacy (creating an anti-bullying campaign) or research (investigating the impacts of peregrine falcon reintroduction efforts). MYP 9th graders may choose to do their project during the fall or spring semester.

**Personal Project (.50 credit)** - During their 10th-grade year, students create a meaningful piece of work, connected to the MYP, that is the product of the student's own initiative and design. Students’ personal projects are displayed during a personal project night.

**Approaches to Learning (ATL)**
MYP courses and assessment criteria are based around the development of skills critical to success, identified as the Approaches to Learning. These five skill categories are: communication skills, social and collaboration skills, self-management skills (organization, affective and reflective skills), thinking skills (critical-thinking, creative thinking and transfer skills) and research skills (information literacy and media literacy).
Through the IB MYP Personal Project, students will:

- demonstrate the personal abilities and skills required to produce and present an extended piece of work created by the student’s own initiative and design
- engage in person inquiry, action and reflection on specific topics and issues
- focus on and demonstrate and understanding of a global context
- reflect on learning and share knowledge, view and opinion
Course of Study: Grades 11-12
- Language A English Literature HL
- Language Acquisition SL: Spanish, French or German
- History of the Americas HL
- Sciences: Biology HL/SL, Chemistry HL/SL
- Math Studies SL, Mathematics HL/SL, Further Math HL
- Music SL
- Theory of Knowledge

Diploma Programme Core: TOK, EE, CAS
These core elements of the DP have the aim of educating the whole person and providing the highest level of college preparedness.

Theory of Knowledge (TOK)
This is a one-year course reserved for full IB Diploma candidates. It is taught during the Spring semester of 11th grade and Fall semester of 12th grade. It is an epistemological course (the study of knowledge) about critical thinking and inquiring into the process of knowing.

Extended Essay (EE)
This is an extensive research essay of up to 4,000 words on the topic of the IB Diploma candidate's choice is done under the supervision of an appropriate LHS teacher.

Creativity, Activity and Service (CAS)
With the goal of developing the IB students’ interests, an IB Diploma candidate must engage in at least 150 hours of extra-curricular activities over the 11th and 12th grades which the students regularly reflect upon.
**IB Diploma Programme (DP)**

**IB DP LANGUAGE B (SL)**

- IB DP French 3 7320, 7321
- IB DP French 4 7330, 7331
- IB DP French 5 7336, 7337
- IB DP German 3 7322, 7323
- IB DP German 4 7332, 7333
- IB DP Spanish 3 7324, 7325
- IB DP Spanish 4 7334, 7335
- IB DP Spanish 5 7338, 7339

Credit: 1.0 World Language for each course

*If student has met the World Language graduation requirement this course will count towards the Career Pathway Advanced Elective Requirement (Class 2021-2024)*

Recommended: Successful completion of the prior level

The two-year IB DP Language B program is designed to:

- draw their language and cultural knowledge from a variety of sources, including newspapers, magazines, podcasts, recordings from radio and television programs, and from literature, all built around the three core topics: social relationships; global issues; communication and media, and two of the five options: cultural diversity; customs and traditions; health; leisure; science and technology
- prepare to use the language appropriately in a range of situations and contexts for a variety of purposes
- develop a global communicative approach that is built upon the receptive skills of reading and listening and the production skills of speaking and writing
- explore geographic, ethnic, and cultural knowledge of the speaking world, learning the skills necessary to be socially appropriate in specific situations
- understand spoken language when it is delivered at moderate normal speed by native speakers in various situations, (face-to-face, video, radio, and recordings)
- develop vocabulary and language structure to comprehend and communicate appropriately

**IB DP HISTORY OF THE AMERICAS HL**

- IB History of Americas 11 4320, 4321
- IB History of Americas 12 /Economics 4334, 4335

Credits: 1.0 Social Studies / Career Pathway Advanced Elective for each course

This Higher Level History Program is a two-year curriculum. It is a comparative course that integrates the histories of Canada, Latin America and the United States. It is designed to promote an awareness and understanding of the countries in the Western Hemisphere through a comparative analysis of cultural, political, social and economic issues. The second year includes a study of the Principles of Economics during the first semester.

*Students will:*

- be able to assess the relevance, reliability and importance of historical materials
- be able to weigh the evidence presented in historical evidence
- be able to analyze and interpret primary sources (historical documents, maps, statistical tables, and pictorial and graphic evidence)
- write essay examinations, analytical and research papers
- express themselves with clarity, precision and know how to cite sources and credit the writing and ideas of others
- develop critical thinking skills by applying economic theory to historical inquiry
IB DP THEORY OF KNOWLEDGE (TOK)

- Grade 11 4332
- Grade 12 4330
LHS
Credit: .50 Career Pathway Elective

This course will be taught as a student-centered seminar. This course will be taught as a student-centered seminar with a focus on discussion. TOK is mandatory for full diploma candidates in order to fulfill the IB core requirements. However, any student may take TOK as a course candidate and will be offered an alternative to completing the Extended Essay and CAS (Creativity, Activity and Service).

As TOK progresses, students will:
• identify interdisciplinary relationships in the pursuit of knowledge. Specifically, developing an understanding of areas of knowledge, such as: natural and human sciences, ethics, the arts, math and history.
• explore ways of knowing, such as: reason, sense perception, language, emotion, and imagination, and apply them to the areas of knowledge.
• regularly engage in creative, reflective and critical evaluation of questions related to knowing, and become critical agents who actively reflect on the choices made in the creation of knowledge.
• recognize the cultural diversity through diverse ways of knowing and appreciate that other people, with diverse beliefs, can also be right.
• develop the power of expression, both in written communication and oral discussion and presentation.
• concurrent completion of the Extended Essay and CAS or the alternative assessment is required for enrollment in TOK.
Extended Learning Option

TVHS

Extended Learning Option (ELO) is a time dedicated for students to fulfill their academic and their social emotional needs. Students have the choice to work on any academic work with access to their teachers as needed for tutoring. Students also have the opportunity to participate in engagement, enrichment, intervention sessions responsive to the students needs (e.g., AP study sessions, study halls, tutoring, clubs and activities of interest) and can extend their learning in the various topics of their choice.

MVHS

Extended Learning Opportunity (ELO) is designed to support students as they transition through high school and prepare for college and career opportunities beyond high school. Throughout Extended Learning Opportunity (ELO) students’ academic progress will be monitored with regular grade checks. There will be a strong emphasis on organizational skills and completion of the ICAP (Individual Career and Academic Plan). Students will spend time building a positive classroom and school community and will be supported by their ELO teacher. ELO will also be the time in which student assemblies, guest speakers, and grade level meetings occur so as not to disrupt the regular classroom environment. Extended Learning Opportunity (ELO) curriculum, activities, and events will center around the following six components:

1. Social Emotional Learning
2. Belonging, Involvement, and Community
3. On-Track Graduation
4. College, Career, and Community Readiness
5. Positive Digital Citizenship
6. Instructional Strategies for Success

STUDENT LEADERSHIP/HOUSE SYSTEM

FHS

The staff at Ferguson High School value the small community atmosphere that Ferguson High School can offer. Our house system is designed to foster academic, social, intellectual, and emotional wellbeing in addition to being a time where we can establish and maintain a safe and supportive school culture and build leadership skills in our students.
The Loveland area Integrated School of the Arts (LISA) is an arts magnet school housed within the walls of Mountain View High School. It opened August 2007 with its first freshman class and expands each year with the addition of a new ninth grade class.

**Why should I choose LISA?**

LISA is an Honors program featuring an advanced, arts-integrated curriculum in language arts, social studies, and science. Creative and critical thinking utilizing research-based thinking strategies is emphasized. The LISA staff works as a team to meet the individual needs of the students, collaborating to integrate the arts into the core curriculum and to ensure that the curriculum addresses various learning modalities utilizing the visual and performing arts (music, visual arts, drama, and dance).

The Arts focused activities are provided through visual and performing arts courses, music academies, theatre experiences, and arts showcases. Connections to the local arts community are fostered through arts-related community service projects and artist-in-residence programs.

LISA provides the motivated student a challenging curriculum in the setting of a modern, comprehensive high school. In addition to the required LISA courses, LISA students are encouraged to take college-level Advanced Placement® (AP) courses as well as any MVHS course for which they have taken the recommended courses. The school-within-a-school framework affords LISA students all the diverse opportunities available in a large, comprehensive high school including access to the full range of extracurricular, athletic, and activities programs. The LISA program develops talent and encourages the pursuit of excellence in the fields of visual and performing arts. The program sparks curiosity in students and gives them opportunities to perform, appreciate, and understand the arts in a variety of cultures.

**Applying to Join LISA**

Interested students must complete a LISA entrance application. This application includes several short answer questions, a teacher recommendation, as well as a brief video portrait of the candidate presenting him/herself as a student and artist. Once students have been notified of their acceptance status, they may register for the required LISA courses.

