# "Your education is a <br> dress rehearsal for a life <br> that is yours to lead." 

- Nora Ephron
updated 1/25/24


# OVERLAND HICH SCHOOL 

Course Registration Guide
2024-2025

# The Overland-Prairie Campus <br> Registration Guide <br> Table of Contents 

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## INTRODUCTION TO THE OVERLAND ZONE: A 6-12 CAMPUS OF ACADEMIC EXCELLENCE

The Overland-Prairie community is committed to providing innovative educational opportunities, promoting academic excellence, and empowering our students to become leaders in our local, national, and global society.

## PRAIRIE MIDDLE SCHOOL

Prairie is one of the largest and most diverse schools in the state of Colorado. We have more than 1400 students who come from 70 countries and speak 40 different languages. We celebrate the fact that diversity is our strength, and cultural awareness is embraced throughout the year. Everyday our students and staff have the benefit of living in a global space that enriches our experiences and lives.

Middle school can be one of the biggest transitions we face in life. Many reflect on their middle years as a time of hardship and discomfort. Yet, we find middle school to be one of the most fulfilling times when students learn about growing up. From coming in as a 6th grader and all the anxieties that a bigger school will bring to the 8th graders who think they are ready to take on the world, but must be ready for high school first.

And in a time of change, we must always stay grounded to our values. We understand that when the world around us may be moving at a lightning pace, we know that staying grounded on our core values allows any transition to be not only be possible, but successful.

At Prairie Middle School, we look at the 'middle years' as a chance to enrich our students' lives and provide a solid foundation that will serve them. There is nothing more important or more rewarding than helping our students build bright futures. There is no better place to do that than at Prairie Middle School!

## OVERLAND HIGH SCHOOL

The faculty and staff at Overland High School have made Blazer Great, Blazer Proud, Blazer Excellent not only a mantra, but an unwavering expectation. As an educational community, Overland is accredited by the North Central Association of Secondary Schools and Colleges and the Colorado State Department of Education. Recently, U.S. News and World Report has listed Overland High School as one of the nation's top high schools every year since 2020. Overland was also recognized on the 2023 AP School Honor Roll for developing an Advanced Placement program that creates a college-going culture and gives students opportunities to earn college credit and to maximize their college outcomes.

With the goal of preparing students for the demands of this new millennium, Overland offers Advanced Placement courses and concurrent enrollment courses in the areas of English, Social Studies, Mathematics, Science, Visual Arts, Business, World Languages, and Technology. Successful completion of these offerings will meet both college-level credit and high school graduation requirements. Some courses are designed to lead to certifications in a content area, allowing students to receive one of two diplomas: our standard Cherry Creek School District Diploma or our Institute of Science and Technology Diploma.

If a student selects to pursue the Institute of Science and Technology (IST) Diploma, he or she will have the opportunity to select from the following four Career Concentrations: Arts \& Technical Communications, Computer Science \& Applied Mathematics, Engineering \& Technical Sciences, and Health Sciences. For more information about the two diplomas offered on the Overland campus, please review pages 3 and 4.

The courses a student selects in high school can significantly impact his or her options for the future. It is our goal to help our students make informed and knowledgeable decisions regarding their high school programming. We encourage students to take the most rigorous courses available to ensure college success and workforce readiness. By creating an environment of rigor and academic excellence, our students will continue to thrive to be Blazer Great, Blazer Proud, Blazer Excellent.

## Registration Procedures for the 2024-2025 school year

This course guide contains the requirements you must meet to register for classes at both Prairie Middle School and Overland High School. It contains descriptions of all the courses that will be offered, and specifics on which courses will be available for the 2024-2025 school year. First, study the graduation requirements, college entrance requirements, Advanced Placement Program information, and the recommended courses for both Prairie and/or Overland, depending on the grade level of your child. Then, review the course offerings and plan your own course of study with your parents. Your choice of courses should be based on graduation requirements, teacher recommendations, your interests and abilities, past achievements, and your post high school plans. When selecting courses, you will notice some have letters or symbols which indicate the following:
(*) indicates weighted course credit,

```
IST refers to STEM classes, and
CE with or N
```

It is important to note that some of the elective courses listed in this guide may not be offered if the number of students requesting the courses is insufficient. We ask that each student select alternate elective choices in case your first choice cannot be offered. Please think carefully about your course selections for next year. Talk to your teachers and counselor if you need advice. Counselors, faculty and Administration are available to offer assistance in your decision-making process.

## FOLLOW THESE STEPS TO REGISTER:

1. Refer to pages 3 and 4 for information pertaining to all graduation requirements and degree options.
2. Each student will receive a Registration Guide for family consideration and will have access to a course description and registration guide online.
3. Each student must complete registration through PowerSchool for the 2024-2025 school year. Students at Overland will complete a computer registration process to input course requests in January/February. Students at Prairie will meet with counselors and complete registration during the month of January/February.
4. Ninth graders must enroll in a minimum of 7 and $1 / 2$ credits, plus Blazer 101. Tenth graders must enroll in a minimum of 7.0 credits. Eleventh graders must enroll in a minimum of 6.0 credits. Twelfth graders must enroll in a minimum of 5.0 credits. All students are required to take four core classes each semester. (Overland High School will develop a master schedule of courses based upon pre-registration requests.)
5. Choose your courses and alternate courses carefully as schedule change opportunities are very limited. It is expected that students will take the courses they request.

## Graduation Requirements/Achievement Recognitions

The Overland-Prairie Campus is committed to creating a path for every student to be Blazer Great, Blazer Proud, and Blazer Excellent. As part of this commitment, several levels of additional diploma \& achievement recognition for students to earn during their time on our campus. The minimum total requirements are the CCSD graduation requirements of 22 credits and the proficiency standards. Students may participate in an Overland High School graduation ceremony only when all of the Cherry Creek Graduation Requirements have been completed. Students who must attend summer school to complete all of their graduation requirements are eligible to participate in a summer commencement held in August. The Cherry Creek School District strongly encourages students to participate in a rigorous academic core curriculum.

Cherry Creek schools "commitment to the core" asks students to complete 4 credits in each of the four "core" areas of education: English, Mathematics, Science and Social Studies. Additionally, 2 credits or more of World Language are strongly encouraged.

Overland High School requires all freshmen, sophomores and juniors enroll in a minimum of four (4) core credits each year. Seniors must enroll in a minimum of 4 core credits or a minimum of three (3) AP courses. In addition, Overland recognizes World Languages as a part of the Academic Core and strongly recommends that students complete, at a minimum, based on university requirements, level 2 or 3 of a world language. Any consideration of a waiver of these expectations will be approved on an individual basis by the principal or administrative designee. Academic waiver requirements must be submitted in advance.

## DIPLOMAS AND RECOGNITION

## Overland High School Diploma: Cherry Creek School District Graduation Requirements

The following describes the minimum requirements needed for a standard Cherry Creek high school diploma.

4 credits of English
3 credits of Mathematics
3 credits of Science
3 credits of Social Studies (must include 1 credit of U.S. History and .5 credits of Government).
1.5 credits of Physical Education
. 5 credits of Health
1.5 credits of Practical and Fine Arts Electives
5.5 credits of Electives (Including World Languages)
*Institute of Science and Technology (IST) Diploma
Criteria for IST Diploma:
Overland Distinguished status
Completed career concentration
Completion of the following requirements:
$\circ$ Average (unweighted) G.P.A. 3.8/4.0
$\circ$ Top $1 / 3$ class rank
$\circ$ ACT Composite 29 (minimum 28 math, 28 science)
$\circ$ SAT 1300 (minimum 670 math)
$\circ$ Choose 1 or more from the following electives:

- Computer Programing
- Architectural or Engineering Drafting
- AP Biology
- AP Chemistry
- AP English


## - AP Social Studies

To earn the status of IST Diploma, a student must complete the above requirements and a chosen IST Career Concentration pathway. Students who achieve at this level will open doors to many prestigious universities across the country. These students will also be considered IST Scholars. Institute of Science and Technology Diploma recipients will be recognized with a cord at graduation.

## *Blazer Citizen Recognition

Recognizing our globally minded students whose high achieving performance and commitment in the academic cores allow them a greater opportunity in post-secondary choices and community engagement.

Criteria for Blazer Citizens:
Unweighted G.P.A. of 3.0+
SAT minimum score of 1060 \&/or ACT composite score of 21
24.5 total credit requirement - consisting of

- 4 credits of English
- 4 credits of Mathematics (Algebra 1 and higher)
- 3 credits of Science (2 of which must be lab based)
- 3 credits of Social Studies
- 2 credits or more of World Language or demonstration of bilingual fluency


## *Distinguished Achievement Program Recognition

Distinguished Achievement Scholar Status will be conferred after seven semesters in January of the senior year and achievers will be recognized at Graduation.

Criteria for Distinguished Achievement Scholar Status:
met all criteria to receive Blazer Citizen Diploma
demonstrated academic scholarship in at least three AP courses
achieved a cumulative unweighted GPA of 3.75 or above by the end of seven semesters
demonstrated evidence of 100 hours of community service
demonstrated evidence of school involvement in the arts, in student activities, or in athletics
demonstrated good citizenship (no major violations within school policy)

## *Industry Scholar

Students at Overland High School are afforded unique opportunities to complete a variety of career concentrations stemming across a variety of STEAM pathways and leading industry fields. To achieve the status of Industry Scholar, a student must complete their chose Career Concentration Pathway at the top level while maintaining a high GPA in their chosen field. Eligible students must apply with their counselor during their seventh semester.

Criteria for Industry Scholar/Career Concentration Completion:
Meet with counselor to discuss pathway and the four-year plan (MyCap) using the proposed plan of study
Complete the Career Candidate application
Successfully complete the top level of their Career Concentration and/or corresponding Internship during junior or senior year
Have a minimum of 3.0 unweighted GPA in their Career Concentration

## * Students who successfully complete these diplomas and achievement recognitions will be specifically recognized at graduation.

## Valedictorian* Requirements

Candidates for Valedictorian at Overland High School will be identified after the fall semester of their senior year. At the end of the spring semester, the senior(s) in the graduating class who have a
cumulative unweighted GPA of 4.0 over four years and who satisfy the following additional criteria will be honored at commencement as class valedictorian(s).

## Additional eligibility requirements for valedictorian are as follows:

A student must attend a four-year comprehensive high school for seven consecutive semesters prior to graduation, with the last 2 semesters at Overland High School.
A student must complete a minimum of 25 credits using the A-F grading scale.
A student must have taken a total of 5 AP classes in the 4 core curricular areas (Social Studies, Science, Math, and English) and must have completed the AP Exam for each class.
*Beginning with the Class of 2026, the high schools in the Cherry Creek School District will no longer recognize a Valedictorian designation. We will, however, continue to acknowledge the academic achievements of our students through various other ways e.g. honor roll, GPA cords at graduation, department and school-specific awards, etc.

## My Career and Academic Plans (MyCAPs)

Every Overland student will build their MyCAP throughout their time in high school.
MyCAP is an individualized plan that is developed by students and their parents or guardians, in collaboration with school counselors and educators. The ICAP will help students:

- establish personalized academic and career goals
- explore postsecondary career and educational opportunities
- align course work and curriculum
- apply to postsecondary institutions
- secure financial aid, and ultimately
- enter the workforce or school


## MyCAP Quality Indicators

The following are areas that students should explore, experience and use to apply their knowledge, skills, aptitudes, abilities and awareness to be career and college ready.

Self-Awareness - Understand how unique interests, talents and aspirations play a role in decision-making and interpersonal relationships and how individual thoughts and feelings get students excited about life and learning.

Career Awareness - Know the difference between jobs, occupations, and careers. Articulate a wide range local, regional, national and global career pathways and opportunities. Consider economic and cultural influences and the impact of stereotypes on career choice.

Postsecondary Aspirations - Participate in career exploration activities centered on students' passions, interests, dreams and visions of their future self and perceived options.

Postsecondary Options - Be aware of, and participate in, a variety of postsecondary and career opportunities. Use tools such as career clusters, personality assessments and learning style inventories to highlight individual strengths and capabilities.

Environmental Expectations - Consider how school, family, community, culture and world view might influence the students' career development and postsecondary plans.

Academic Planning - Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.

Employability Skills - Define, develop and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.

Personal Financial Literacy - To have an awareness of and be able to articulate the cost of postsecondary options and apply this awareness to their postsecondary career and academic planning process.


## Test Scores

You may take ACT or SAT multiple times prior to college but be sure you list NCAA Eligibility Center as a score recipient when you take a test (Code:9999). NCAA Eligibility Center will only accept scores from SAT or ACT but not your school transcript.

## Division I

1) Complete 16 NCAA eligible Core Courses
2) Earn at least 2.3 GPA in your Core Courses
3) Earn ACT sum score or SAT combined score that hits Division I on the GPA sliding Scale.

## Division II*

1) Complete 16 NCAA eligible Core Courses
2) Earn at least a 2.2 GPA
3) Earn ACT sum score or SAT combined score that hits Division II on the GPA sliding Scale.

## Division III

Division III does not offer athletic scholarships- 75\% of Division III students- athletes receive some form of merit or financial assistance. If you're planning on attending a Division III, you do not need to register with NCAA Eligibility Center. Division III schools set their own academic admission expectations.

See Mr. Sewell in the Post-Grad Center in the IST for more details or information regarding the eligibility center!

## Institute of Science and Technology STEM Programming

At Overland, STEM programming provides students with all of the advantages of attending a fouryear comprehensive high school while specializing in a selection of courses in specific career interests. These courses, or career concentrations, provide students with a minimum of four credits during their four years in high school that include exploration of careers, industry standards, and in some cases, advanced standing in college.

All students are eligible to participate in STEM courses. Students may select one or two elective courses as part of their graduation requirements or complete an entire career concentration. Eligibility to participate in a course is determined by the completion of course prerequisite requirements.

In addition to STEM courses, Overland offers several different STEM clubs and honor societies. Each club is directly related to a career pathway. Industry Scholars receive special recognition at graduation as well as those students who meet the criteria for our IST Diploma.
CAREER CONCENTRATION PATHWAYS

| Pathway | What year can you start? 9 | 10 | 11 | 12 | + Supportive Studies |
| :---: | :---: | :---: | :---: | :---: | :---: |
| ENGENEERING \& TECHINICAL SCIENCES |  |  |  |  |  |
| Advanced Manufacturing* |  | Manufact. Fund, CNC Machining | Man. Fund 2, CNC Machine 2 |  | Technology Projects |
| Construction Technology* |  | Construction 1 | Construction 2 | Sr. Project/Int. |  |
| Automotive Technology^ | Consumer Auto | Auto 1 \& 2 | Auto 3, High Performance |  |  |
| Aviation- Maintenance* |  | Gen. Air Maint. 1 | Gen Air Maint 2, Airframe 1-3 | Airframe 4 |  |
| Aviation- Flight * |  | Aviation Fundamentals, Drone Pilot |  |  |  |
| Engineering | Technology Projects | Comp. Aided Des., Engineering Design | Senior Project/Internship |  |  |
| Robotics | Technology Projects | Robotics | Robotics \& Electro-Mech. | Senior Project/Int. |  |
| HEALTH SCIENCES \& PUBLIC SAFTEY |  |  |  |  |  |
| Criminal Justice |  |  | Criminal Justice 1 \& 2 | 2 Soc. Electives | APPsych.,Forensics, Genetics, Journalism,Pol.Sci.,SOAR |
| Biotechnology | Intro to Sci Research | AP Bio, Adv. Sci Research |  | Biotechnology | Anat/Phys.,Epic Med., Forensics, Genetics, Microbio. |
| Health Sciences- Nursing^ | Intro to Healthcare | Intro to Health Science A | Intro to Health Sci B, CNA | CNA/Adv. Nursing | Anatomy \& Physiology Child \& Adolescent Behavior, Epic Medical Careers, Interpersonal Relationships, Genetics, Psych. of Sports |
| H. Sciences- Behavioral Health* |  |  | Behav. Health Teach | 2 Soc. Electives |  |
| Health Sciences- PT/OT Therapy* |  |  | Intro to PT/OT | 2 Soc. Electives |  |
| H. Sciences- Pharmacy Tech.* |  |  |  | Pharm Tech, 2 Soc. Elect. |  |
| ARTS DESIGN MANUFACTURING \& TECHNICAL COMMUNICATIONS |  |  |  |  |  |
| 2D Arts- Drawing \& Design | Drawing \& Painting 1 \& 2 | Draw/Paint. 3, AP Studio Art 2D | AP Studio Art Drawing |  | AP Art History, Digital Commercial Photo |
| 2D Arts- Photography | Photography 1 \& 2 | Photo 3 \& 4, AP Studio Art 2D |  |  |  |
| 3D Arts- Sculptural Engineering | Beg 3D Art, Int. 3D Art | Adv. 3D Art | AP Studio Art 3D |  | AP Art History, AP Studio Art 2D, Digital Commercial Photo, Interior Design 1, Interior Design 2 |
| 3D Arts- Fashion/Comm. Design | Fashion 1 \& Fashion 2 |  | AP Fashion/Studio Art 3D |  |  |
| 3D Arts- Graphic Design | Graphic Design 1 \& 2 | Graphic Design 3, Adv. Graphic | AP Studio Art |  |  |
| Broadcasting \& Film | Video Prod. 1 \& 2,Web Design A\&B, OTV | Digital Media \& Communication |  |  | Tech Projects, Digital Commercial Photo |
| Performing Fine Arts- Choral | Overland Singers, Plainsmen, Trebelaries | Concert Choir, Jewell Ave Jazz | Cecilians, Nine Mile Jazz |  | Piano, Music Theory, AP Music Theory |
| P.F. Arts- Instrumental Band | All bands $\sim$ audition placed |  |  |  |  |
| P.F. Arts- Inst. Orchestra | String Orchestra, Concert Orchestra | Overland Symphony |  |  |  |
| Performing Fine Arts- Theatre | Theatre 1, Musical Theatre Tech Theatre | Acting 1 | Acting 2, Advanced Acting |  |  |
| EDUCATION, HUMAN SERVICES \& HOPITALITY |  |  |  |  |  |
| Cosmetology" |  |  | Cosmo 1 | Cosmo 2, Esthetics |  |
| Future Educator" |  |  | Future Educator 1 \& 2 |  |  |
| Hospitality-Culinary Arts^ | Culinary Essentials 1 | Culin.Ess. 2, Baking/Pastry, ProStart1\&2 | ProStart Youth Apprenticeship |  |  |
| Hospitality- Tourism * | 2 OHS Fine Arts Electives | Resort \& Event Management | Hospitality Youth Apprent. |  |  |
| BUSINESS FINANCE \& COMPUTER SCIENCES |  |  |  |  |  |
| Business- Accounting | Personal Finance, Intro to Business | Legal Enviro of Business, Accounting 1 | Accounting 2 |  | AP Macro \& Micro Economics, Intro to PC Applications |
| Business- Marketing | Personal Finance, Intro to Business | Legal Enviro of Business, Marketing 1 | Marketing 2 |  |  |
| Business- Entrepreneurship* | Intro to Business | Project Management for Entrep. 1 \& 2 | Manag for Entrep. 3, CTE Cap |  |  |
| Career Innovations" |  |  | Options available through CTE |  |  |
| Information Technology* | Intro to Comp Prog or AP Computer Sci | Virtual Reality 1 \& 2 | Intro to Data Struc |  | Tech Projects |
| Cyber Security* | Intro to Comp Prog or AP Computer Sci | Cybersecurity 1 \& 2, | Cyber Security 3 |  |  |
| Data Science* | Intro to Comp Prog or AP Computer Sci | Data Science 1 \& 2 | CTE Capstone IT |  |  |
| STEAM Product Design* |  | Product Design 1-3,Adv. Robotics \& Systems | CTE Capstone STEAM |  | Computer Aided Design |
| Computer Science | AP Comp Science Principles | AP Computer Science A | Mobile App Dev, Data Struct. | Senior Project/Int. |  |
| Applied Mathematics | AP Comp Science Principles | AP Computer Science A | AP Calc AB/BE, DFQ | AP Stats, Liner Algebra |  |
| AGRICULTURE \& NATURAL RESOURCES |  |  |  |  |  |
| Natural Resources | Environmental Club Participation |  | AP Enviro Science | CE Geology | AP Biology, Microbiology, Zoology |



## OVERLAND HIGH SCHOOL ADVANCED COURSES

Advanced placement classes are offered in the English, Social Studies, Mathematics, Science, Visual Arts, Performing Arts, Technology, and World Language Departments. These classes are the equivalent of freshman college courses and if the advanced placement exam scores are appropriate, courses will be awarded college credit.

The Cherry Creek School District offers students and parents the opportunity for a transcript that reflects a weighted grade point average and an unweighted grade point average. Weighted grades are given in those courses designated as either honors, accelerated or advanced placement. The difference between weighted and unweighted grades in terms of grade point value is as follows:

## Unweighted and Weighted Grades

| Unweighted Grade Points | Weighted Grade Points |
| :---: | :---: |
| $A=4$ grade points | $\mathrm{A}=5$ grade points |
| $\mathrm{B}=3$ grade points | $\mathrm{B}=4$ grade points |
| $\mathrm{C}=2$ grade points | $\mathrm{C}=3$ grade points |
| $\mathrm{D}=1$ grade point | $\mathrm{D}=1$ grade point |
| $\mathrm{F}=0$ grade points | $\mathrm{F}=0$ grade points |

Please Note: Eligibility for Athletics and Activities is based on unweighted grades.

## The following courses are weighted:



[^0]
## Overland High School Concurrent Enrollment Courses

Overland campus offers numerous Concurrent Enrollment credit courses in the Cherry Creek School District. Educators who are endorsed in both college and 6-12 academic institutions teach concurrent enrollment courses. Upon approval and successful completion, students will receive college-level credit and meet high school graduation requirements. Some courses are designed to lead to certifications in a content area. In partnership with our greater community, we are an extended campus of the Community College of Aurora and Arapahoe Community College.

## Concurrent Enrollment Courses Offered:

## English

CE English Composition I
CE English Composition II
CE Intro to Literature I
Math
CE Calculus III
CE College Algebra w/ Lab
CE College Algebra
CE College Trigonometry
CE Differential Equations
CE Math for Liberal Arts

## Science

CE Physical Geology w/Lab

## Social Studies

CE American Government
CE Intro to Political Science
CE US History to Reconstruction
CE US History Since Civil War

## Business

CE Intro to Business
CE Mktg II: Entrep \& Advertising

## Electives

CE Photography II: Digital Photography
CE Digital Photography III
CE Criminal Justice and Law I
CE Computer Aided Design: SolidWorks Basics
CE Engineering Design: SolidWorks
Intermediate

[^1]
## WHAT ARE COLLEGES LOOKING FOR?

According to the State of College Admission Report 2018, "The top factors in the admission decision for the Fall 2017 admission cycle were: grades in all courses, grades in college prep courses, admission test scores, strength of curriculum, and essay or writing sample. Among the next most important factors were counselor recommendation, student demonstrated interest, and teacher recommendation"

Here are the top factors identified as of "considerable importance" in admitting first-time freshmen.

| Factor: | Considerable Importance: |
| :--- | :---: |
| Grades in All Courses | 80.9 |
| Grades in College Prep Courses | 70.8 |
| Admission Test Scores | 52.3 |
| Strength of Curriculum | 51.2 |
| Essay or Writing Sample | 16.7 |
| Student's Demonstrated Interest | 15.5 |
| Counselor Recommendation | 10.8 |
| Class Rank | 9.3 |
| Teacher Recommendation | 7.1 |
| SAT II Scores | 6.6 |
| Portfolio | 5.4 |
| Subject Test Scores (AP, IB) | 4.2 |
| Extracurricular Activities | 3.6 |
| Interview | 3.6 |
| State Graduation Exam Scores | 1.8 |
| Work | 1.8 |

SOURCE: NACAC Admission Trends Survey, 2017-2018.

## Colleges strongly recommend the following:

## Academics:

Make sure your courses are appropriate and in logical progression. Meet with your counselor to ensure you are on the right track.
Demonstrate academic knowledge and skills evidenced by successful completion of a rigorous high school core curriculum. (4 years of mathematics, including Algebra 2; 4 years of English; 3 or more years of science; 3 or more years of social studies/history)
Demonstrate success in college-prep and college-level courses taken in high school that require indepth subject-area knowledge, higher order thinking skills, and strong study and research skills. Demonstrate advanced academic skills, such as reasoning, problem solving, analysis, and writing abilities.
Get to know your counselor and teachers on a more individual basis. These are the people who will be writing your recommendations.
Keep your best work. Colleges may offer you a chance to submit supplementary material that demonstrates your achievements.
Establish good study habits. Grades in the academic core areas (English, math, science, social studies, and foreign language) are the best predictor.
Read! Studies have shown that one of the best preparations for the college admission tests (SAT and ACT) is to read as much as possible.

## Extracurricular:

Find activities, both in and out of school that you enjoy and that provide an outlet for your nonacademic side.
Go for quality rather than quantity. Colleges admire students who put significant effort into one or two activities rather than students who put little time into many activities.

## SAMPLE COLLEGE ADMISSION CRITERIA

Admission criteria to colleges and universities vary. On a continuum of expectations and requirements, the following examples provide general indicators.