The LISA application can be downloaded at: [https://www.thompsonschools.org/mountainview](https://www.thompsonschools.org/mountainview) (click on the LISA link) or picked up at Mountain View High School in the Mummy Range Office. Applications can be submitted online to lisa.application@thompsonschools.org, turned in at the MVHS Mummy Range Office, or mailed to

LISA  
c/o Mummy Range Office  
3500 Mountain Lion Drive  
Loveland, CO 80537

**LISA Required Courses**

Following are the LISA course offerings. These classes take up only a portion of the student’s schedule each semester, which allows enrollment in a variety of other MVHS courses including Advanced Placement and other classes of interest to the individual student.

**For more information, please email** Gwynne.johnson@thompsonschools.org or call 970.613.7834
### LISA Courses

#### LISA Honors English 9
- **Credit:** 1.0 Language Arts

  *In LISA Honors English 9, students will:*
  - use the visual and performing arts as an emphasis to learn the content listed below
  - learn and identify language skills, use correct mechanics, and study vocabulary
  - read, respond, and apply thinking skills to novels, short stories, nonfiction, poetry and a Shakespeare play
  - write, using the writing process, compare/contrast, cause/effect, and problem/solution short responses and essays
  - present a problem/solution or cause/effect presentation

#### LISA Civics Honors
- **Credit:** 1.0 Social Studies

  *In LISA Honors Civics, students will:*
  - use the visual and performing arts as an emphasis to learn the content listed below
  - gain an understanding of the law and the legal system of the United States
  - be aware of current issues and be encouraged to participate as citizens in the legal system
  - receive an introduction to the origin and development of our legal system
  - perform required community service

#### Civics Integrated with Economics Honors S1/S2
- **Credit:** 1.0 Social Studies

  *In LISA Honors Civics and Economics, students will:*
  - use the visual and performing arts as an emphasis to learn the content listed below
  - gain an understanding of the law and the legal system in the United States
  - be aware of current issues and be encouraged to participate as citizens in the legal system
  - receive an introduction to the origin and development of our legal system and government
  - perform required community service
  - develop an understanding of the basics of microeconomics and macroeconomics
  - study the American economic system, other types of economic systems, their functions, and their effects around the world

#### LISA Honors World Geography
- **Credit:** 1.0 Social Studies

  *In LISA Honors World Geography 1 and 2, students will:*
  - use the visual and performing arts as an emphasis to learn the content listed below
  - be presented to a geographic view of the world through the use of the five themes of geography
  - develop map skills that will enable them to analyze human interaction between cultures and the environment

#### Geophysical LISA Honors S1/S2
- **Credit:** 1.0 Science

  *In Geophysical LISA Honors, students will:*
  - use the visual and performing arts as an emphasis to learn the content listed below
  - investigate astronomy, meteorology, hydrology, geology, and paleontology
  - quantitatively analyze the above subjects with introductory concepts and tools from chemistry and physics to increase critical skills
**LISA Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIOLOGY LISA HONORS S1/S2</strong> 3038, 3039</td>
<td>1.0</td>
<td>Credit: 1.0 Science</td>
</tr>
</tbody>
</table>
| *In LISA Honors Biology, students will:*   |        | • use the visual and performing arts as an emphasis to learn the content listed below  
• meet selected state standards through the study of scientific method, cell biology, classification, genetics, ecology, science and technology |
| **LISA ARTS and CULTURE 1** 6802            | .50    | Credit: .50 Fine Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| *In LISA Arts and Culture 1, students will:*|        | • read literature/drama, view works of art and listen to music from the Prehistoric era of time through the Renaissance period  
• gain an understanding of how visual art, theatre dance, and music help shape society  
• make connections between arts and culture and their core classes |
| **LISA ARTS and CULTURE 2** 6803            | .50    | Credit: .50 Language Arts  
Recommended: LISA Arts and Culture 1 recommended                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| *In LISA Arts and Culture 2, students will:*|        | • read literature/drama, view works of art, and listen to music from the Renaissance in Europe through the Mid-20th century  
• gain an understanding of how visual art, theatre, dance, and music help shape society  
• fulfills English 12 requirement  
• read complex texts that require use of literary and interpretive analysis, and evaluative strategies  
• interpret and evaluate complex informational texts that require the understanding of rhetoric, critical reading, and analysis skills  
• articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments in writing  
• deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purposes  
• conduct independent research, articulate and defend information, conclusions, and solutions that address specific contexts and purposes |
| **MODERN AMERICA AND FILM LISA HONORS S1/S2** 4214, 4215 | 1.0    | Credit: 1.0 Social Studies  
*In Modern America and Film LISA Honors, students will:*  
• use the film, visual and performing arts as an emphasis to learn the content listed below  
• cover United States history from 1877 to the present  
• gain an understanding of the emergence of the United States from an isolationist country to a superpower  
• study the interaction of business, labor, farmers, the poor, government  
• look at politicians and political parties  
• explore the role of minorities, immigration, and urbanization |
| **LISA CAPSTONE** 8695                     | .50    | Grade 12  
Credit: .50 Language Arts  
Recommended: Must be a LISA student  
*In LISA Capstone, students will:*  
• complete a variety of projects and written assignments asking them to reflect upon their arts-integration learning experiences, identifying who they are as learners and artists, and investigating opportunities for their postsecondary education and careers  
• design and deliver a public presentation of learning known as their Capstone Performance |
Project Lead the Way (PLTW)
Berthoud and Mountain View High Schools

Berthoud and Mountain View High Schools are offering exciting STEM courses in pre-engineering. Any Thompson student from any high school may sign up to take the classes.

Project Lead the Way (PLTW) is a national nonprofit organization established to help schools give students the knowledge they need to excel in high tech fields. Studies of PLTW’s curriculum have proven that PLTW students become the kind of prepared, competent, high-tech employees U.S. industry needs to stay competitive in the global market.

BENEFITS OF PLTW
- early exposure and practical precollege application of concepts
- feeling better prepared for college
- greater confidence in all academic areas
- understanding what it takes to become an engineer
- project based, hands on
- school to Life

You might be surprised by the exciting variety students can find in the engineering world and how schools can help them find it. In fact, as the uses of science and technology expand in today’s job market, our nation will need a constant supply of engineers graduating from college in order to remain competitive in the world’s marketplace.

For decades, technical industries had a solid base of skilled workers, “high tech” was still an emerging employment sector, and the demand for technical jobs matched the supply. Today, with more than half of the country’s engineers and scientists nearing retirement, and with more than half of the students in college engineering programs dropping out before graduation, U.S. technical industries are in need of engineers and technical workers and not just a handful but more than one million. As always, American businesses are looking to schools to help them educate future engineers. This is where Project Lead the Way can help.

For more information, please contact
Aaron Berthold at MVHS 970.613.7808
Robert Sommerfeld at BHS 970.613.7719
**Project Lead the Way (PLTW) Course Offerings**

**AEROSPACE ENGINEERING**  
MVHS  
Credit: 1.0 Applied Arts / CTE  
Pathway: Project Lead the Way / Engineering - STEM, Arts, Design and Information Technology

*In Aerospace Engineering, students will:*  
- apply scientific and engineering concepts to design materials and processes that directly measure, repair, and improve systems in different environments  
- aerospace principles and concepts are studied using GPS, wind tunnel, and rocketry activities

**COMPUTER INTEGRATED MANUFACTURING**  
BHS  
Credit: 1.0 Applied Arts / CTE  
Pathway: Project Lead the Way / Engineering - STEM, Arts, Design and Information Technology

*In Computer Integrated Manufacturing, students will:*  
- learn concepts of robotics and automated manufacturing by creating three-dimensional designs with modeling software and producing models of their designs

**ENGINEERING DESIGN AND DEVELOPMENT**  
MVHS  
Credit: 1.0 Applied Arts / CTE  
Pathway: Project Lead the Way / Engineering - STEM, Arts, Design and Information Technology

*In Engineering Design and Development, students will:*  
- This capstone course allows students to design a solution to a technical problem of their choosing. As this is an engineering research course, students will work in teams to research, design, construct, and test a solution to an open-ended engineering problem.

**ENVIRONMENTAL SUSTAINABILITY**  
BHS  
Credit: 1.0 Science  
Recommended: Biology  
Pathway: Project Lead the Way / Engineering - STEM, Arts, Design and Information Technology

*In Environmental Sustainability, students will:*  
- investigate and design solutions to solve real-world challenges including: world food security, renewable energy, and clean drinking water  
- apply scientific and technical knowledge using an engineering design process and have the opportunity to help solve global challenges by creating and testing solutions such as genetically engineered bacteria, producing fuel from plants, and designs for emergency water filtration in disaster areas

**INTRODUCTION TO ENGINEERING DESIGN**  
BHS, MVHS  
Credit: 1.0 Applied Arts / CTE  
Fee: $30 per semester  
Pathway: Project Lead the Way / Engineering - STEM, Arts, Design and Information Technology

*In Introduction to Engineering Design, students will:*  
- develop problem-solving skills using a design development process  
- models of product solutions are created, analyzed, and communicated using solid modeling computer design software

**PRINCIPLES OF ENGINEERING**  
BHS, MVHS  
Credit: 1.0 Applied Arts / CTE  
Pathway: Project Lead the Way / Engineering - STEM, Arts, Design and Information Technology

*In Principles of Engineering, students will:*  
- understand the field of engineering technology  
- explore various technology systems and manufacturing processes helps students learn how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people
• understand concerns about social and political consequences of technological change
**Science Technology Engineering Math (STEM)**
Berthoud High School

**STEM Focus Program:**
Berthoud High School offers students an opportunity for an excellent education in all curricular areas. One of Berthoud’s educational options is the STEM Focus Program. In the areas of math, science, and engineering and technology, Berthoud High School is proud of its outstanding faculty and curriculum in addition to its regionally respected Little Thompson Observatory, Thompson River Project, and Project Lead the Way curriculum. Berthoud High School partners with CSU, CU, and UCCS to add additional curricular offerings at an increased level of rigor and relevance for students who have the aptitude and passion to explore STEM careers. World competition in the area of math, science, engineering, and technology has prompted the Federal Government to encourage schools at all levels to increase exposure of these elements to students ensuring that the United States maintains its leading world edge. Berthoud High School is committed to that vision and to an ongoing goal of providing a curriculum of rigor and relevance.