## Most Selective Colleges/Universities

Examples: U.S. Air Force Academy, Stanford University, University of Pennsylvania, Northwestern University, Duke University
Minimum of 18 core units: English 4, Math 4, Social Studies 3-4,
Science 3-4, World Language 3-4
6+ Advanced Placement Courses
G.P.A. 4.0+ weighted GPA (academic courses only)
*SAT 720 Critical Reading, 730 Math, 720 Writing
**ACT 32

## Very Selective Colleges/Universities

Examples: Colorado College, Colorado School of Mines, University of Puget Sound, Middlebury College, Illinois
Wesleyan University, Tulane University
Minimum of 18 core units:
English 4, Math 4, Social Studies 3-4,
Science 3-4, World Language 3-4
4+ Advanced Placement Courses
G.P.A. 3.7+ weighted GPA (academic courses only)
*SAT 700 Critical Reading, 650 Math, 670 Writing
**ACT 29+

## Selective Colleges/Universities

Examples: University of Colorado-Boulder, University of Denver, Colorado State University, Regis University, Arizona State University
Minimum of 16 core units: English 4, Math 3-4, Social Studies 3,
Science 2-3, World Language 2-3
Advanced Placement Courses Highly Recommended

```
G.P.A. 3.5+
*SAT 1200+ (excluding writing score)
**ACT 25+
```


## Competitive I Colleges

Examples: University of Northern Colorado, Colorado Christian University, University of Colorado at Colorado Springs, University of Colorado at Denver, Texas Christian University, Fort Lewis College
Minimum of $15+$ core units:
English 4, Math 3-4, Social Studies 3, Science 2-3, World Language 2-3
Advanced Placement Courses Recommended
G.P.A. 3.3+
*SAT 1000+ (excluding writing score)
**ACT 23+

## Competitive II Colleges

Example: Adams State University, Colorado Mesa University, Metropolitan State University of Denver, Colorado State University-Pueblo, Baker University, Western State Colorado University, Grambling State University Minimum of 14 core units:

English 4, Math 3-4, Social Studies 3,
Science 2-3, World Language 2
*The SAT college admissions exam does have a writing component. Please check with individual institutions.
**The ACT college admissions exam does have an optional writing component. Please check with individual institutions.

## A Definition of College Readiness

Students are "college ready" when they have the knowledge, skills, and behaviors to complete a college course of study successfully, without remediation. Indicators of college readiness include assessment data and successful coursework completion.

If students' indicators do not meet the identified criteria, the Overland-Prairie Campus offers many interventions to help our students in meeting these criteria. These include intervention courses within the daily course offerings, summer enrichment/advancement opportunities, and tutorial support on a daily basis. (Please contact the school for further information.)

## College Pathways

## $\mathbf{6}^{\text {th }}$ Grade Students

## Coursework Rigor

Successful completion of at least one Honors or Advanced Course

## Language Arts Coursework:

Successful completion of Honors Language Arts 6 Math Coursework:
Successful completion of Math 6/7
World Languages Coursework: Successful completion of Exploratory French or Spanish

## Resources

To help increase students' College Readiness, Overland provides ACT and SAT prep and support through Naviance, and other resources listed below:

ACT Websites:

1. www.act.org
2. http://www.act.org/aap/
3. ACT Question of the Day http://www.actstudent.org/qotd/
4. http://www.act.org/explore/downloads.ht ml

## $7^{\text {th }}$ Grade Students

## Coursework Rigor

Successful completion of at least one Honors or Advanced Course

## Language Arts Coursework:

Successful completion of Honors Language Arts 7 Math Coursework:
Successful completion of Math 7/8
World Languages Coursework: Successful completion of French 1, Spanish 1 or Arabic 1

SAT Websites:

1. https://collegereadiness.collegeboard.org/ sat/register
2. https://www.khanacademy.org/sat

## $88^{\text {th }}$ Grade Students

## CMAS Scores

Science - Strong OR Distinguished Command

## Coursework Rigor

Successful completion of at least one Honors or Advanced course

## Language Arts Coursework

Successful completion of Honors Language Arts 8

## Math Coursework

Successful completion of Algebra or higher
World Language Coursework
Successful completion of Level 1 or Level 2 (French, Spanish, Chinese or Arabic)

## Co-Curricular Participation

Participation in at least one club, sport or community/volunteer activity

## 9th $^{\text {th }}$ Grade Students

## PSAT 9 Benchmark Scores Evidence- Based Reading and Writing- 420 <br> Mathematics - 450

"High schools can use Benchmarks* as a means of evaluating students' progress toward college readiness so that timely interventions can be made when necessary, or as an educational counseling or career planning tool." - ACT.org

## Coursework Rigor

Successful completion of at least one Honors, or AP course

## Math Coursework

Successful completion of Geometry or higher

## World Language Coursework

Successful completion of Level 1 or 2 coursework

## Co-Curricular Participation

Participation in at least one club, sport or community/volunteer activity

[^2]
## $\mathbf{1 0}^{\text {th }}$ Grade Students

PSAT 10 Benchmark Scores Evidence- Based Reading and Writing- 430
Mathematics - 480
"High schools can use Benchmarks* as a means of evaluating students' progress toward college readiness so that timely interventions can be made when necessary, or as an educational counseling or career planning tool." - ACT.org

## Coursework Rigor

Successful completion of at least one Honors, or AP course

## Math Coursework

Successful completion of Algebra 2 or higher

## World Language Coursework

Successful completion of Level 2 and/or 3 coursework

## Co-Curricular Participation

Participation and/or leadership in at least one club, sport or community/volunteer activity

* Students who meet the Benchmark have approximately a $50 \%$ chance of earning a B or better and approximately a $75 \%$ chance or better of earning a C or better in the corresponding college course or courses by the time they graduate high school. - ACT.org


## 11 ${ }^{\text {th }}$ Grade Students

SAT Benchmark Scores
Evidence- Based Reading and Writing- 460
Mathematics - 510
"High schools can use Benchmarks* as a means of evaluating students' progress toward college readiness so that timely interventions can be made when necessary, or as an educational counseling or career planning tool." - ACT.org

## Coursework Rigor

Successful completion of at least two Dual Credit or AP courses (including minimum pass rates on applicable exams)**

## Math Coursework

Successful completion of a Concurrent Enrollment or AP course

## World Language Coursework

Successful completion of Level 2 and/or 3 coursework

## Co-Curricular Participation

Participation and/or leadership in at least one club, sport or community/volunteer activity

* Students who meet the Benchmark have approximately a $50 \%$ chance of earning a B or better and approximately a $75 \%$ chance or better of earning a C or better in the corresponding college course or courses by the time they graduate high school. - ACT.org


## 7-YEAR INDIVIDUAL CAREER AND ACADEMIC PLAN (MyCAP)

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

Naviance is the program used for 9th-12th grade. Each student will utilize a web account to plan his or her academic and college goals. A student's ICAP can help ensure completion of graduation requirements, select classes for intended career paths, and target college readiness.

PRAIRIE MIDDLE SCHOOL
THREE-YEAR (ICAP) PLANNING GUIDE

|  | Grade 6 | Grade 7 | Grade 8 |
| :--- | :--- | :--- | :--- |
| ENGLISH/LANGUAGE ARTS- <br> (Required) <br> 3 years |  |  |  |
| SOCIAL STUDIES - (Required) <br> 3 years |  |  |  |
| MATH - (Required) <br> 3 years |  |  |  |
| SCIENCE - (Required) <br> 3 years |  |  |  |
| ELECTIVE - (Refer to course <br> guide for elective choices) <br> 3 years |  |  |  |
| ELECTIVE - (Refer to course <br> guide for elective choices) <br> 3 years |  |  |  |
| ACCESS - (This period is required <br> for 7th and 8 8 <br> Students who arede students. <br> level in core classes have the grade <br> opportunity to take enrichment <br> classes of their choice. Students <br> who are below grade level in core <br> classes have the opportunity to be <br> in support classes.) |  |  |  |

## OVERLAND HIGH SCHOOL

FOUR-YEAR (MyCAP) PLANNING GUIDE
As you plan your four years of study at Overland, keep in mind not only the graduation requirements, but also your post-graduate goals. Most colleges and universities require considerably more than what is required for high school graduation.

Beginning with the class of 2021, all graduates of the Cherry Creek School District must meet the 22 credit requirements and demonstrate college and career preparedness in both English and Mathematics. CCSD School Board Regulation IKF-R.

|  | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :--- | :--- | :--- | :--- | :--- |
| English - 4.0 credits required |  |  |  |  |
| Social Studies - 4.0 credits <br> recommended; 3.0 credits req. <br> Must include: <br> 1.0 credit U.S. History and <br> 0.5 credit Government |  |  |  |  |
| Mathematics - 4.0 credits <br> recommended; 3.0 credits req. |  |  |  |  |
| Science - 4.0 credits <br> recommended; 3.0 credits required |  |  |  |  |
| World Languages - Completion of <br> Level 3 recommended (refer to <br> individual college entrance <br> requirements) |  |  |  |  |
| Performing \& Visual Arts, <br> Business, Applied Technology, <br> Vocational Education- 1.5 <br> credits required |  |  |  |  |
| Health - 0.5 credits required |  |  |  |  |
| Physical Education - 1.5 credits <br> required |  |  |  |  |
| Electives - 5.5 credits remaining |  |  |  |  |
| A total of 24.5 credits is <br> recommended; a minimum of <br> 22.0 credits is required to <br> graduate |  |  |  |  |

Students and parents may access this four-year planning guide and other post-graduate information on the Naviance website. See the Overland High School website http://overland.cherrycreekschools.org and click on "Naviance".

9th Grade<br>(Year 1)

## 10th Grade (Year 2)

11th Grade (Year 3)
12th Grade
(Year 4)


## ENGLISH/LANGUAGE ARTS <br> *Courses with weighted grades

The English Language Arts Department offers a wide selection of courses designed to advance the interests and abilities of all students. Students will be empowered to apply literacy skills in theircourse work, both in the English Language Arts Department and in other core content areas as well.

It is the Overland-Prairie Campus expectation that our students will be prepared for college, the workforce, and life in society. To ensure this, our focus is on building students' capacity for life-long writing adaptability, research, and the ability to access literature across various genres.

At Prairie, all students are provided a rigorous curriculum aligned with the Colorado Academic State Standards. The curriculum has an intense focus on argumentative writing and reading complex text. Once at Overland, students have the opportunity to receive college credit from Advanced Placement courses or in any concurrent enrollment course offered. Furthermore, students interested in the area of journalism, speech/debate and creative writing have the opportunity to fuel their passions.

## CP English 9

Grades: 9
Course Length: 1 Year

## Prerequisite: None

 Credit: 1 UnitStudents will prepare oral presentations and develop strategies for listening critically to the presentations of others. Reading: Students will read and interpret increasingly complex literary and informational texts. Writing: Students will write narrative, informational, and persuasive texts and work to establish a controlling idea and provide relevant support. Students will work to revise grammar, usage, and mechanics to achieve greater clarity. Research: Students will analyze informational materials, including electronic sources, for their relevance and accuracy.

## CP English 10

Grades: 10
Course Length: 1 Year Prerequisite: None Credit: 1 Unit
Oral Expression: Students will gather and organize content that will successfully influence an audience. Students will listen actively to group members when accomplishing a group goal. Reading: Students will read literary, informational, and persuasive manuscripts in order to develop ideas and to understand traditional and contemporary texts. Writing: Students will use different organizational patterns to inform or to persuade, and their writing will feature a variety of stylistic devices while relying on a strong foundation of proper grammar and mechanic skills. Research: Students will evaluate the validity of multiple sources while collecting information in order to answer a question, propose solutions, or share findings.

## CP English 11

Grades: 11
Course Length: 1 Year Credit: 1 Unit

## Prerequisite: None

Oral Expression: Students will analyze messages for their accuracy and relevance. Reading: Students will critically read complex literary texts to interpret and evaluate their meaning. They will synthesize ideas from informational texts for a specific purpose. Writing: Students will work to stylistically and thematically refine narrative texts. They will revise informational and persuasive texts to inform or influence an audience while making ongoing revisions in grammar, usage, and mechanics to achieve greater clarity. Research: Students will study critical thinking and evaluate quality reasoning.

## CP English 12 <br> Prerequisite: None

Grades: 12

## Course Length: 1 Year Credit: 1 Unit

Students will have the opportunity to develop the skills necessary to access college-level texts while also enhancing their academic vocabulary. Students will read a number of different texts, both fiction and nonfiction, from various genres in building their knowledge of text structures, the reading process, and literary techniques. Students will use textual evidence to support claims, determine themes/central ideas, and analyze authors' choices in the writing. The students will also improve their understanding of author's craft and structure. Students will have the opportunity to increase the level of sophistication in their writing, better preparing them for college and beyond. Students will read and write argumentative, informative/explanatory, and narrative texts while also expanding their understanding of effective writing. Throughout the course, students will produce clear and coherent writing, develop and strengthen writing, and use
technology to produce, publish and update individual or shared writing products. Finally, students will have the opportunity to engage in research projects before presenting those to a formal audience.

## *English 9 Honors <br> Grades: 9 <br> Prerequisite: Teacher Recommendation AND an "B" or higher in a previous English class literary analysis, will revise writing to make it more concise and precise, and will experiment with writing more sophisticated sentences. <br> *English 10 Honors Grades: 10 <br> Prerequisite: Teacher Recommendation \& "B" or higher in CP English 9 OR a "C" or higher in Honors 9

Course Length: 1 Year Credit: 1 Unit
Students enrolled in Honors English 9 will accomplish the standards outlined in CP English 9 while independently reading literary and informational texts of greater complexity. Students will write longer and more complicated essays including

Course Length: 1 Year
Credit: 1 Unit
Students enrolled in Honors English 10 will accomplish the standards addressed in CP English 10 while reading increasingly complex literary and informational texts. Students will experiment with more subtle organizational structures and incorporate more rhetorical strategies into their writing.

## 9/10 English Literature \& Composition Grades: 12 <br> Prerequisite: Teacher Recommendation, Student has significant gaps in schooling or language acquisition

Course Length: 1 Year
Credit: 1 Unit
This course integrates language skills to enhance students' communication and critical thinking. In oral expression, students prepare and deliver effective presentations, refining content organization to positively influence audiences. Emphasizing active listening, they collaborate in group settings to achieve shared goals. The focus in reading is on interpreting diverse literary, informational, and persuasive texts, fostering the development of ideas and comprehension of both traditional and contemporary content. Writing activities encompass creating narrative, informational, and persuasive texts, emphasizing the establishment of a controlling idea supported by relevant details. Additionally, students refine writing through grammar, usage, and mechanics revisions for clarity. The research component involves analyzing informational materials, including electronic sources, to assess relevance and accuracy. Students learn to evaluate the validity of multiple sources, collecting information to answer questions, propose solutions, or share findings, cultivating essential research skills.

## 11/12 English Literature \& Composition Grades: 12 <br> Prerequisite: Teacher Recommendation, Student has significant gaps in schooling or language acquisition

This comprehensive course prepares students for college-level success by integrating oral expression, reading, writing, and research. In oral expression, critical thinking is refined through the analysis of messages for accuracy and relevance. The reading component focuses on the critical analysis of complex literary texts and synthesizing ideas from informational texts for specific purposes. Writing activities involve refining stylistic and thematic elements in narrative texts, with ongoing revisions in informational and persuasive writing for clarity in grammar, usage, and mechanics. Students develop the skills to access college-level texts, expanding their academic vocabulary through diverse fiction and nonfiction readings across genres. Writing assignments include argumentative, informative/explanatory, and narrative texts to enhance sophistication and readiness for college-level writing. The course emphasizes research skills, including critical thinking and evaluating quality reasoning, engaging students in research projects with formal audience presentations, fostering the synthesis of information and effective communication in academic and professional contexts.

## *AP Language and Composition <br> Grades: 11-12 <br> Prerequisite: Teacher Recommendation AND a "B" or higher in Honors 10 OR "A" or higher in CP English 10

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should reflect students' awareness of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. By the end of the course, students will be able to analyze and interpret samples of good writing, identify and explain an author's use of rhetorical strategies and techniques, create and sustain arguments based on
readings, research, and/or personal experience, and write for a variety of purposes, applying effective strategies and techniques in their own writing. College Board approved. Students will take the AP Exam in May.
*AP Literature and Composition Grades: 12

Course Length: 1 Year
Prerequisite: Teacher Recommendation AND "B" or above in English 11 $O R$ " $C$ " or above in AP Language and Composition
The AP course in English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Reading in an AP course is both wide and deep. The reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods - from the $16^{\text {th }}$ century to the $21^{\text {st }}$ century. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. College Board Approved. Students will take the AP Exam in May.

CE English Composition I
Grades: 11
Prerequisite: Teacher Recommendation AND " $B$ " or above in previous English course. CE College Credit is contingent upon CCA Standards
Students will master the reading of professional essays and use critical thinking skills to write college-level papers and essays. Students will write compositions that demonstrate narrative, analytical, evaluative, informative, and persuasive thinking. This course is a Concurrent Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work during their senior year of high school. Students who have met the prerequisite and earn a " C " or better in the class will receive 3 college credits.

## CE English Composition I <br> Grades: 11 <br> Teacher Recommendation AND "B" or above in previous English course CE College Credit is contingent upon CCA Standards

Course Length: 1 Sem

Students will master the reading of professional essays and use critical thinking skills to write college-level papers and essays. Students will write compositions that demonstrate narrative, analytical, evaluative, informative, and persuasive thinking. This course is a Concurrent Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work during their senior year of high school. Students who have met the prerequisite and earn a "C" or better in the class will receive 3 college credits.

## CE English Composition II

Grades: 11
Course Length: 1 Sem
Prerequisite: CCA requires a "C" or better in ENG 121
Credit: $1 / 2$ Unit
This course expands and refines the objectives of English Composition I (ENG 121). We will emphasize critical and logical thinking and reading, problem definition, research strategies, and writing analytical, evaluative, and/or persuasive papers that incorporate research. English 122 should enable students to master basic skills in critical thinking and reading, argumentation, and research. The course has six basic components: argumentation strategies, critical thinking and reading, outlining and summarizing, summary and analysis of a single essay, small-scale synthesis of several sources, and the full scope of a research paper. These six components build upon one another. Initial course assignments should give students an opportunity to practice these skills in isolation before they are needed in the research paper. This system allows students to master simpler skills in preparation for the research paper, which utilizes them all. This course is a Concurrent Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work during their senior year of high school. Students who have met the prerequisite and earn a C or better in the class will receive 3 college credits.

CE Intro to Literature I
Grades: 12
Course Length: 1 Year
Prerequisite: Teacher Recommendation AND "B" or above in previous English course. CE College Credit is contingent upon CCA Standards
This course emphasizes the close study of fiction genres, including poetry, drama, and narrative (novellas and novels). Students will read and interpret a variety of texts in detail, work extensively with literary devices in the context of their contribution toward textual meaning, and study and practice elements of writing effective literary analysis. Students will
examine the role of literature in society and how it mirrors a cultural experience. This course is a Concurrent Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work during their senior year of high school. Students who have met the prerequisite and earn a " C " or better in the class will receive 3 college credits.

## OPTIONAL COURSES FOR NON-ENGLISH CREDIT NOTE: These courses DO NOT fulfill English graduation requirements

## Competitive Speech and Debate <br> Grades: 9-12 <br> Prerequisite: To be enrolled as a 9th grader, must have proficient reading and writing skills AND 8th grade English Teacher Recommendation

Course Length: 1 Sem

This course is designed for students interested in organized public speaking and debate. The purpose of the class is to prepare for interscholastic speech and debate competition. Students will research, write, and present original orations, speak extemporaneously on current events, and perform interpretative literature. Students who take this course will be part of the Overland Speech and Debate Team. Two Saturday competitions per semester are required. Students will earn membership in the National Forensic League, the national honor society for competitive speech and debate. This course is highly recommended for students interested in law, business, or performing arts. This course counts for FINE ARTS credit. It does not count toward the necessary four core years of English. Fee: There is a $\$ 75$ fee associated with this course to cover cost of materials, competition fees, and access to speech and debate databases and files.

Newspaper
Grades: 10-12
Prerequisite: Application, interview \& teacher recommendations required

## Course Length: 1 Year Credit: 1 Unit

This course emphasizes the techniques of writing creative prose and poetry. Course activities include formal and informal writing assignments in various categories as well as reading and analyzing example writings. It appeals to those students who enjoy writing and who are working at or above grade level. This is a general elective credit.

## Yearbook <br> Grades: 10-12 <br> Course Length: 1 Year <br> Prerequisite: Application, interview \& teacher recommendations required Credit: 1 Unit

Yearbook production involves writing and associated skills, graphic design, photography, and business skills. All students must be willing to work in all of the above areas. Students must be willing and able to devote time to this project and to accept responsibility for the completion of the yearbook. Some after school obligations are required for the successful completion of the yearbook. Yearbook is a general elective credit.

## 迦 P OHS Social Studies Pathways <br> SOCIA

## 9th Grade <br> (Year 1)

$\underset{(\text { Year 2) }}{\text { 10th }}$

## 11th Grade (Year 3)

12th Grade (Year 4)


# SOCIAL STUDIES <br> * Courses with weighted grades 

The Social Studies Department offers a wide selection of courses designed to advance the interests and abilities of all students. Students will be empowered to apply academic skills in their coursework both in the Social Studies Department and in other core content areas.

It is the Overland-Prairie Campus expectation that our students will be prepared for college, the workforce, and life in our society. To ensure this, our focus is on developing skilled and informed students with a desire to be lifelong learners who contribute to society and think critically about local, national, and international issues.


#### Abstract

At Prairie, students will engage in a rigorous curriculum covering: the Western Hemisphere in sixth grade, Eastern Hemisphere in seventh grade, and United States history through the Antebellum Era with an emphasis on the Constitution in eighth grade. With this as a firm foundation, students at Overland will be given multiple opportunities to earn college credit through passage of the Advanced Placement exams, as well as taking concurrent enrollment courses through the Community College of Aurora.


Global Studies<br>Prerequisite: None<br>\section*{Grades: 9}<br>Course Length: 1 Year Credit: 1 Unit

Students will examine major themes of world history from the years 1200 through the present day. The examination of long-term cause and effect will be conducted through critical thinking, reading, writing, and speaking skills. This will be combined with human geography concepts of culture, population, natural resources, development, human rights, and globalization with a focus on exploring reasons why the world is unevenly developed. This course includes Holocaust and Genocide Studies.

## *Honors Global Studies Prerequisite: None

Course Length: 1 Year
Credit: 1 Unit

This course is aimed to move at a faster pace to prepare students for future AP and CE Social Studies courses. It will examine major themes of world history from the Fall of Rome through Modern Day events. The examination of long-term cause and effect will be taught through the refining of students' critical thinking, reading, writing, and speaking skills that students have already shown to possess and exhibit proficiency within the Social Sciences. This course combines the human side of geography with concepts of culture, population, natural resources, development, human rights, and globalization. Class discussions and argumentative writing will center around understanding why the world is unevenly developed. This course includes Holocaust and Genocide Studies.
*AP Human Geography
Grades: 9
Course Length: 1 Year
Prerequisite: Proficient Reading Skills \& $\boldsymbol{8}^{\boldsymbol{t h}}$ Grade Teacher Recommendation
Credit: 1 Unit
AP Human Geography is a college-level introductory human geography and cultural geography course. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. This course includes Holocaust and Genocide Studies.

## Government Prerequisite: None <br> Grades: 10 <br> Course Length: 1 Sem Credit: $1 / 2$ Unit

This course provides a basis for understanding American government on the national, state, and local levels. It also emphasizes the necessity for the participation of the citizen in political activities. Students will develop the ability to analyze the evolution of democratic structures and principles in the United States. Students will also develop their ability to evaluate participation in civic life and influence public policy. They will discuss the origins of civil liberties and how they have expanded, protected and challenged over time. Students will engage with a
number of primary sources in order to make connections and practice analytical skills. Students will be exposed to a diverse and multi-dimensional story of the United States government. By the end of the semester, students will be able to use their knowledge of the US government to form coherent arguments, engage in conversations around current events, and express their political opinions clearly with evidence. This course is required for graduation throughout all high schools in the state of Colorado.

## Economics

Grades: 10
Course Length: 1 Sem
Credit: $1 / 2$ Unit

## Prerequisite: None

Current economic issues will serve as a foundation for the application of economic theory in this semester course. Analysis of the American economic system as it relates to the individual and other economic systems will be a focus. Specific units will cover microeconomic concepts such as the law of supply and demand, factors of production, and the business cycle. Macroeconomic topics will include money and banking, monetary and fiscal policy, international trade, the impact of globalization and Personal Financial Literacy.
U.S. History
Prerequisite: None Grades: $11 \quad$ Course Length: 1 Year
Credit: 1 Unit

## Prerequisite: None

$$
\text { Credit: } 1 \text { Unit }
$$

This course is designed to explore America's historical development from the Reconstruction Era to the present day. Students will acquire a sense of chronology, identify causes and effects, recognize the events, individuals, and philosophies that helped shape our contemporary society, and use historical inquiry to evaluate prominent episodes in U.S. history. Some major topics include social and ethnic development, Industrialization, the World Wars, the Depression, the Cold War Era, the Vietnam Era, the 1960's and 70's, and the developments of the 1980's and early 1990's. This course meets U.S. History requirement.