**Junior and Senior Year Project:**
Students who commit to the STEM Program at Berthoud High School are required to complete an internship with higher education or industry in a STEM area. Topic selection and internship placement, facilitated by a faculty advisor, will occur during a student's junior year. The project or internship will culminate with a presentation to the faculty, administration, and mentors and credit will be awarded, during student's senior year. The project or internship will have a well-defined purpose related to the STEM field. The project or internship will be waived for STEM students who choose to work toward an Associate of Arts Degree during their junior and senior year. Significant progress toward the A.A. Degree must be completed for the waiver.
STEM Required Courses

The following courses in BOLD are the required math/science courses that will guide students through a rigorous curriculum. Italicized courses are additional learning opportunities that we strongly recommend.

**STEM PROGRAM COURSE REQUIREMENTS CLASS OF 2023**

<table>
<thead>
<tr>
<th>Curriculum Focus</th>
<th>Minimum Required Credits</th>
<th>Course Name</th>
<th>Credits</th>
<th>Traditional Grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>4</td>
<td>Honors Geophysical Science and Honors Biology</td>
<td>1.0</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors Chemistry</td>
<td>1.0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Biology or AP Environmental Science</td>
<td>1.0</td>
<td>10,11,12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Chemistry Or AP Physics</td>
<td>1.0</td>
<td>11, 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other interest areas: Astronomy, Genetics, Anat and Phys, Thompson River, General Physics, Environmental Sci, Envir Sustainability</td>
<td></td>
<td>10-12</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
<td><em><em>Students that enroll in Algebra 1 as a freshman will need to take 2 math classes in one year to be able to take an AP math class. (</em> preferred year to double up)</em>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Statistics Path OR AP Calculus Path</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra 1/ Geometry OR Algebra 1/ Geometry</td>
<td>1 or 2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Geometry / Algebra 2 OR *Geometry /Algebra 2</td>
<td>1 or 2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trigonometry OR Pre-Calculus</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trigonometry / AP Statistics OR AP Calculus AB</td>
<td>1 or 2</td>
<td>12</td>
</tr>
<tr>
<td>Math/Science</td>
<td>.5</td>
<td>Senior Research</td>
<td>.5</td>
<td>12</td>
</tr>
<tr>
<td>Language Arts</td>
<td>4</td>
<td>English 9 or Honors English 9</td>
<td>1.0</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English 10 or Honors English 10</td>
<td>1.0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English 11 or AP English Language</td>
<td>1.0</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English 12 or College Composition</td>
<td>0.5</td>
<td>12</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>Civics</td>
<td>0.5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>World Geography or AP Human Geography or World History</td>
<td>1.0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modern America or AP US History</td>
<td>1.0</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economics</td>
<td>0.5</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
<td>Health</td>
<td>0.5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fitness</td>
<td>0.5</td>
<td>9</td>
</tr>
<tr>
<td>World Language</td>
<td>2</td>
<td>Spanish OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Pathways</td>
<td>1.5</td>
<td>Project Lead the Way - Choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intro to Engineering</td>
<td>1.0</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles of Engineering</td>
<td>1.0</td>
<td>10-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Integrated Manufacturing</td>
<td>1.0</td>
<td>10-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Sustainability</td>
<td>1.0</td>
<td>10-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Robotics</td>
<td>.5</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business - Choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Web Design</td>
<td>0.5</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Graphics</td>
<td>0.5</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Applications</td>
<td>0.5</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Programing Concepts</td>
<td>0.5</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Computer Applications</td>
<td>0.5</td>
<td>10-12</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Art</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note: It’s better to take these classes sooner rather than later in case there are scheduling conflicts.*
STEM Required Courses

Students need a minimum of 20 credits to graduate. They often have more. Bolded courses are required for a STEM diploma.

STEM 4 Year Sample Schedule for Class of 2023

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 English 9 (1.0)</td>
<td>English 10 (1.0)</td>
<td>English 11 (1.0)</td>
<td>English 12 (1.0)</td>
</tr>
<tr>
<td>2 Math (1.0)</td>
<td>Math (1.0)</td>
<td>Math (1.0)</td>
<td>AP Math (1.0)</td>
</tr>
<tr>
<td>3 Honors GeoPhys (1.0)</td>
<td>Honors Chemistry (1.0)</td>
<td>AP Biological Req (1.0)</td>
<td>AP Physical Req (1.0)</td>
</tr>
<tr>
<td>4 Honors Biology (1.0)</td>
<td>World (1.0)</td>
<td>Modern America (1.0)</td>
<td>Senior Research (0.5)/Econ</td>
</tr>
<tr>
<td>5 Civics (0.5)/ Speech (0.5)/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Health (0.5)/Fitness (0.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional STEM Graduation Requirements - Plug them into your schedule and check off the box.

**Technology - .50 credit**

**1.0 Engineering – 1.0 credit**
Choose from: Intro to Engineering, Principles of Engineering, Computer Integrated Manufacturing, & Environmental Sustainability

**World Language – 2.0 credits of the same language**
Spanish or French

**Fine Art – 1.0 credit**
Choose from Visual Arts or Music

**Career Pathway Electives – 5.0 credits**
The additional 2.0 AP Science credits required for the STEM diploma will count toward this, plus the Senior Research. Choose additional 0.5 credit that relates to your career plans.
Thompson Online Program

Thompson Online Campus (TOC) provides a virtual learning experience for students in grades K-12 enrolled in the Thompson School District. TOC strives to create a student-focused learning environment where learning targets are identified and an online learning plan is developed. The end result is a personalized online learning experience for each student.

Students have access to curriculum and assignments 24 hours a day, 7 days a week, from anywhere with an internet connection. Teachers and students interact face to face and virtually via email and Class Connect. Instructional delivery and feedback are also available in our learning labs, located at Thompson Valley for TOL or the TSD admin building for SOARS, throughout the school year.

A student’s learning experience is tailored to their instructional needs, pacing preferences, and lab/teacher support needs. Courses are delivered synchronously and asynchronously allowing for enrollments throughout the school year. A synchronous enrollment works in conjunction with the school district’s semester schedule. An asynchronous enrollment is one in which a student begins and/or ends their semester-long class in a time period that may not align with the traditional semester schedule.

TOC affords access to a variety of classes including credit recovery, core, comprehensive (NCAA Approved), AP/Honors (as needed), and CTE (coming soon) classes.
Pathfinder Work-Based Learning Program

WORK-BASED LEARNING OVERVIEW

www.thompsonschools.org/WBL

The Pathfinder Work-Based Learning Program provides a continuum of real-world opportunities for students at all levels to explore career paths while gaining valuable work experience, building career and college readiness skills, and making valuable connections to the community.

All Work-Based Learning opportunities are posted and requested in Xello (see next page for more information and instructions).

Internship and Apprenticeship represent the highest level of work-based learning opportunities offered by the Thompson School District, and both fulfill the Career Pathway Elective graduation requirement for high school students.

INTERNERSHIP

An internship provides students with the opportunity to work with a local business or organization in order to:

- Expand their awareness and knowledge of career opportunities in an industry
- Build knowledge and skills related to that career pathway, and
- Develop personal and work-related skills in a professional environment

**Internship Requirements/Prerequisites:** These are typical general requirements to participate in an Internship. Businesses may have additional requirements depending on their industry or the specific position.

- Juniors or Seniors (apply as a sophomore or junior)
- On-track for on-time graduation from high school
- Strong attendance and positive behavior
- Must provide own transportation

**Credits and Scheduling:**

- Career Pathways Elective
- Graded S/U (pass/fail). Does not impact GPA.
- Credits assigned based on number of hours complete in increments of 32.5 hours = .25 credits
- Internships during the school year are typically 2 or more class periods long and usually take place during 1 semester, but may be repeated. You may be asked to drop another elective or move a core class to another semester to accommodate the internship.
- Summer internships (June to August) coordinated by community partners are also available.

APPRENTICESHIP

An apprenticeship is an employer-driven form on experiential learning/onboarding comprised of the following elements:

- Paid on-the-job training (it’s a job!)
- Related classroom instruction that increases the student/employee’s skill level and wages
- Industry-recognized credential(s) or certificate(s)

**Apprenticeship Requirements/Prerequisites:** These are typical general requirements to participate in an Apprenticeship. These are general requirements to participate. Businesses may have additional requirements depending on their industry or the specific position.