## *AP U.S. History

Grades: 11
Course Length: 1 Year
Prerequisite: "B" Average in Social Studies courses AND 10th grade Teacher Recommendation
Credit: 1 Unit
A college-level course designed to provide students with the skills and factual knowledge necessary to succeed in a postsecondary level history class. The course will cover the political, diplomatic, economic, social, cultural and intellectual history of the United States from 1492 to the present. This course will prepare each student for intermediate and advanced college history courses by making demands equivalent to those of a full year introductory college course. This yearlong course prepares each student for the AP Exam in May. Students who pass the national exam will receive six semester hours of college credit in history and/or advanced placement in college courses. This course meets U.S. History requirement.

CE US History to Reconstruction (ili)
Grades: 11

## Course Length: 1 Sem

Credit: $1 / 2$ Unit
Prerequisite: Teacher Recommendation
riod of European exploration and colonization. The student will study important periods in the development of the United States. Some major topics include the American Revolution, the U.S. Constitution, the Civil War, social and ethnic development, Industrialization, the World Wars, the Depression, the Cold War Era, the Vietnam Era, the 1960's and 70 's, and developments of the 1980's and early 1990's. Through the use of critical thinking, the student will analyze these periods of the past and discover their relevance to the present. This course is a Concurrent Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work during their junior year of high school. Students who have met the prerequisite and earn a "C" or better in the class will receive 6 college credits ( 3 credits per semester in conjunction with CE US History Since Civil War).

## CE US History Since Civil War

Grades: 11
Course Length: 1 Sem

## Prerequisite: Teacher Recommendation

This six-credit concurrent enrollment course begins with the development of early America and the period of European exploration and colonization. The student will study important periods in the development of the United States. Some major topics include the American Revolution, the U.S. Constitution, the Civil War, social and ethnic development, Industrialization, the World Wars, the Depression, the Cold War Era, the Vietnam Era, the 1960's and 70's, and developments of the 1980's and early 1990's. Through the use of critical thinking, the student will analyze these periods of the past and discover their relevance to the present. This course is a Concurrent

Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work during their junior year of high school. Students who have met the prerequisite and earn a "C" or better in the class will receive 6 college credits ( 3 credits per semester in conjunction with CE US History to Reconstruction).
*AP World History
Grades: 10-12
Course Length: 1 Year
Prerequisite: "B"Average in Social Studies courses AND 9th grade Teacher Recommendation
Credit: 1 Unit
World History explores societies, institutions and ideas that constitute the history of our world. This course progresses chronologically and thematically, technological and environmental transformations, organization and reorganization of human societies, regional and transregional interactions, global interactions, industrialization and global integration, and the accelerating global change and realignments. The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course builds on an understanding of cultural, institutional, and technological precedents. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. At the end of the course students will take the AP examination for college credit.
*AP U.S. Government \& Politics
Grades: 10-12
Course Length: 1 Year
Prerequisite: "B"Average in Social Studies courses AND 9th grade Teacher Recommendation
Credit: 1 Unit
AP US Government and Politics is designed as a college-level course. You will study the workings of the American political system, including why people vote the way they do, what your rights are in the United States, and how and why America creates domestic and foreign policies. The course is a mixture of some activities in the classroom and some that will take you into the 'real world' of politics and government. An advanced placement exam will be given at the end of the course, which provides students with the opportunity to earn college credits. The course is designed to address and exceed content area standards in government and civics. Student must pass both semesters to fulfill the high school credit requirement.

## CE American Government

Grades: 10-12
Course Length: 1 Sem
Prerequisite: 2.5 GPA OR approval from previous Social Studies instructor
Credit: 1/2 Unit
This course focuses on the practical understanding of the American government system, including: the US Constitution, civil rights and civil liberties, the role of political parties, interest groups, elections, the media, and how people can impact public policy. This course will fulfill the high school government credit requirement. This course is a Concurrent Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work during their sophomore-year of high school. Students who have met the prerequisite and earn a " C " or better in the class will receive 3 college credits. This course is one of the Statewide Guaranteed Transfer courses. CT-SS1.

## Political Science(CE)

Grades: 12
Course Length: 1 Sem
Prerequisite: 2.5 GPA OR approval from previous Social Studies instructor
Credit: 1/2 Unit
This class focuses on how governments outside of the United States work. Countries include, but are not limited to: the United Kingdom, Nigeria, Iran, Russia, Mexico, China and the European union. You will learn how other countries make and deal with domestic and foreign policy issues and how culture impacts the government processes. The course is designed for students interested in international affairs, business, or social issues. Political Science is a Concurrent Enrollment course through the Community College of Aurora (Comparative Government- POS 225). Students enrolled in this course will complete college-level work during their junior/senior year of high school. Students who have met the prerequisite and earn a " C " or better in the class will receive 3 college credits.

American Ethnic Studies
Grades: 11-12
Course Length: 1 Sem
Prerequisite: Students need to have taken US History or be currently taking US History.
Credit: 1/2 Unit
This course focuses on the history of ethnic and racial minority groups in the United States of America. Students will have the opportunity to learn about racism, oppression, xenophobia, and ongoing efforts to fight for greater social, economic, and political equity. The writings, rhetoric, and actions of historically oppressed people will be examined and paired with
modern perspectives of those who continue to push for greater inclusion, access, and opportunity. This highly interactive course will help students hone skills that are crucial for college and careers.

## Sociology

## Prerequisite: None

## Grades: 12

## Course Length: 1 Sem <br> Credit: $1 / 2$ Unit

An in-depth look at local, national, and international current events that affect everyday life in America. Using a variety of techniques such as discussion, news media, guest speakers, and research, students are exposed to the issues and developments that impact our society. The goal of the course is to stimulate interest in national and international affairs and thus motivate the student to become more actively involved in the contemporary issues of our society.

## Latin American Studies <br> Prerequisite: None

Grades: 12
Course Length: 1 Sem
A semester-long course that offers a survey of the historical and modern societies of Mexico, Brazil, Argentina, Cuba, Puerto Rico, and other Latin American and Caribbean nations. Cultural, social, political, geographic, military, and economic features of the region will be examined.

## World Religions Prerequisite: None

Grades: 12
Course Length: 1 Sem
Credit: $1 / 2$ Unit
Offers students the opportunity to explore the major religions and philosophies of the world, including Hinduism, Buddhism, Taoism, Judaism, Islam and Christianity. This class explores the historical origins of each religion, its beliefs and practices, and the impact each religion has on its members. Students can expect a high level of discussion and an even higher level of critical thinking. Guest speakers and a day long field trip to the area's holy sites will also be used to further understand each faith. College readiness skills will also be sharpened through essay writing, research projects and student presentations.

## Psychology

## Grades: 12

Course Length: 1 Sem
Credit: 1/2 Unit

## Prerequisite: None

principles of psychology and how it applies individually and in our society. Topics will include developmental psychology, learning principles and applications, personality theory, the brain, and mental disorders. The goals of the course are to provide information that students can use in their everyday life, as well as to provide a foundation in the field of psychology.

## *AP Psychology

Grades: 12
Course Length: 1 Year
Prerequisite: "B"Average in Social Studies courses AND Teacher Recommendation
Credit: 1 Unit
A college-level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists use in their science and practice. Units of study revolve around the biological bases of behavior, learning, motivation and emotion, with emphasis on the brain's role in development and personality. College readiness skills such as note-taking, study aides, organization and test taking will also serve as a foundation for all students to adhere to for successful comprehension of the course material. Students are expected to have a strong work ethic and exemplar attendance. There will be an AP exam in May.

Geographic Information Systems
Grades: 9-12
Course Length: 1 Sem
Credit: 1/2 Unit
An introduction to the concepts and uses of Geographic Information Systems (GIS). GIS is a system of computer software, hardware, and personnel designed to visualize, manipulate, analyze, and display spatial data. A GIS can create "Smart Maps" that links a database to a map. This allows individuals to view relationships, patterns, or trends that are not possible to see with traditional charts, graphs, and spreadsheets. Students will work with GPS units and build maps from actual satellite coordinate data. Through computer lab tutorials and case studies, students will learn to use AcrGIS 10 Software from Environmental Systems Research Institute (ESRI). Some topics include City and Regional Planning, Community and Economic Planning and Development, Housing Studies, Transit and Transportation Issues, Land Use, Historic and Archeological Studies, Crime Analysis and Policing, Emergency Management and Public Works Utilities, Census and Demographic Studies, Public Health, and Business uses including Marketing and Advertising.

This class focuses on the study of the national economy, emphasizing business cycles and long-run growth trends. Explores how macroeconomic performance is measured, including Gross Domestic Product and labor market indicators. Examines the saving-investment relationship and its relationship to Aggregate Supply and Aggregate Demand. Discusses money and banking, international trade, fiscal and monetary policy. Explores the macroeconomic role of the public sector.
*AP African American Studies
Grades: 11-12
Prerequisite: "B"Average in Social Studies courses AND Teacher Recommendation
Course Length: 1 Year
AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary movement. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

9th Grade

10th Grade
(Year 2)

## 11th Grade (Year 3)

## 12th Grade (Year 4)

| Algebra 1 |
| :---: |
| Possible Teamed <br> for SAS/ELS <br> support |
| Algebra 1 Skills <br> taken concurrently <br> with Algebra 1 for <br> support |
| Possible Teamed |
| for SAS/ELS |
| support |



## NOTES

*Mandatory prerequesite for Calculus $A B$ or $B C$ is Honors Algebra 2 or Trig/Precalculus
Calculus $A B$ is Calculus 1 and Calculus $B C$ is Calculus $1 \& 2$.
All courses are the entire year, unless indicated with (sem) for only a semester.

## Questions?

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## MATHEMATICS

*Courses with weighted grades
The Mathematics Department offers a wide selection of courses designed to advance the interests and abilities of all students. Students will be empowered to apply academic skills in their course work both in the Mathematics Department and other core content areas. The curriculum is guided by the Cherry Creek Math Standards and under the Colorado State Math Standards. It is the Overland-Prairie Campus expectation that our students will be prepared for college, the workforce, and life in society. To ensure this, our focus is on building skills in mathematical thinking, problem solving, critical-analysis, and for application in everyday life.

At Prairie, students will be engaged in rigorous coursework consisting of about ninety-minutes of mathematics every day in both the 6th and 7th grades. A college bound student with an intended major requiring advanced mathematics should consider a seven-year accelerated program, including Calculus as a junior or senior.

## Algebra 1 <br> Prerequisite: None

Grades: 9-12
Course Length: 1 Year Credit: 1 Unit
Algebra 1 provides a comprehensive teaching of the fundamental aspects of problem solving. A sound foundation in arithmetic and prealgebra skills is essential for success in this course. Major topics of study include: evaluation of algebraic equations, solving and graphing linear equations, solving and graphing two variable inequalities, solving systems of equations, word problems, exponent rules and manipulation, polynomials, solving and graphing quadratic equations, and factoring. Technology will be used to introduce and expand upon the areas of study listed above.

## Algebra 1 Skills

Grades: 9-12
Course Length: 1 Sem
Prerequisite: None
Credit: $1 / 2$ Unit
This course will be taken concurrently with Algebra 1 as a support class for students who struggle or may be new to the language and curriculum. It will be a support class to assist students with supplemental material to allow students to be successful in Algebra 1. This is only a semester class.

## Algebra 2 <br> Grades: 9-12 <br> Course Length: 1 Year <br> Prerequisite: Geometry <br> Credit: 1 Unit

This course is usually taken after students complete Algebra 1 and Geometry. The course covers topics such as quadratic functions, polynomial functions, systems of equations, rational functions, exponential and radical functions, logarithmic functions, and trigonometric functions. This course serves as a foundation for and is a prerequisite to CE Math for the Liberal Arts, CE Year-Long College Algebra, CE College Algebra, CE College Trig, Precalculus, and AP Statistics. Students will have the opportunity to take the Capstone exams that will provide the opportunity to demonstrate competency and fulfill this state graduation competency for mathematics. Graphing calculator required.

## Algebra 2 Skills

## Prerequisite: Geometry

## Course Length: 1 Year

 Credit: 1 UnitThis course is usually taken after students have completed Algebra 1 and Geometry, but may be missing part of either. The course will cover key topics from Algebra 1 and Geometry before covering Algebra 2 essential topics such as quadratic functions, polynomial functions, systems of equations, rational functions, exponential and radical functions, logarithmic functions, and trigonometric functions. This course serves as a foundation for and is a prerequisite to CE Math for the Liberal Arts, Consumer Math, and Probability \& Statistics. Students will have the opportunity to take the Capstone exams that will provide the opportunity to demonstrate competency and fulfill this state graduation competency for mathematics. Graphing calculator required.

## Geometry

## Grades: 9-12

Course Length: 1 Year Credit: 1 Unit
This course is the second year of the sequence of Algebra 1, Geometry, and Algebra 2 typically taken during sophomore year. Topics include reasoning and proof, parallel and perpendicular lines, triangle properties, congruence and similarity, right triangle trigonometry, circles, quadrilaterals, volume, and surface area. This course requires students to grasp new
and previous vocabulary words and apply many theorems and postulates to solve real-world problems. Students will communicate reasoning through proof writing. Students will continue to build on their algebra 1 skills that have been integrated into the geometry curriculum.

CE Math for Liberal Arts
Grades: 12
Course Length: 1 Semester
Credit: $1 / 2$ Unit
Prerequisite: Attempted Algebra 1, Geometry and Algebra 2
This is a guaranteed transferable course to all Colorado colleges that offer the course. The course is intended for students who want to go to college but will not be pursuing a major with a math emphasis. This course develops mathematical and problem-solving skills with topics including but not limited to logic, sets and venn diagrams, probability and statistics, linear equations, exponential equations, and finance topics. This course is a Concurrent Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work during their junior/senior year of high school. Students who have met the prerequisite and earn a " C " or better in the class will receive 3 college credits.

## Mathematical Data Science Prerequisite: Algebra 1 \& Geometry

## Grades: 9-12

## Course Length: 1 Year

Credit: 1 Unit
This course is for students who have completed Algebra 1 and Geometry and may have not had much success with the traditional math pathways. This course will have students explore data and numbers in the real world through analysis and group project-based applications of math. This course will focus on topics that may include but are not limited to representation and interpretation of data, applications of linear functions in the real world, probability and statistics, But will focus on making sense of problems, reasoning abstractly and quantitatively, constructing viable arguments, and critiquing the reasoning of others. Students will model with mathematics, use appropriate tools strategically, and attend to precision. Students will also be introduced to the basics of computer programming and its principles and applications.

## *Geometry/Precalculus Honors Prerequisite: Algebra 1

Grades: 9-10
Course Length: 1 Year Credit: 1 Unit
This course will give you the opportunity to learn about reasoning and proofs, perpendicular and parallel lines, triangles, quadrilaterals, similarity, right triangle trigonometry, circles, area and volume. It offers students many opportunities to explore geometric situations, develop concepts, use theorems and postulates to solve applications. Students are required to communicate reasoning through proofs and other forms of writing. Additionally, the Algebra2/PreCalculus topics that connect mathematically to the concepts of the Geometry course will be included. These topics include but are not limited to the unit circle, further study of trigonometric identities, family functions and their graphs, and sequences and series. This course provides extensive use of algebra skills integrated into geometry concepts. This is an accellerated class in addition to being honors. Graphing calculator required.
*Algebra 2/Precalculus Honors
Grades: 9-11
Course Length: 1 Year Credit: 1 Unit

## Prerequisite: Geometry/Precalculus Honors

This course is for the talented mathematics student who wants a challenge and wants to take Calculus. The course is taken after Geometry/Precalculus Honors and covers topics such as quadratic functions, polynomial functions, systems of equations, rational functions, exponential and radical functions, logarithmic functions, trigonometric functions, vectors and polar functions, parametrics, limits, and derivatives. This course is more rigorous mathematically, requires more work, treats topics in greater depth, and requires a higher level of mastery than does Algebra 2. This course is required for those students who plan to take advanced math courses in the future. This course serves as a foundation for and prerequisite to AP Calculus AB and AP Calculus BC. Students will have the opportunity to take the Capstone exams that will provide the opportunity to demonstrate competency and fulfill this state graduation competency for mathematics. This is an accellerated class in addition to being honors. Graphing calculator required.

CE College Algebra w/ Lab
Grades: 11-12
Course Length: 1 Year
Credit: 1 Unit
Prerequisite: Algebra 2
in the course include radicals, complex numbers, polynomials, factoring, rational expressions, quadratic equations, absolute value equations and inequalities, systems or linear equations, related applications, math learning strategies, Functions and their graphs, exponential and logarithmic functions, linear and non-linear systems, quadratics, radical, rational, absolute value and inequalities. Graphing calculator required.

## Prerequisite: Algebra 2

This is a guaranteed transferable course to all Colorado colleges. This course will jump straight into the College Algebra topics which include but are not limited to manipulating functions graphically and algebraically, logs, exponentials, matrices, conics, and graphing rationales. Requirements for College Algebra are simply an A or B in Algebra 2. This is a semester course typically taken before CE College Trigonometry. This course is a Concurrent Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work during their junior/senior year of high school. Students who have met the prerequisite and earn a " C " or better in the class will receive 3 college credits. Graphing calculator required.

## CE College Trigonometry Prerequisite: Algebra 2

## Grades: 11-12

> Course Length: 1 Sem
> Credit: $1 / 2$ Unit

This is a guaranteed transferable course to all Colorado colleges. Topics in Trigonometry, analytic geometry, and elementary functions designed for students who intend to take calculus in college. Angles and trigonometry functions of acute angles, analytic trigonometry, fundamental trigonometric functions and identities including hyperbolic trigonometry, parametric equations, and polar coordinate system. This course is a Concurrent Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work during their junior/senior year of high school. Students who have met the prerequisite and earn a " $C$ " or better in the class will receive 3 college credits. Graphing calculator required.

## Pre-Calculus ist

Grades: 11-12

## Course Length: 1 Sem

Credit: $1 / 2$ Unit

## Prerequisite: College Trigonometry

This course is an advanced mathematics course meant for highly capable students. A wide range of topics are covered with emphasis on functions which are studied numerically, symbolically, and graphically. This course is strongly recommended for students who plan to continue in math, science, or related areas in college such as engineering and business.. The topics covered should help to bridge the gap between high school and college mathematics. The initial units of differential calculus are completed at the end of the year in this course. This course serves as a foundation for and is a prerequisite to $A P$ Calculus $A B$ or $B C$. This is a semester class typically taken second semester after the completion of College Trig. Graphing calculator required.

## Consumer Math ist

Prerequisite: Algebra 1 \& Geometry

## Grades: 12

## Course Length: 1 Year Credit: 1 Unit

This course will introduce students to the financial and graphical analysis side of mathematics. This course is designed to take math and make it applicable and accessible. The math knowledge needed is basic mathematics. This class will cover a review of decimals and percents, ratios and proportions. The topics covered are personal finance math, money management, Interest \& Credit, financial decision-making, and different voting methods. The course provides an access point for math with students that have not found much success in traditional math courses and who have a need to be career and consumer ready.

## Applied Math

Grades: 12
Course Length: 1 Sem
Prerequisite: None
Credit: $1 / 2$ Unit
This course will assist students in improving their ability to apply the principles of mathematics to problems in the workplace. This course will help students find, analyze, and apply information presented in workplace graphics. This course is also designed to support students who have not shown math competency required for graduation. Seniors will have the opportunity to take the ACT Workkeys exam that will provide the opportunity to demonstrate competency and fulfill this state graduation competency for mathematics.

## Probability \& Statistics

Grades: 11-12
Course Length: 1 Year Credit: 1 Unit

## Prerequisite: Algebra 1 \& Geometry

Probability is the basis for mathematical models of situations in the sciences; statistics is the art of gathering, analyzing, and making inferences from data. Topics include introduction to statistical thinking, interpretation of statistical data, data displays, data measures, computation of probabilities given events, frequency distributions, and application of random sampling to probability.

This is a college level course in statistics and probability. The course topics are approved and aligned with the Advanced Placement Statistics course description.. Students taking AP Statistics at Overland High School will be expected to take the AP exam. Course Topics include: Exploring One-Variable Data, Exploring Two-Variable Data, Collecting Data, Probability, Random Variables and Probability Distributions, Sampling Distributions, Inference for Categorical Data: Proportions, Inference for Quantitative Data: Means, Inference for Categorical Data: Chi-Squared, and Inference for Quantitative Data: Slopes. Students will take the Advanced Placement (AP) Examination in statistics during May of spring semester. Graphing calculator required.
*AP Calculus AB IsT
Grades: 11-12
Course Length: 1 Year
Prerequisite: Pre-Calculus or Algebra 2/PreCalc Honors
Credit: 1 Unit
This is a college level course in differential and integral Calculus covering the equivalent of Calculus 1. Topics for this class include first semester on limits and continuity, and Differentiation of many kinds and applications and second semester on Integration of many kinds and applications. Students will take the Advanced Placement (AP) Examination in calculus during May of spring semester. Graphing calculator required.
*AP Calculus BC IsT
Grades: 11-12
Course Length: 1 Year

## Prerequisite: Pre-Calculus or Algebra 2/PreCalc Honors

 Credit: 1 UnitThis is a college level course in differential and integral Calculus covering the equivalent of Calculus I and Calculus II. Topics included in this course are limits and continuity, Differentiation of many kinds and applications, Integration of many kinds and applications, Parametric equations, polar coordinates, vector-valued functions, and Infinite sequences \& Series. Students will take the Advanced Placement (AP) Examination in calculus during May of spring semester. Graphing calculator required.

## CE Calculus 3/CE Differential Equations 1 IT

Grades: 11-12
Course Length: 1 Year Prerequisite: AP Calculus BC Credit: 1 Unit
Students will be enrolled in the class for the entire year but will actually complete 2 separate college courses, each a semester in length. Calculus 3 is the 3rd semester of Calculus. Topics include Vectors \& Geometry, Vector-Valued Functions, Functions of Several Variables, Multiple Integration and Vector Analysis. Semester 2 is a Differential Equations course. This semester provides an introduction to Linear Algebra and a survey of higher-level Collegiate Mathematics. Graphing Calculator is required. Both Calculus 3 and Differential Equations are Concurrent Enrollment courses through the Community College of Aurora. Students enrolled in these courses will complete college-level work during their junior/senior year of high school. Students who have met the prerequisite and earn a " C " or better in the classes will receive 4 credit hours for Calculus 3 and 3 credit hours for Differential Equations."

Independent Study Research/Mathematics
Prerequisite: Calc 3/Diff Eq $\quad$ Course Length; 1 Year $12 \quad$ Credit: 1 Unit
This course is offered to those students interested in conducting research in Mathematics or to students wanting to pursue Math or Applied Mathematics Careers.

## Overland Science Pathways

9th Grade
10th Grade
11th Grade
12th Grade


## SCIENCE

*Courses with weighted grades
The Science Department offers a wide selection of courses designed to advance the interests and abilities of all students.
Students will be empowered to apply academic skills in their course work in both in It is the Overland-Prairie Campus expectation that our students will be prepared for college, the workforce, and life in our society. To ensure this, our focus in science is that every student leaves us with At Prairie, students will be engaged in a rigorous program that covers the Physical Sciences, Earth Sciences, and the balanced approach in sixth through in sixth through eighth grade.

## Physical Science <br> Prerequisite: Algebra 1 (co-requisite)

Grades: 9
Course Length: 1 Year
This course is designed to prepare students for further study in Biology, Geology, Astronomy, Chemistry, and Physics. Topics of study include chemistry, earth science/astronomy, and physics with an emphasis placed on experimental design and scientific process skills. A major portion of the course is spent in laboratory work.

## *Physical Science Honors Prerequisite: Teacher Recommendation <br> Grades: 9 <br> Course Length: 1 Year Credit: 1 Unit

This fast-paced course is designed to prepare students for further study in Biology Honors, Chemistry Honors, and AP science courses. Topics of study include chemistry, earth science/astronomy, and physics with an emphasis placed on experimental design and scientific process skills. A major portion of the course is spent in laboratory work.

## Zoology <br> Prerequisite: None

Grades: 9-10
Course Length: 1 Semester
Credit: $1 / 2$ Unit
This course gives an introduction to zoology, with particular emphasis on the structure/function and classification of both vertebrates and invertebrates. In addition, the students will explore basic knowledge in animal behavior, evolution, and human ecology (including an introduction to the biosphere and biodiversity). The course is intended to be very "hands-on" including dissections, and experimental animal behavior projects, as well as allowing students the opportunity to conduct print and web-based research. Students will also use 21st Century Skills to create multimedia showcases of their understanding.

## Biology

Grades: 10-12
Course Length: 1 Year Credit: 1 Unit
Students learn about organisms from a behavioral, ecological, genetic and evolutionary context. Students will explore how living systems interact with other organisms and their environment, analyze relationships between structure and function in living systems, analyze how organisms grow, develop and differentiate during their lifetimes, and use genetics to explain the biodiversity and the relatedness of all organisms. Units of study include: ecology, chemistry of life, cellular structure and function, genetics, and evolution. Laboratory activities reinforce concepts and principles presented.

## *Biology Honors

Grades: 9-12
Prerequisite: Geometry (co-requisite) or Teacher Recommendation
Course Length: 1 Year
Credit: 1 Unit
Credit: 1 Unit
In this fast-paced course, students learn about organisms from a behavioral, ecological, genetic and evolutionary context. Students will explore how living systems interact with other organisms and their environment, analyze relationships between structure and function in living systems, analyze how organisms grow, develop and differentiate during their lifetimes, and use genetics to explain the biodiversity and the relatedness of all organisms. The student will learn the biochemistry of living things, the cellular and molecular structure of organisms, genetics, evolution, ecology and the diversity of life forms including humans. Honors biology improves the student's critical thinking skills, problem-solving ability and technical writing skills. Laboratory activities reinforce concepts and principles presented. This course covers the same topics as the regular biology program, but in a greater depth and at an accelerated rate.