- Juniors or Seniors (apply as a sophomore or junior). Must be 16 at start of apprenticeship.
- On-track for on-time graduation from high school
- Strong attendance and positive behavior
- Must provide own transportation
- Employer makes final hiring decisions and may have additional requirements (drug screen, background check, vaccinations, etc.)
• **Credits and Scheduling:**
  - Career Pathways Elective
  - Graded S/U (pass/fail). Does not impact GPA.
  - Apprentices earn 1.5 elective credits per semester. Minimum of 195 hours at worksite per semester, approximately 12-16 hours/week during junior year, and 20-24 hours/week during senior year. Students may work more hours during breaks and summer.
  - Apprenticeships are 2-3 years in length and are typically scheduled over 3 or more class periods. Students work part time and attend school part time. You may be asked to drop another elective or move a core class to another semester to accommodate the apprenticeship. Apprentices are scheduled with a morning or afternoon schedule or full days on the block days schedule, depending on business needs or student schedule constraints.
  - **CareerWise Colorado:** The primary apprenticeship program that TSD participates in is CareerWise Colorado.
    - 2 and 3 year apprenticeships, Department of Labor registered apprenticeships
    - Earn $30,000-$40,000 in wages over the course of the apprenticeship
    - Earn debt-free college credit (or other training) related to the apprenticeship
    - Earn a nationally recognized credential or certificate
    - Available positions and employers vary from year to year. Positions have been developed in the following career areas: Business Operations, Construction, Education, Financial Services, Healthcare, Hospitality, IT, Manufacturing and Real Estate Management.
    - **When to Apply:**
      - Fall Hiring Cycle: Apply September through November, positions start in January.
      - Spring Hiring Cycle: February through April, positions start in June.
    - **Application Process:**
      - Request positions in Xello. Once your eligibility is approved, you will create a student profile in the CareerWise Colorado Hiring Hub and apply for available positions. Apply early for best opportunity.
      - Once hired, we will work with your counselor and employer to determine your class and work schedule.
  - **Annual CareerWise Apprentice Positions from TSD - open to TSD Students Only!:**
    - **IT Support Technician - TSD Innovative Technology Services**
      - Do you like working with computers and technology? As a ITS Support Tech YOU CAN:
      - Provide tier 1 support to clients regarding technology related problems/questions as well as providing technical advice and basic how-to instruction.
      - Troubleshoot/support/install/repair district equipment, operating system software, and network software connected to LAN/WAN and perform basic device maintenance, software updates, and device imaging.
    - **Future Educator / Paraprofessional - TSD Learning Services**
      - Are you interested in becoming a Teacher or working in Education? Learn, grow, and develop as an educator where YOU CAN:
      - Provide academic support/assistance to students and assist certified staff in planning and carrying out daily lessons and activities.
      - Under direction of certified staff, teach academic, physical, language, and social and emotional skills in small and large groups in order to meet academic, and social-emotional goals.
XELLO is a career and college readiness software program available to TSD students in grades 6-12 helps students create their very own, unique roadmap for future success, enabling them to discover their own personalized pathway through self-knowledge, exploration, and planning.

TSD is part of a regional XELLO Work-Based Learning Network that allows high school students to connect with local businesses and organizations to bring their career and college exploration to life while gaining valuable workplace-readiness skills.

Through this secure platform, Community Partners:
- **Offer career coaching** and answer student questions about careers and college.
- **Provide work-based learning opportunities to students and educators** such as job shadows, internships, apprenticeships, industry and worksite tours, informational interviews, and more.
- **Post part-time/summer jobs or post-secondary career opportunities** as well as volunteer opportunities.

How to View and Request Work-Based Learning Opportunities in XELLO:

1) **LOG-IN TO XELLO**
   - Log in to your Clever portal using your TSD credentials. [clever.com/in/thompson](https://clever.com/in/thompson)
   - Under the College and Career section, click on the grey Xello tile.

2) **EXPLORE OPTIONS**
   - From your Xello Student Dashboard, Click on the EXPLORE OPTIONS tab at the top of the page.
   - At the bottom of the Explore Options page, click on the OPPORTUNITIES “Let's Go” button.

3) **DISCOVER OPPORTUNITIES**
   - Use the Filter button to view WBL Opportunities by:
     - Type (Internships, Apprenticeships, Job Shadows, etc.)
     - Career Cluster (Health Science, Manufacturing, Hospitality & Tourism, etc.)
     - Location - Our XELLO WBL Network includes companies in Loveland, Berthoud, Fort Collins, Estes Park, Windsor, Longmont, and more!

4) **REQUEST**
   - Review the details of an Opportunity and click REQUEST to start the process.
   - You will be contacted by your school's WBL Coordinator to meet and discuss the opportunity, your eligibility/availability, and review application instructions.

Help Opportunities find YOU!
Jump start your XELLO Profile so we can send you Opportunities that align with your career interests! Visit thompsonschools.org/xello to learn more and use the Xello Jump Start Guide to:
- A. Personalize your Xello profile
- B. Discover careers that match your interests and personality with the Career Matchmaker Quiz
- C. Save your favorite careers and post-secondary schools to your profile
Thompson Valley High School - Automotive Systems

Basic Electrical Systems, Automotive Maintenance and Light Repair, Electrical Systems Diagnostics and Repair

YEAR 1  All coursework and course sequencing/college credit to be determined in collaboration with AIMS Community College

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Automotive Service A</td>
<td>Maintenance and Light Repair B</td>
</tr>
<tr>
<td>Maintenance and Light Repair A</td>
<td>Maintenance and Light Repair II A</td>
</tr>
</tbody>
</table>

YEAR 2  All coursework and course sequencing/college credit to be determined in collaboration with AIMS Community College

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance and Light Repair II B</td>
<td>Electrical Systems Diagnostics and Repair</td>
</tr>
<tr>
<td>Basic Automotive Electricity</td>
<td>WBL: Transportation Pathways</td>
</tr>
</tbody>
</table>

Program Overview

Students will receive training in proper tool usage, shop safety and basic electrical systems. Students will become knowledgeable in brake systems, steering and suspension systems, drivetrain systems and engine operations.

Credits

- **High School/College Credit:**
  - Semester 1: CTE: 1.0, Concurrent Enrollment (AIMS): 2 credits
  - Semester 2: CTE: 1.0, Concurrent Enrollment (AIMS): 2 credits
  - Semester 3: CTE: 1.0, Concurrent Enrollment (AIMS): 4 credits
  - Semester 4: CTE: 1.0, Concurrent Enrollment (AIMS): 2 credits

Industry Credentials & Certifications

- Semester 2: Pollution Prevention Credential
- Semester 4: Automotive Service Excellence (ASE) Repair Technician Certification

Student Outcomes

- Students will be introduced to shop safety, tool identification and usage, diagnostic equipment, automotive systems, tires and wheels, braking systems, lubrication systems, and preventative maintenance.
- Basic electrical theory, circuit designs, wiring methods and multimeter usage.
Career Information

CO Average Entry Level Automotive Tech Employee-related Salaries

- Lube/Tire Technician-$31,200
- Automotive Service Technician-$37,440
- Automotive Mechanic-$52,000
- Automotive Service Manager-$82,000

For More Information

Please visit www.thompsonschools.org/CTE
**Thompson Valley High School - Welding**  
Welding Safety, Gas Metal Arc Welding, Shielded Metal Arc I

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>All coursework and course sequencing/credit to be determined in collaboration with Front Range Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td></td>
<td>Safety for Welding - 5743 - WEL 100 - 1 college credit</td>
</tr>
<tr>
<td></td>
<td>Basic Shielded Metal Arc I - 5590 - WEL 103 - 4 college credits</td>
</tr>
<tr>
<td></td>
<td>Gas Metal Arc Welding - 5683 - WEL 201 - 4 college credits</td>
</tr>
</tbody>
</table>

**Program Overview**

Let the sparks fly! This program is great for students interested in learning basic welding & metal fabrication techniques. In this program, students build projects in the welding shop using gas metal arc welding, shielded metal arc welding, oxy-fuel cutting, plasma cutting, and metal-forming techniques. Students work together to produce unique creative designs in teams. Fabricated items will include both student-initiated projects as well as items that were requested by local individuals and companies. This allows students to experience real-world business experience, working with customers on bidding, formalizing a contract, and more.

**Credits**

- Semester 1: CTE: 1.0, Concurrent Enrollment (FRCC): 9 credits

**Industry Credentials & Certifications**

- N/A

**Student Outcomes**

*In Gas Metal Arc Welding and Safety for Welders, students will:*
- Cover the hazards of welding on health and safety
- Locating essential safety information from a code or other standard
- Identifying and applying shop safety procedures
- Cover welding in all positions and on various joint configurations using the Gas Metal Arc Welding (Metal Inert Gas) welding process and flux core welding on carbon steel
- Stainless steel and aluminum.
- Student should be familiar with basic metallurgy pertaining to the weldability of metals, structural joints, and safety in the welding industry

*In Basic Shielded Metal Arc I, students will:*
- cover performing safety inspections
- make minor repairs
- adjust operating parameters
operate SMAW equipment utilizing E-6010, E-6013, and E-7018 electrodes. Layout procedures and practices will be introduced.