This course provides the opportunity to develop knowledge and understanding about the relationships between the structure and properties of matter, and the interaction of mass and energy. Units of study include: matter and its changes, atomic structure, chemical composition, nomenclature, reactions, stoichiometry, gas laws, periodicity, bonding, molar geometry, and thermochemistry. Laboratory activities reinforce concepts and principles presented in this course. This class teaches students fundamental chemical concepts and an understanding of the connection to the world around them. This curriculum incorporates technical reading and writing skills in alignment with the Colorado State Standards.

## *Chemistry Honors <br> Grades: 9-12 <br> Prerequisite: Geometry completed AND Algebra 2 or higher math <br> (may be taken concurrently) OR teacher recommendation

Course Length: 1 Year

This course is designed as an AP Science preparatory class and provides the opportunity to develop knowledge and understanding about the relationships between the structure and properties of matter, and the interaction of mass and energy. Units of study include: matter and its changes, atomic structure, chemical composition, nomenclature, reactions, stoichiometry, gas laws, periodicity, bonding, molar geometry, and thermo chemistry. Laboratory activities reinforce concepts and principles presented in this course. This class is designed to teach the student fundamental chemical concepts and provide an understanding of their connection to the world around them. This course covers the same topics as the regular Chemistry program, but in greater depth and at an accelerated rate. It provides a solid foundation of chemical, quantitative, and technological concepts for those students planning to study science and technology in college. This class is a prerequisite for AP Chemistry.

## Physics

Grades: 11

## Course Length: 1 Year

Prerequisite: Algebra 2 or higher (may be taken concurrently)
Credit: 1 Unit
Physics is a study of the laws that control the physical world. The topics include motion, forces, momentum, energy, waves (sound, light, radio, water, etc.), electricity, magnetism, relativity and atomic physics. Laboratory work serves to promote understanding and to illustrate the experimental nature of physics.

## *AP Physics 1

Grades: 11-12
Course Length: 1 Year
Prerequisite: Pre-Calculus (may be taken concurrently) OR teacher recommendation Credit: 1 Unit
AP Physics 1 is Algebra-Based. It is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. The expectation is that students take the AP exam at the end of this course.

## *AP Biology ©TE

Grades: 10-12
Course Length: 1 Year

## Prerequisite: Chemistry (may be taken concurrently) OR Teacher Recommendation

Credit: 1 Unit
AP Biology is designed to be the equivalent of a college introductory biology course. Units of study include: chemistry of life, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, diversity of organisms, structure and function of plants and animals, and ecology. This course differs significantly from a high school course with respect to the laboratory work done and the time and effort of the student outside of class. The expectation is that students take the AP exam at the end of this course. College credit and placement are awarded by individual universities based on the student's performance on the national AP Biology exam. Students are encouraged to purchase a college text for the course. Prerequisite: Honors Chemistry as 9th grader, to take as a 10th grader or 12th grader.
*AP Physics C
Grades: 12
Course Length: 1 Year
Prerequisite: AP Calculus AB (pre-requisite OR may be taken concurrently) Credit: 1 Unit
AP Physics $C$ is designed to be the equivalent of a college introductory physics course. The curriculum for this class is the College Board Advanced Placement Physics Curriculum. Units of study will include: kinematics, Newton's laws of motion, work, energy, power, systems of particles, linear momentum, circular motion and rotation, oscillations and gravitation, electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields and electromagnetism. This course differs significantly from a high school course with respect to the laboratory work done and the time and effort of the student outside of class. The expectation is that students take the AP exam at the end of this course.

## Anatomy \& Physiology เsт <br> Grades: 12 <br> Course Length: 1 Year <br> Prerequisite: Biology AND Chemistry both with a "C" or higher <br> Credit: 1 Unit

Anatomy/Physiology is a college level class that covers the structure and function of the human body. Students learn about cells and tissues, cancer and disease, the skeletal, muscular, nervous, and cardiovascular systems, and other systems of the human body. This course involves lecture and lab work. Every student must complete a semester enrichment project for four hours outside of class time. Most students taking this class are interested in a health/medical career. Students must have passed biology with a minimum of a C grade both semesters and have taken will be taking chemistry.

## Astronomy

Grades: 12
Course Length: 1 Sem
Credit: $1 / 2$ Unit
This course introduces students to the study of astronomy, including its history and development. It is designed to give the student a greater appreciation for one of the most rapidly changing realms of science. Topics will include: historical astronomy, astronomical instruments and their use, celestial orientation, the solar system, stars and galaxies. This course will investigate the current research including spectroscopic analysis and the evidence for an expanding universe. Major constellations, with their associated stars and mythologies, will also be described throughout the semester. This course will require individual outside observation and measurement.

## Environmental Science Prerequisite: None

## Grades: 12

## Course Length: 1 Sem

Credit: $1 / 2$ Unit
This is a course focusing on the relationships between humans and the natural resources provided to us. This course will investigate how energy and materials supplied to us by our environment are utilized by humans and to what effect these uses have on our surroundings, to identify, analyze, and resolve environmental issues from an interdisciplinary perspective. This course will stress scientific literacy through application of problem solving skills while encouraging reflection in the social sciences to broaden student perception of their role in the environment.

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies. It is a practice that incorporates Biology, Chemistry, Entomology, Earth Science, Physics, Anatomy and Physiology, as well as other areas of science and technology. Observational Skills, Investigation and Evidence Collection, Trace Evidence (Hair, pollen, fibers, glass), Fingerprinting, DNA Analysis, Blood Pattern Analysis, Document Analysis, and Ballistics will be among the specific areas studied.

## Genetics

Grades: 12
Course Length: 1 Sem Prerequisite: Successful completion of 2 years of Science Credit: $1 / 2$ Unit Genetics is a lab-based course designed to teach the student fundamental genetics concepts and provide an understanding of their connection to the world around them. In this course, students will study the cell, cell processes and genetics. Specifically, students investigate the cellular basis of inheritance, patterns of inheritance, DNA, human genetics, and modern applications of DNA technology. Math and reading levels are also accessible for students of ALL levels.

## Geology

Grades: 9-12
Course Length: 1 Sem
Prerequisite: None
Credit: $1 / 2$ Unit
Geology will examine the earth as a dynamic system. Students will examine processes for and evidence of how the earth renews itself, including weathering, erosion, and plate tectonics. Students will also learn about the costs, benefits and consequences of using energy resources. Students will perform labs at home with equipment provided.

## CE Physical Geology w/Lab

Grades: 12
Course Length: 1 Year
Prerequisite: Chemistry and Algebra with a C or better
Credit: 1 Unit
This course examines the physical and historical geology of the Earth with an emphasis on natural resources. Topics studied include rock \& mineral identification through physical \& chemical techniques, plate tectonics, geologic time, structural geology, streams, mass wasting, and landforms. This course is a Concurrent Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work over the course of a full school year. Students who have met the prerequisite and earn a C or better for both semesters will receive 4 college lab credits.

## Introduction to Science Research Prerequisite: Instructor Approval

Grades: 9-11
Course Length: 1 Year
Credit. 1 Unit
This course is designed to introduce students to scientific research. Students will be introduced to and solidify their understanding of the scientific method and engineering design process, learn how to access and analyze scientific literature at a variety of levels, and use a laboratory notebook to document progress, record findings, and organize research. The scientific writing process will be introduced as students prepare and critique one another's manuscripts. Students will present their findings around one of several ongoing research projects to their peers during an in-class seminar series and through a public poster session. This course may be retaken to receive the course credit. identify them. This course also includes the study of diseases and the environmental and public health impacts caused by microorganisms.

## Meteorology

## Grades: 11-12

Prerequisite: Biology with a "C" or higher AND Chemistry (may be taken concurrently)

## Course Length: 1 Sem

Credit: $1 / 2$ Unit
Meteorology is the study of the Earth's atmosphere and its effect on weather and climate phenomena. Students will use scientific lab and inquiry skills to understand the impacts of weather and climate on our daily lives. Topics of study include: structure/layers of the atmosphere, solar influences on weather, atmospheric moisture and cloud formation, air pressure and wind, forecasting methods and models, severe weather, climate and climate change.

## World Languages

The Overland-Prairie World Languages Department offers a wide selection of courses designed to advance the interests and abilities of all students. Students learn to communicate in one of the three languages our department offers and are empowered to apply academic skills in their course work. It is the Campus' expectation that students will be prepared for college and the workforce. Students gain knowledge and understanding of other cultures, connect with other disciplines within the school, gain insight into the nature of language and culture, and participate in multilingual communities at home and around the world. Our department's ultimate goal is to enable students to know how, when, and why to say what to whom, as stated in the National Standards for Foreign Language Learning.

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: |
| Chinese 1 |  |  |  |
| Chinese 2 |  |  |  |
|  | Chinese 3 |  |  |
|  |  | Chinese 4 Honors (W) |  |
|  |  | AP Chinese Language and Culture (W) |  |
| French 1 |  |  |  |
|  | French 2 |  |  |
|  |  | French 3 |  |
|  |  |  | French 4 Honors |
|  |  |  | AP French Language \& Culture (W) |
| Spanish 1 |  |  |  |
| Spanish 2 |  |  |  |
| Spanish 3 |  |  |  |
| Spanish for Spanish Speakers |  |  |  |
|  | Spanish 4 Honors (W) |  |  |
|  | Culture (W) |  |  |
| (W) |  |  |  |
| *Each Spanish student will be placed according to their previous experience with the language or a placement exam. |  |  |  |

## WORLD LANGUAGES <br> *Courses with weighted grades

The Overland-Prairie World Languages Department offers a wide selection of courses designed to advance the interests and abilities of all students. Students learn to communicate in one of the four languages our department offers and are empowered to apply academic skills in their course work. It is the Campus' expectation that students will be prepared for college and the workforce. Students gain knowledge and understanding of other cultures, connect with other disciplines within the school, gain insight into the nature of language and culture, and participate in multilingual communities at home and around the world. Our department's ultimate goal is to enable students to know how, when, and why to say what to whom, as stated in the National Standards for Foreign Language Learning.

## Chinese 1

Grades: 9-12
Course Length: 1 Year
Prerequisite: None
Students taking this course learn the basic language skills of Mandarin Chinese by listening, speaking, reading and writing. Emphasis is on phonetics, listening comprehension and oral proficiency, as well as formation of Chinese characters and basic grammatical structures. Students are exposed to the cultural geography of China.

## Chinese 2

Grades: 9-12
Course Length: 1 Year
Prerequisite: Completion of Chinese 1
Credit: 1 Unit
This is a continuation of Chinese 1. Emphasis is placed on learning basic language skills of Mandarin Chinese by listening, speaking, reading, and writing. Some of the more complicated grammatical points are learned at this level. Continued vocabulary building and cultural study are important components of this course.

Chinese 3
Grades: 10-12
Course Length: 1 Year
Prerequisite: Completion of Chinese 2 Credit: 1 Unit
This is a continuation of Chinese 2. Speaking and interpretive comprehension are emphasized in a step-by-step approach. Students use a varied selection of characters, sentence patterns, and vivid illustrations to engage in conversations. Students explore highly relevant topics such as family, daily life, school, and sports while incorporating useful vocabulary.

## *Chinese 4 Honors

Grades: 11-12
Course Length: 1 Year
Prerequisite: Completion of Chinese 3
Credit: 1 Unit
Chinese 4 Honors is designed to develop greater fluency in speaking and writing, and to increase listening and reading comprehension. It includes an in-depth study of Chinese life and cultures. This course is conducted primarily in Chinese.
*AP Chinese Language \& Culture

## Prerequisite: Completion of Chinese 4

Grades: 11-12
Course Length: 1 Year Credit: 1 Unit
Students will further their study of the Chinese language and culture to prepare for the AP exam in May. Emphasis is on interpersonal skills, interpretation of spoken and written Chinese, and a knowledge of Chinese culture. The expectation is that students take the AP exam at the end of this course.

## French 1

Grades: 9-12
Course Length: 1 Year
Prerequisite: None
Credit: 1 Unit
French 1 introductions students to the French language and Francophone cultures. This course is an introduction to the basic language skills of listening, speaking, reading, and writing. It is designed for students who have not taken French. The course will meet both the district framework and state standards for world languages.

## French 2

Grades: 9-12
Course Length: 1 Year
Prerequisite: Completion of French 1 at the high school OR middle school level
Credit: 1 Unit
This is a continuation of French 1 . Emphasis is on the further development of listening, speaking, reading, and writing for communication. Francophone cultural aspects are an integral part of the curriculum.