**Career Information**

CO Average Entry Level Automotive Tech Employee-related Salaries

- Welding Machine Operator-$33,500
- Welding Technician-$40,000
- Welding Inspector-$55,150

**For More Information**

Please visit [www.thompsonschools.org/CTE](http://www.thompsonschools.org/CTE)
Program Overview

Students will explore and learn how to use computer hardware components, software programs, and their connections used in GIS technology. The Geographical Information Systems (GIS) coursework and certification will provide work-related training for individuals who intend to go into various career pathways such as engineering, transportation systems, city planning, community development, environmental sciences, technology, space sciences, marketing, natural resources, health, law enforcement, cartography, real estate development, geology, architecture, disaster recovery, and emergency response. This course provides instruction in using data from satellite technologies and promotes critical thinking skills in analyzing data. This course enables collaboration, problem-solving, and communication skills.

Credits

- Semester 1: CTE: .5, ELA: .5, Science: .5, Concurrent Enrollment (FRCC): credits
- Semester 2: CTE: .5, ELA: .5, Math: .5, Concurrent Enrollment (FRCC): credits

Industry Credentials & Certifications

- Semester 2: Foundations of Geographical Information Systems Certificate

Student Outcomes

- Students will explore concepts and introductory coursework in Geographical Information Systems (GIS)
- Students will explore vector-based Geographic Information Systems (GIS) concepts utilizing critical thinking and technology literacy.
- Students will examine a broad range of map types, emphasizing maps as a communication system with symbology and specific organizational hierarchies.
- Students will learn essential cartographic principles and practices used in designing maps.
- Students will learn about cartographic principles that result in effective map communication(s), qualitative messaging, and quantitative information.
- Students will explore new GIS terminology, hardware, and technological principles in GPS.
- Students will receive an introduction to the fundamentals of using a basic hand-held GPS unit.
- Students will learn the fundamentals of mapping and map reading
- Students will create projects that integrate GPS data within ArcView projects
- Students will develop methods and procedures for geographic information systems data, data management, and the complex relationships between data files
- Students will learn about GIS essential components and processes of successful data
- Students will have a basic understanding of databases and how to use them in a professional GIS environment.
- Students will gain practical experience in designing and using a GIS database.
Career Information
CO Average Entry Level GIS Employee-related Salaries

- CAD Drafter ($40,000)
- GIS Technician ($40,000)
- Survey CAD Technician ($41,000)
- Cartographic Technician ($46,000)
- GIS Administrator ($80,000)
- Land Survey Technician ($50,000)
- GIS Analyst ($51,000)
- Geographic Information Systems Specialist ($56,000)
- Senior GIS Project Manager ($100,000)

For More Information
Please visit www.thompsonschools.org/TCC or email cte@thompsonschools.org

Students must apply to be considered for any of the pathways. The application can be found at www.thompsonschools.org/TCC
YEAR 1 All coursework and course sequencing/credit to be determined in collaboration with AIMS Community College using a blended learning model.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Manufacturing A</td>
<td>Manufacturing Technology A</td>
</tr>
<tr>
<td>CPT 5000</td>
<td>CPT 5004</td>
</tr>
<tr>
<td>Principles of Manufacturing B</td>
<td>Manufacturing Technology B</td>
</tr>
<tr>
<td>CPT 5002</td>
<td>CPT 5002</td>
</tr>
</tbody>
</table>

YEAR 2 All coursework and course sequencing/credit to be determined in collaboration with AIMS Community College using a blended learning model.

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing Technology II A</td>
<td>Manufacturing Pathway</td>
</tr>
<tr>
<td>CPT 5010</td>
<td>CPT 5014</td>
</tr>
<tr>
<td>Manufacturing Technology II B</td>
<td>WBL: Manufacturing Pathway</td>
</tr>
<tr>
<td>CPT 5012</td>
<td>CPT 5016</td>
</tr>
</tbody>
</table>

Program Overview

Students will explore and learn how to use cutting edge technology in areas such as computer aided drafting (CAD) and computer aided machining (CAM). Students will study and learn about advanced CAD/CAM, manufacturing processes Programmable Logic Controllers (PLC’s), and about the theoretical and operational characteristics of CNC machining. The Manufacturing and Design program is proud to use a blended learning model.

Credits

- Semester 1: CTE: .5, ELA: .5, Science: .5, Concurrent Enrollment (AIMS):
- Semester 2: CTE: .5, ELA: .5, Math: .5, Concurrent Enrollment (AIMS):
- Semester 3: CTE: .5, ELA: .5, Science: .5, Concurrent Enrollment (AIMS):
- Semester 4: CTE: .5, ELA: .5, Work Based Learning: .5, Concurrent Enrollment (AIMS):

Industry Credentials & Certifications

- Semester 1: OSHA 10 – Manufacturing
- Semester 2: Autodesk INVENTOR
- Semester 3: Certified Manufacturing Associate (CMfgA) from SME
- All pathways offer industry certification(s) that meet the Graduation Guidelines for College & Career-Readiness for English & Math. See website for details.

Student Outcomes

- Explore concepts and introductory coursework in manufacturing production processes
- Manufacturing troubleshooting, maintenance, and operations
- Learn about design in the manufacturing industry and enterprise
- Review simple math skills and build upon engineering based principles of mathematics and working through problem solving tasks and assignments
- Learn to use and apply a CAD model along with the origins of measurement in manufacturing, calibration, true measurement, measurement error, and maintaining quality in manufacturing
- Receive training in Inventor and blueprint reading
- Demonstrate proper safety procedures for manufacturing processes and material handling
- Plan, design, and create a product that will tie student learning of manufacturing with a community
focused goal

- Learn how programmable logic controllers manipulate industrial robotic arms, the design of robots, and the construction of robots

### Career Information

<table>
<thead>
<tr>
<th>CO Average Entry Level Salary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance Technician $43,800</td>
<td>CAD Drafter $60,700</td>
</tr>
<tr>
<td>Quality technician $48,900</td>
<td>Production Technician $62,000</td>
</tr>
</tbody>
</table>

About 4.8 million manufacturing jobs are predicted through 2028.

### For More Information

Please visit [www.thompsonschools.org/CTE](http://www.thompsonschools.org/CTE) or email [cte@thompsonschools.org](mailto:cte@thompsonschools.org). Students must apply to be considered for any of the pathways. The application can be found at [www.thompsonschools.org/cte](http://www.thompsonschools.org/cte).
# Thompson Career Campus - Construction Skilled Trades

**Construction, Electrical, Plumbing, & Carpentry**

## YEAR 1
All coursework and course sequencing/credit to be determined in collaboration with AIMS Community College using a blended learning model.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Construction A - CPT 5100</td>
<td>Carpentry Technology B - CPT 5104</td>
</tr>
</tbody>
</table>

## YEAR 2
All coursework and course sequencing/credit to be determined in collaboration with AIMS Community College using a blended learning model.

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mech, Elect &amp; Plumb Sys B - CPT 5110</td>
<td>Carpentry Technology II B - CPT 5114</td>
</tr>
<tr>
<td>Carpentry Technology II A - CPT 5112</td>
<td>WBL: Construction Pathway - CPT 5116</td>
</tr>
</tbody>
</table>

### Program Overview
Students will receive advanced hands-on experience in construction and construction-related occupations such as carpentry, electrical, plumbing and heating, ventilation and air conditioning (HVAC). The Construction Skilled Trades program is proud to use a blended learning model.

### Career Information
CO Average Entry Level Salary
- Plumbing Apprentice - $33,900
- Electrician Journeyman - $45,700
- HVAC Technician - $51,800

The average construction industry salary in Colorado is $62,000

### Credits
- Semester 1: CTE: .5, ELA: .5, Science: .5, Concurrent Enrollment (AIMS):
- Semester 2: CTE: .5, ELA: .5, Math: .5, Concurrent Enrollment (AIMS):
- Semester 3: CTE: .5, ELA: .5, Science: .5, Concurrent Enrollment (AIMS):
- Semester 4: CTE: .5, ELA: .5, Work Based Learning: .5, Concurrent Enrollment (AIMS):

### Industry Credentials and Certifications
- Semester 1: OSHA 10 - Construction, HBI PACT CORE
- Semester 2: HBI PACT CARPENTRY
- Semester 3: HBI PACT ELECTRICAL
- Semester 4: Autodesk - REVIT
- All pathways offer industry certification(s) that meet the Graduation Guidelines for College & Career-Readiness for English & Math. See website for details.

### Student Outcomes
- Learn about career readiness within the construction trades industry to include operating heavy machinery/equipment, and blueprint reading
- Learn about the basics of welding including soldering
- Learn about the basics of electrical which includes working with electrical boxes, receptacles, switches, circuits, wiring protection devices, installation of appliances, commercial wiring, and electrical panels
- Learn about the basics of plumbing technology processes, pipefitting, reading plumbing blueprints, and
the installation of fixtures and appliances

- Expand on their knowledge of AC/DC currents, electrical circuits, and fundamental electronics
- Demonstrate their understanding of electrical power/generation, distribution and safety with electricity. Learn about the National Electrical Code, about boxes and enclosures, cables, raceways, conductors, load calculations of one family dwellings, service and electrical equipment for one family dwellings, non-dwelling load calculations, services, feeders, equipment, and hazardous locations
- Learn to plan, install, and service basic plumbing systems
- Learn how to install fixtures, piping and piping equipment, and controls
- Study building plans/blueprints, determine the layout of a system, determine and mark the positions where connections and fixtures will occur, assemble a piping system and assemble and install valves and fittings, and check the system for leaks
- Review mathematical concepts such as decimals, fractions, percentages, metric conversions, units of measurement, ratios, and reading and interpreting data. Other topics include finding the area, volume, drop, pitch, and run

**For More Information**

Please visit [www.thompsonschools.org/TCC](http://www.thompsonschools.org/TCC) or email [cte@thompsonschools.org](mailto:cte@thompsonschools.org). Students must apply to be considered for any of the pathways. The application can be found at [www.thompsonschools.org/TCC](http://www.thompsonschools.org/TCC).
## Thompson Career Campus – Health Sciences

### Certified Nursing Assistant, Medical Terminology, & Medical Assistant

### YEAR 1
All coursework and course sequencing/credit to be determined in collaboration with Front Range Community College using a blended learning model.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science 1 AM - CPT 5200</td>
<td>Health Science 1 AM - CPT 5204</td>
</tr>
<tr>
<td>Health Science 1 PM - CPT 5202</td>
<td>Health Science 1 PM - CPT 5202</td>
</tr>
</tbody>
</table>

### YEAR 2
All coursework and course sequencing/credit to be determined in collaboration with Front Range Community College using a blended learning model.

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science 2 AM - CPT 5210</td>
<td>Health Science 2 AM - CPT 5214</td>
</tr>
<tr>
<td>Health Science 2 PM - CPT 5212</td>
<td>Health Science 2 PM - CPT 5216</td>
</tr>
</tbody>
</table>

### Program Overview
Students will receive training in therapeutic, diagnostic and supportive care services. In this pathway, students will become knowledgeable about health informatics, medical research and research development, and will learn how to assist with medical examinations, implement billing best practices, deliver quality patient and residential care as a certified nursing assistant. The Health Science program is proud to use a blended learning model.

### Career Information
**CO Average Entry Level Salary**
Certified Nursing Assistant (CNA) - $32,000

### Credits
- Semester 1: CTE: 1.0, Science: 0.5, Concurrent Enrollment (FRCC):
- Semester 2: CTE: 1.0, Science: 0.5, Concurrent Enrollment (FRCC):
- Semester 3: CTE: 1.0, ELA: 0.5, Concurrent Enrollment (FRCC):
- Semester 4: CTE: 1.0, ELA: 0.5, Concurrent Enrollment (FRCC):

### Industry Credentials & Certifications
- Semester 1: Certified Nursing Assistant (CNA), CPR
- Semester 2: Medical Office Administrative Assistant (MOAA)
- Semester 3: None
- Semester 4: Medical Assistant (MA) - Requires additional summer coursework through FRCC (out of pocket expense for students).

All pathways offer industry certification(s) that meet the Graduation Guidelines for College & Career-Readiness for English & Math. See website for details.

### Student Outcomes – Health Careers and Health Science Studies
- Learn about and practice the fundamental skills of becoming a certified nursing assistant
- Explore and learn beginning nursing skills, communication skills, personal care skills, safety, and emergency care issues involved in the healthcare industry
- Know and understand OSHA and HIPAA regulations
- Understand professionalism and how this looks in the medical profession while understanding ethical behaviors and maintaining cultural sensitivity
- Learn about mental health care including common symptomatology and diagnoses
- Participate in patient care and clinical studies to include: patient safety, foundational anatomy and physiology coursework, patient care principles, patient communication, data collection and reporting,
and understanding legal issues in the healthcare industry, participate in advanced clinical coursework to include: surgical prep, performing basic urinalysis, feeding patients, transporting patients, preventing infection, taking vitals and recording vitals, assisting patients with walking after procedures, applying and changing dressing, attending to skin care, identifying patient's needs, lifting and transferring patients, collecting specimens, maintaining a clean environment, and following care plans

- Be able to pronounce medical terms and know their relative use in the healthcare setting
- Receive an introduction to clinical physiology
- Learn the basics on how to assemble charts, assist with billing, obtain vitals and obtain a patient measurements, enter data into medical records, reconcile medications, administer screening questionnaires, plan visits for preventative or chronic-care management, place follow up appointments or phone calls, follow confidentiality protocols as defined in HIPAA Act and to follow the 6 C's of medical records: clients words, clarity, completeness, conciseness, chronological order, confidentiality
- Continue to learn and use medical terminology in a clinical setting
- Learn basic medical terminology, the legality of maintaining medical records and confidentiality and develop skills in medical coding, bookkeeping, and running financial reports

For More Information
Please visit www.thompsonschools.org/TCC or email cte@thompsonschools.org. Students must apply to be considered for any of the pathways. The application can be found at www.thompsonschools.org/TCC.
Thompson Career Campus – IT/Cybersecurity
Network, Programming, Cyber Security

YEAR 1 All coursework and course sequencing/credit to be determined in collaboration with Front Range Community College using a blended learning model.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Fundamentals - CPT 5301</td>
<td>Cybersecurity Fundamentals - CPT 5305</td>
</tr>
<tr>
<td>Networking I – CPT 5303</td>
<td>Principles of Computing – CPT 5037</td>
</tr>
</tbody>
</table>

YEAR 2 All coursework and course sequencing/credit to be determined in collaboration with Front Range Community College using a blended learning model.

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networking II Infrastructure – CPT 5311</td>
<td>Networking II Servers – CPT 5317</td>
</tr>
<tr>
<td>Advanced Cybersecurity – CPT 5313</td>
<td>WBL IT Program – CPT 5400</td>
</tr>
<tr>
<td></td>
<td>IT Support – CPT 5315</td>
</tr>
</tbody>
</table>

Program Overview
In the IT/Cybersecurity pathway students will learn cutting edge technology and have the ability to earn a variety of industry technical certifications and introduce students to cloud computing & security, networking, coding, digital forensics cyber safety. The IT/Cybersecurity program is proud to use a blended learning model.

Career Information
CO Average Entry Level Salary

- Junior Coder - $54,500
- Computer Support Technician - $56,700
- Information Security Analyst - $57,500
- Quality Assurance Tester - $58,100

The median technology occupation wage in Colorado is $90,400

Credits

- Semester 1: CTE: .5, ELA: .5, Science: .5, Concurrent Enrollment (AIMS):
- Semester 2: CTE: .5, ELA: .5, Math: .5, Concurrent Enrollment (AIMS):
- Semester 3: CTE: .5, ELA: .5, Math: .5, Concurrent Enrollment (AIMS):
- Semester 4: CTE: .5, ELA: .5, Work Based Learning: .5, Concurrent Enrollment (AIMS):

Industry Credentials & Certifications

- Semester 1 & 2: COMP TIA ITG+, MTA Windows Server Administration, Cybersecurity
- Semester 3 & 4: COMP TIA Network+, CompTIA A+, Networking Basics Certificate
- All pathways offer industry certification(s) that meet the Graduation Guidelines for College & Career-Readiness for English & Math. See website for details.

Student Outcomes
● Understand the newest software applications through certification and coursework exploration
● Understands the basics of integration, applications, support essentials, and working as a technician (hardware technology)
● Learn about the fundamentals of communication (security) such as remote access, email, the web, directory and/or file transfer, and wireless data
● Work/Learn within the Comp TIA Security & Linux +
● Explore the differences between PC server based networks vs. cloud computing
● Work/Learn within Comp TIA Cloud + program
● Investigate the benefits of cloud computing, cloud models, and the deployment of cloud models and solutions
● Students will become familiar with understanding cloud computing to include articulating the main concepts, key technologies, strengths, and limitations of cloud computing
● Students will explore information architecture and vulnerabilities, client-server security, and about hacking
● Students will learn about threats to computer networks, will be able to assess online vulnerability, practice and investigate incident response protocols, engage in disaster recovery processes, and understand and demonstrate learning in computer forensics
● Students will learn about various topics of study within a very specific cyber focused curriculum that includes understanding data security, software security, component security, network security, system security, investigation of cyber attacks, and protecting human data
● Students will be able to assess the security risks of a system that has been developed or is being developed and will engage in scenarios that will allow them to identify internet misuse or threats
● Students will study the vulnerabilities of components, security testing, creating secure component design principles, and the component lifecycle and will learn more about intellectual property, piracy, tampering, and Trojans
● Students will explore different algorithms that affect cyber security and safety, applied cryptography, email security, authentification, message integrity, proof of submission and delivery, message confidentiality, and common network attacks

For More Information
Please visit www.thompsonschools.org/TCC or email cte@thompsonschools.org. Students must apply to be considered for any of the pathways. The application can be found at www.thompsonschools.org/TCC.
**Aims Community College - Career Academy Information**

**Graphic Design – Loveland Campus**

### Certificates & Classes

<table>
<thead>
<tr>
<th>Graphic Software &amp; Applications Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester</strong></td>
</tr>
<tr>
<td>MGD 111 - Adobe Photoshop I</td>
</tr>
<tr>
<td>MGD 211 - Adobe Photoshop II</td>
</tr>
</tbody>
</table>

### Prerequisites
- See your high school counselor to determine if this program is offered for your school and for eligibility criteria for participation in the program.
- Complete the Career Academy scholarship application packet as provided by your high school.
- Able to find transportation to and from classes at Aims Community College.

### Course Requirements
- New students may start in the fall OR spring semester as slot availability allows.
- Attendance is mandatory - Course work is not easily made up or able to be recreated at home
  - Excused absences may be granted for extenuating and documented circumstances.
  - All missed dates must be made up per the syllabus requirements.
- Internet and computer access to take online tests, quizzes, and assignments.

*If a student fails a class, he/she may not continue in program/take the next class in the sequence.*

### Materials Needed
- Textbooks and course materials will be supplied for Career Academy students at no charge.

### Course Information
- The classes offer project-based, hands-on curriculum and creative design assignments.
- The skills learned in the classes for the Graphic Application Certificate are important skills for a successful career in the graphic design industry.
- All courses offered for the Graphic Applications Certificate count towards the Graphic Design Associates Degree at Aims. Therefore, if the certificates are completed and the student chooses to continue and earn that associate's degree, the student will have fewer courses to complete than students that begin the degree after high school.

### Career Path
- Graphic designers: Graphic designers are visual communication experts who design many products, including logos, ads, brochures, and product packaging.
- Employment of graphic designers is expected to grow as fast as average for all occupations through the year 2018, as demand for graphic design continues to increase from advertisers, publishers, and computer design firms.

### Contact Information
Career Academy Bridge Coordinator
Courtney Alvarado Xospa
(970) 339-6542
courtney.alvaradoxospa@aims.edu

Concurrent Enrollment Director
David Jones (970) 339-6659
david.jones@aims.edu

Graphic Design Department Chair
Brian Dunning
(970) 339-6479
brian.dunning@aims.edu
**Certificates & Classes**

**Basic Animation Certificate**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Credits</th>
<th>2nd Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGD 142 – Digital Animatics</td>
<td>3</td>
<td>MGD 119 – Maya I</td>
<td>3</td>
</tr>
<tr>
<td>MGD 152 – 2D Animation Production</td>
<td>3</td>
<td>MGD 219 – Maya II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisites**
- See your high school counselor to determine if this program is offered for your school and for eligibility criteria for participation in the program.
- Complete the Career Academy scholarship application packet as provided by your high school.
- Able to find transportation to and from classes at Aims Community College.

**Course Requirements**
- New students may start in the fall OR spring semester as slot availability allows.
- Attendance is mandatory - Coursework is not easily made up or able to be recreated at home. Excused absences may be granted for extenuating and documented circumstances. All missed dates must be made up per the syllabus requirements.
- Internet and computer access to take online tests, quizzes, and assignments.
- If a student fails a class, he/she may not continue in program/take the next class in the sequence.

**Materials Needed**
- Textbooks and course materials will be supplied for Career Academy students at no charge.

**Course Information**
- The classes offer project-based, hands-on curriculum and creative design assignments.
- The skills learned in the classes for the CA Animation Certificate are important skills for a successful career in the motion graphic and animation industries.
- All courses offered for the CA Animation Certificate count towards the Animation Associate's Degree at Aims. Therefore, if the certificates are completed and the student chooses to continue and earn that associate’s degree, the student will have fewer courses to complete than students that begin the degree after high school.

**Career Path**
- Animators: Multimedia Artists & Animators create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials.
- Employment of multimedia artists & animators and is expected to grow at an average rate of 5-8% for all occupations through the year 2024, as demand for motion graphics and animation continues to increase from advertisers, publishers, and web design firms.

**Contact Information**

**Career Academy Bridge Coordinator**
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(970) 339-6542  
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david.jones@aims.edu

**Graphic Design Department Chair**
Brian Dunning  
(970) 339-6479  
brian.dunning@aims.edu
Fire Science - Windsor Campus

**Classes**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Credit</th>
<th>2nd Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FST 102 - Principles of Emergency Services</td>
<td>3</td>
<td>FST 103 - Fire Behavior</td>
<td>3</td>
</tr>
<tr>
<td>FST 105 - Building Construction</td>
<td>3</td>
<td>FST 106 - Fire Prevention</td>
<td>3</td>
</tr>
</tbody>
</table>

**When are classes**

Fire Science classes will be held on Tuesdays and Thursdays from 1:30 - 3 p.m. The schedule of classes will run on the Aims academic calendar.

**Prerequisites**

See your high school counselor to determine for eligibility criteria for participation in the program.

In some cases, qualifying test scores may be required prior to enrollment in a course.

Complete the Concurrent Enrollment application packet as provided by your high school.
OPPORTUNITIES FOR HIGH SCHOOL STUDENTS
www.frontrange.edu/lc-collegenow

The High School Programs office at FRCC is proud to offer concurrent enrollment opportunities to Thompson School District high school students. Concurrent enrollment allows students to earn both high school and college credit for FRCC courses at no tuition cost to the student. All courses are college-level and students are expected to meet college-level expectations. Students may be responsible for the cost of textbooks, fees, and/or course materials.

FRCC Concurrent Enrollment allows students to experience college courses that fall in line with their Individual Career and Academic Plans (ICAPs) while still in high school. Whether exploring career and technical fields or taking general education or transfer courses, FRCC Concurrent Enrollment can help you get a jump start on your future!

WHAT COURSES CAN I TAKE?

FRCC offers many degree and certificate programs. For a full list of programs, please visit https://www.frontrange.edu/programs-and-courses/academic-programs. Many FRCC courses are guaranteed to transfer to all public institutions of higher learning in Colorado. Visit www.frontrange.edu/guaranteedtransfer for more information about the Colorado guaranteed transfer program.

HOW DO I GET STARTED?

Interested?? Talk to your high school counselor today for more information about the application and enrollment process.
HIGH SCHOOL SELECT PROGRAM: FALL 2023 – SPRING 2024

High School Select is a concurrent enrollment program that provides high school students with the opportunity to take FRCC classes at their home high school for both high school and college credit. Tuition is covered by the school district.

Class offerings are determined in partnership with the school district, FRCC, and each individual high school. If interested, students should talk with their high school counselor.

Visit [www.frontrange.edu/lc-collegenow/programs/high-school-select/available-classes](http://www.frontrange.edu/lc-collegenow/programs/high-school-select/available-classes) to see which courses are available at your school.

CAMPUS SELECT PROGRAM: FALL 2023 – SPRING 2024

Students enroll in classes at the FRCC campus with other FRCC college students. These classes are taught at the college level and students are expected to meet all college-level expectations. Students are expected to select classes with their high school counselors, following the student's career and academic plan (ICAP), but the FRCC High School Programs office is happy to help provide course information, degree requirements, etc.

Students can choose Campus Select courses from the FRCC catalog. For a complete list of offerings, visit [http://www.frontrange.edu/programs-and-courses/catalog-and-class-schedule](http://www.frontrange.edu/programs-and-courses/catalog-and-class-schedule).

ASCENT PROGRAM: FALL 2023 – SPRING 2024

[Insert district program information here]
The College Now Department at FRCC is proud to offer concurrent enrollment opportunities to Thompson School District high school students. Concurrent enrollment allows students to earn both high school and college credit for FRCC courses, at no tuition cost to the student. All courses are college-level and students are expected to meet college-level expectations. Students may be responsible for the cost of textbooks, fees, and/or course materials.

FRCC College Now allows students to experience college courses that fall in line with their Individual Career and Academic Plans (ICAPs) while still in high school. Whether exploring career and technical fields or taking general education or transfer courses, FRCC College Now can help you get a jump start on your future!

FRCC offers many degree and certificate programs. For a full list of programs, please visit https://www.frontrange.edu/programs-and-courses/academic-programs. Many FRCC courses are guaranteed to transfer to all public institutions of higher learning in Colorado. Visit www.frontrange.edu/guaranteedtransfer for more info about the Colorado guaranteed transfer program.

**Interested**?! Talk to your high school counselor today for more information about the application and enrollment process.
HIGH SCHOOL SELECT PROGRAM, FALL 2023-SPRING 2024

College Now - High School Select is a concurrent enrollment program that provides high school students with the opportunity to take FRCC classes at their home high school for college credit. Tuition is covered by the school district, but students may be responsible for textbooks and/or applicable fees.

Class offerings are determined in partnership with the school district, FRCC, and each individual high school. Students should talk with their high school counselor about what course offerings may be available at their high school.

Visit www.frontrange.edu/lc-collegenow/programs/high-school-select/available-classes to see which courses are available at your school.

CAMPUS SELECT PROGRAM, FALL 2023-SPRING 2024

Students enroll in classes at the FRCC campus with other FRCC college students. These classes are taught at the college level and students are expected to meet all college-level expectations. Students are expected to select classes with their high school counselors, following the student’s career and academic plan (ICAP), but the College Now department is happy to help provide course information, degree requirements, etc.

Students can choose Campus Select courses from the FRCC catalog. For a complete list of offerings, visit http://www.frontrange.edu/programs-and-courses/catalog-and-class-schedule

CAREER PATHWAYS PROGRAM, FALL 2023-SPRING 2024

Available Programs:

- Automotive Technology & Service
- Welding & Metal Fabrication

- Take classes with other high school students on campus at FRCC.
- Programs emphasize hands-on learning in the FRCC Automotive and Welding shops in addition to classroom activities. There is a student fee of $100 or less in each program.
- Schedule: This is a year-long program. Classes are held Monday – Friday, 8am to 10am or 12:30pm to 2:30pm.
- All programs offer optional college credit and students can earn FRCC and industry certificates in most programs.
- Recommended preparation: 1) high interest in program area 2) history of good attendance 2) history of turning in assignments 3) willingness to participate in all assignments and activities 4) willingness to seek help and communicate with faculty.
1. Automotive Technology & Service

Whether you want to become a professional automotive service technician or are just interested in how vehicles operate, this program is a great place for hands-on training in the automotive field! Topics explored include electrical, ignition, and fuel systems, engines, starting and charging, brakes, suspension and steering, and tires. This program is made up of a mix of lecture, classroom activities, hands-on training in the state-of-the-art automotive shop, mock-up units, guest speakers, and field trips. Students spend one semester “under the car” and another semester “under the hood,” with a different instructor each semester.

High School Credit:
This program may earn high school academic credit and/or fulfill high school graduation requirements. Check with your high school counselor for more information.

FRCC College Credit:
Students can earn optional FRCC college credit through our concurrent enrollment option. Check with your counselor for more information about enrollment requirements. Students can complete the FRCC General Automotive Repair & Maintenance Certificate during this program. College courses also apply towards a variety of additional certificate and degree programs under the Automotive Technology Program at FRCC.

<table>
<thead>
<tr>
<th>Group: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRCC Course</strong></td>
</tr>
<tr>
<td>ASE 102 – Auto Shop Orientation (2 credits)</td>
</tr>
<tr>
<td>ASE 110 - Brakes I (2 credits)</td>
</tr>
<tr>
<td>ASE 140 - Steering &amp; Suspension (2 credits)</td>
</tr>
<tr>
<td>ASE 120 – Basic Auto Electricity (2 credits)</td>
</tr>
<tr>
<td>ASE 130 - General Engine Diagnosis (2 credits)</td>
</tr>
</tbody>
</table>
Group 2:

<table>
<thead>
<tr>
<th>FRCC Course</th>
<th>Semester</th>
<th>Testing Requirements, Course Prerequisites</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASE 102 – Auto Shop Orientation (2 credits)</td>
<td>Fall</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>ASE 120 – Basic Auto Electricity (2 credits)</td>
<td>Fall</td>
<td>Pre-requisite of ASE 102</td>
<td></td>
</tr>
<tr>
<td>ASE 130 - General Engine Diagnosis (2 credits)</td>
<td>Fall</td>
<td>Pre-requisite of ASE 102</td>
<td>Fall: 6 credits</td>
</tr>
<tr>
<td>ASE 140 - Steering &amp; Suspension (2 credits)</td>
<td>Spring</td>
<td>Pre-requisite of ASE 102</td>
<td></td>
</tr>
<tr>
<td>ASE 110 - Brakes I (2 credits)</td>
<td>Spring</td>
<td>Pre-requisite of ASE 102</td>
<td>Spring: 4 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total: 10 credits</td>
</tr>
</tbody>
</table>

2. Welding & Metal Fabrication

Let the sparks fly! This program is great for students interested in learning basic welding & metal fabrication techniques. Students can take the exam to become SENSE Level 1 certified through the American Welding Society and employers are willing to pay top dollar for skilled, certified welders! In this
Thompson School District

program, students build projects in the welding shop using gas metal arc welding, shielded metal arc welding, oxy-fuel cutting, plasma cutting, and metal-forming techniques. Students work together to produce unique creative designs in teams. Fabricated items will include both student-initiated projects as well as items that were requested by local individuals and companies. This allows students to experience real-world business experience, working with customers on bidding, formalizing a contract, and more. This program is made up of hands-on training in the FRCC Welding Shop, classroom activities, and group projects.

High School Credit:

This program may earn academic credit and/or fulfill high school graduation requirements. Check with your high school counselor for more information.

FRCC College Credit:

Students can earn optional FRCC college credit through our concurrent enrollment option. Check with your counselor for more information about enrollment requirements. Students can earn the FRCC Welding Fundamentals Certificate and an FRCC Oxyacetylene Welding Certificate during this program. College courses also apply towards a variety of additional degree and certificate programs under the Welding Program at FRCC.

<table>
<thead>
<tr>
<th>FRCC Course</th>
<th>Semester</th>
<th>Testing Requirements, Course Prerequisites</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEL 100 - Safety for Welders (1 credit)</td>
<td>Fall</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>WEL 101 - Allied Cutting Processes (4 credits)</td>
<td>Fall</td>
<td>Prerequisite or Co-requisite: WEL 100</td>
<td>Fall: 5 credits</td>
</tr>
<tr>
<td>WEL 103 – Basic Shielded Metal Arc I (4 credits)</td>
<td>Spring</td>
<td>Prerequisite or Co-requisite: WEL 100</td>
<td></td>
</tr>
<tr>
<td>WEL 201 – Gas Metal Arc Welding I (4 credits)</td>
<td>Spring</td>
<td>Prerequisite or Co-requisite: WEL 100</td>
<td>Spring: 8 credits</td>
</tr>
</tbody>
</table>

Total: 13 credits
ASCENT Program, FALL 2023-SPRING 2024

Definition of ASCENT: ASCENT stands for Accelerating Students through Concurrent Enrollment. Students who have completed at least 12 credit hours of postsecondary course prior to completion of his/her 12th grade year may be eligible for the ASCENT Program. They remain students in their Local Education Provider (LEP) for one year following their 12th grade year, and the LEP receives ASCENT specific per-pupil state funding that it uses to pay their college tuition at the resident community college rate. Students receive their high-school diplomas at the end of their ASCENT year.

What is ASCENT: Expanding pathways from high school to postsecondary opportunities is essential to increasing the number of postsecondary degrees earned by Coloradans and decreasing high school dropout rates. ASCENT provides an accelerated opportunity for students to earn a postsecondary credential, helping students develop the knowledge, skills and abilities necessary to be postsecondary and workforce ready.

Student Eligibility:
- Complete, or be on schedule to complete at least 12 credit hours (semester hours or equivalent) of transcript postsecondary course work prior to the completion of his or her 12th grade year
- Eligible 12th graders may take basic skills courses if allowed by their LEP, but basic skills coursework does not count toward the 12 credit hours of college coursework required for ASCENT eligibility.
- ASCENT students must be qualified at the college level for the courses in their degree or certificate programs, and must not need remediation in their selected pathway/degree program. This includes supplemental academic instruction (SAI) courses
- Have been selected for participation in the ASCENT program by his or her high school principal or equivalent school administrator
- Have satisfied the minimum Recommended for the course(s) before his or her enrollment in the course(s), and
- Have not participated in the ASCENT program in previous years
- Students are not to be counted as high school graduates or granted a high school diploma until they complete the ASCENT program
- Eligible students may only participate in the ASCENT program for 1 academic year
- Because submission of a request does not guarantee an ASCENT slot, LEPs should notify ASCENT-eligible students to continue to pursue any additional postsecondary opportunities that they would normally. Students should be advised to:
  - Research career and/or military opportunities;
  - Apply to any postsecondary institutions/programs they are interested in;
  - Apply for any scholarships they may be eligible for, and
  - Complete the FAFSA

Tuition: Thompson School District pays for the student’s tuition. Books and other fees is the responsibility of the student. Students are eligible to apply for COF stipend.

Attendance: ASCENT program participants are classified as either full-time or part-time depending on the number of credit hours of college courses they are attending on October 1 of their ASCENT year.
- Students enrolled in 12 or more credit hours will be considered full-time students, and their LEPs will receive full time funding.
- Students enrolled in 3 credit hours, but fewer than 12 credit hours will be considered part-time students, and their LEPs will receive part-time funding.
- It is important to note that the ASCENT program is geared toward students who have the goal of attaining a college credential. Participants should be encouraged to enroll in as many courses as they can successfully complete in order to earn their degree or certificate.
- Attendance needs to be collected for ASCENT students as part of the October count. If students are not attending any classes at the LEP, students must get verification of attendance from their instructors at each course at the IHE during the October count period. An attendance form is sent out to ASCENT students late September for the October count window. This has to be filled out by their instructors for funding, it is the student’s responsibility.

Graduation and Diploma: The student can still walk with their graduating class. The diploma will not be awarded until after their ASCENT year. The diploma must be dated for the student’s 5th year, end of ASCENT year.