French 3 continues to develop the language skills of listening, speaking, reading, and writing. Complex grammar is taught. Students read authentic material and study details of Francophone life and culture. This course is conducted primarily in French.

*French 4 Honors<br>Grades: 10-12<br>Course Length: 1 Year<br>Credit: 1 Unit<br>Prerequisite: Completion of French 3

French 4 Honors is designed to develop greater fluency in speaking and writing, and to increase listening and reading comprehension. It includes an in-depth study of Francophone life and cultures. Students read selections from various French authors. This course is conducted primarily in French.
*AP French Language \& Culture
Grades: 11-12
Course Length: 1 Year Credit: 1 Unit
Prerequisite: Completion of French 4
The learning objectives for this course include interpersonal, presentational, and interpretive communication. Students are prepared for the Advanced Placement Language and Culture Exam. Six main themes: beauty and aesthetics, contemporary life, families and communities, global challenges, personal and public identities, and science and technology are explored throughout the year. This course is conducted in French. Students may be required to purchase a college text for the course. The expectation is that students take the AP exam at the end of this course.

## Spanish 1

Grades: 9-12
Course Length: 1 Year
Credit: 1 Unit

## Prerequisite: None

Credit: 1 Unit
Spanish 1 introduces students to the Spanish language and Hispanic cultures. This course is an introduction to the basic
language skills of listening, speaking, reading, and writing. It is designed for students who have not taken Spanish. The course will meet both the district framework and state standards for world languages.

Spanish 2
Grades: 9-12
Course Length: 1 Year
Credit: 1 Unit
Prerequisite: Completion of Spanish 1 at the high school OR middle school
This is a continuation of Spanish 1. Emphasis is on the further development of listening, speaking, reading and writing. Hispanic culture aspects continue to be an integral part of the curriculum.
Spanish 3

Prerequisite: Completion of Spanish 2 Grades: 9-12 Course Length: 1 Year | Credit: 1 Unit |
| :---: |

Spanish 3 continues to develop the language skills of listening, speaking, reading and writing. Complex grammar is taught. Students read authentic materials and study details of Hispanic life and culture. This course is conducted primarily in Spanish.
Spanish for Spanish Speakers

Prerequisite: Placement Test Required $\quad$ Grades: 9-12 Course Length: 1 Year | Credit: 1 Unit |
| :--- |

This course prepares native speakers for Advanced Placement courses in Spanish. It is designed for students with a personal connection to the language and culture who converse with ease and confidence about topics related to Latino culture and daily life. The focus is on vocabulary development, grammar structures and functions, and literacy skills. Students further develop writing skills through creative projects. This course is conducted primarily in Spanish. Students may be required to pay for national Spanish exams.
*Spanish 4 Honors
Grades: 10-12
Course Length: 1 Year
Prerequisite: Completion of Spanish 3 OR Spanish for Native Speakers
Credit: 1 Unit
This Course is designed to prepare students for the AP Spanish Language course. Students develop communicative strategies while expanding upon their skills. Students continue to learn about the Hispanic culture through arts and humanities. This course is conducted primarily in Spanish.
*AP Spanish Language and Culture
Grades: 10-12
Course Length: 1 Year
Credit: 1 Unit
Prerequisite: Completion of Spanish 4
on. Students are
The learning objectives for this course include interpersonal, presentational and interpretive communication. Stur
prepared for the Advanced Placement Language and Culture Exam. Six main themes: beauty and aesthetics,
contemporized life, families and communities, global challenges, personal and public identities, and science and
technology are explored throughout the year. This course is conducted in Spanish. Students may be required to purchase a college text for the course. The expectation is that students take the AP exam at the end of this course.
*AP Spanish Literature and Culture
Grades: 11-12
Prerequisite: Completion of AP Spanish Language/Culture
Course Length: 1 Year
Credit: 1 Unit
The AP Spanish Literature course is designed to meet the requirements of a third-year college introduction to Hispanic Literature class. This course is conducted in Spanish. Readings include works from seven centuries of Hispanic Literature. The list was created by the College Board to ensure that all significant genres, literary periods and geographical areas are included in the course of study. Students may be required to purchase a college text for the course. The expectation is that students take the AP exam at the end of this course.

## English Language Support (ELS)

English Language Support (ELS) is a program designed to provide additional academic and linguistic support for students who are developing proficiency in English. ELS at the Overland-Prairie Campus strives to ensure students achieve standards of English proficiency and are college-prepared and workforce-ready. A series of ELS courses are offered that enable students to advance and meet their individual potential.

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: |
| ELS Co-Taught English 9 | ELS Co-Taught English 10 | ELS Co-Taught English 11 | ELS Co-Taught English 12 |
| Newcomer English Language Support |  |  |  |
|  | ELS Co-Taught Government |  |  |
|  | ELS Co-Taught Economics |  |  |
| ELS Co-Taught U.S. History |  |  |  |
|  |  |  | ELS Co-Taught World Religion |
|  |  |  | ELS Co-Taught Ethnic Studies |
| ELS Co-Taught Geometry |  |  |  |
| ELS Co-Taught Algebra 1 |  |  |  |
| ELS Co-Taught Physical Science |  |  |  |
|  | ELS Co-Taught Biology |  |  |
|  |  | ELS Co-Taught Chemistry |  |

# ENGLISH LANGUAGE SUPPORT (ELS) <br> *Courses with weighted grades 

English Language Support (ELS) is a program designed to provide additional academic and linguistic support for students who are developing proficiency in English. ELS at the Overland-Prairie Campus strives to ensure students achieve standards of English proficiency and are college-prepared and workforce-ready. A series of ELS courses are offered that enable students to advance and meet their individual potential.

ELS specialists (teachers) co-teach with content teachers in math, science, social studies, and other subjects to provide students with access to grade-level content along with English language development. ELS specialists are proficient in the English language and specifically trained to teach students who are learning English. While each student's level of support will be based on their individual needs, the ELS program provides explicit language instruction and support alongside grade-level content. Multilingual learners acquire English through participation in age-appropriate instruction that is aligned with State standards. The primary goal of teaching language through content is to make grade-level standards and curriculum accessible to Multilingual learners at all levels of English proficiency and to provide explicit language development based upon the language demands of the content. ${ }^{* *}$ Classes are based upon enrollment and may be subject to change.

## Newcomer English Language Support Grades: 9-12 Course Length: 1 Year <br> Prerequisite: Instructor Approval <br> Credit: 1 Unit

This class is intended for multilingual learners (MLs) who are new (within a year) to the United States and who are at the Entering (level 1) or Emerging (level 2) stages of English language proficiency based on the W-APT and a supporting body-of-evidence. This class provides explicit English language instruction that will support MLs in communicating information, ideas, and concepts for academic success in the content areas of social \& instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies.

## ELS Co-Taught Biology

Grades: 9-10
Course Length: 1 Year Credit: 1 Unit

## Prerequisite: Instructor Approval

Students learn about organisms from a behavioral, ecological, genetic and evolutionary context. Students will explore how living systems interact with other organisms and their environment, analyze relationships between structure and function in living systems, analyze how organisms grow, develop and differentiate during their lifetimes, and use genetics to explain the biodiversity and the relatedness of all organisms. Units of study include: ecology, chemistry of life, cellular structure and function, genetics, and evolution. Laboratory activities reinforce concepts and principles presented. An ELS specialist will be in this class to provide linguistic support for all students who are developing their proficiency in the English language.

## ELS Co-Taught Chemistry

Grades: 10-11
Course Length: 1 Year Prerequisite: Instructor Approval Credit: 1 Unit
This course provides the opportunity to develop knowledge and understanding about the relationships between the structure and properties of matter, and the interaction of mass and energy. Units of study include matter and its changes, atomic structure, chemical composition, nomenclature, reactions, stoichiometry, gas laws, periodicity, bonding, molar geometry, and thermochemistry. Laboratory activities reinforce concepts and principles presented in this course. This class teaches students fundamental chemical concepts and an understanding of the connection to the world around them. This curriculum incorporates technical reading and writing skills in alignment with the Colorado State Standards. An ELS specialist will be in this class to provide linguistic support for all students who are developing their proficiency in the English language.

ELS Co-Taught Global Studies

## Prerequisite: Instructor Approval

## Grades: 9

## Course Length: 1 Year Credit: 1 Unit

Students will examine major themes of world history from the years 1200 through the present day. The examination of long-term cause and effect will be conducted through critical thinking, reading, writing, and speaking skills. This will be
combined with human geography concepts of culture, population, natural resources, development, human rights, and globalization with a focus on exploring reasons why the world is unevenly developed. An ELS specialist will be in this class to provide linguistic support for all students who are developing their proficiency in the English language.

## ELS Co-Taught U.S. History

Grades: 11-12
Course Length: 1 Year Credit: 1 Unit
This course is designed to explore America's historical development from the Reconstruction Era to the present day. Students will acquire a sense of chronology, identify causes and effects, recognize the events, individuals, and philosophies that helped shape our contemporary society, and use historical inquiry to evaluate prominent episodes in U.S. history. Some major topics include social and ethnic development, Industrialization, the World Wars, the Depression, the Cold War Era, the Vietnam Era, the 1960's and 70's and the developments of the 1980's and early 1990's. This course meets U.S. History requirement. An ELS specialist will be in this class to provide linguistic support for all students who are developing their proficiency in the English language.

## ELS Co-Taught U.S. Government

Grades: 10-11

## Course Length: 1 Semester Credit: 1/2 Unit

## Prerequisite: Instructor Approval

A state-required, semester-long course designed to introduce students to the Constitutional principles of the United States
republican form of government and how to apply this constitutional knowledge to form an understanding of government. Students will also examine current U.S policies, citizen rights and the means to participate within government, as well as the relationships on the local, state, national and international level. This course is designed to address state standards in Government and Civics. An ELS specialist will be in this class to provide linguistic support for all students who are developing their proficiency in the English language.

## ELS Co-Taught U.S. Economics Grades: 12 Course Length: 1 Semester Prerequisite: Instructor Approval <br> Credit: $1 / 2$ Unit

Current economic issues will serve as a foundation for the application of economic theory in this semester course. Analysis of the American economic system as it relates to the individual and other economic systems will be a focus. Specific units will cover microeconomic concepts such as the law of supply and demand, factors of production, and the business cycle. Macroeconomic topics will include money and banking, monetary and fiscal policy, international trade, the impact of globalization and Personal Financial Literacy. An ELS specialist will be in this class to provide linguistic support for all students who are developing their proficiency in the English language.

## ELS Co-Taught World Religion Prerequisite: Instructor Approval <br> Grades: 12 <br> Course Length: 1 Semester Credit: 1/2 Unit

Offers students the opportunity to understand what religion is and the common threads and components throughout all major religions in the world. This class explores major concepts within Hinduism, Buddhism, Judaism, Islam, and Christianity as well as other religions and philosophies. This class examines the historical origins of each religion, its beliefs and practices, and the impact each religion has on its members. Students will engage in critical thinking, examine information from multiple points of view, analyze current issues, and develop an understanding of historical context. College readiness skills will also be sharpened through essay writing, complex reading, discussion, and research projects. Students will leave class with a greater apperception of people of the world and their various beliefs and cultures. This class is co-taught combining the strengths of a Social Studies teacher and English Language Specialist to support all students. An ELS specialist will be in class to provide linguistic support for all students who are developing their proficiency in the English language.

## ELS Co-Taught Ethnic Studies

Grades: 12

## Course Length: 1 Semester

Credit: $1 / 2$ Unit
Prerequisite: Instructor Approval
This course focuses on the history of ethnic and racial minority groups in the United States of America. Students will have the opportunity to learn about racism, oppression, xenophobia, and ongoing efforts to fight for greater social, economic, and political equity. The writings, rhetoric, and actions of historically oppressed people will be examined and paired with modern perspectives of those who continue to push for greater inclusion, access, and opportunity. This highly interactive course will help students hone skills that are crucial for college and careers. An ELS specialist will be in class to provide linguistic support for all students who are developing their proficiency in the English language.

Algebra 1 provides a comprehensive teaching of the fundamental aspects of problem solving. A sound foundation in arithmetic and prealgebra skills is essential for success in this course. Major topics of study include: evaluation of algebraic equations, solving and graphing linear equations, solving and graphing two variable inequalities, solving systems of equations, word problems, exponent rules and manipulation, polynomials, solving and graphing quadratic equations, and factoring. Technology will be used to introduce and expand upon the areas of study listed above. An ELS specialist will be in class to provide linguistic support for all students who are developing their proficiency in the English language.

## ELS Co-Taught Algebra 2

Grades: 9-12
Course Length: 1 Year
Prerequisite: Geometry
Credit: 1 Unit
This course is usually taken after students complete Algebra 1 and Geometry. The course covers topics such as quadratic functions, polynomial functions, systems of equations, rational functions, exponential and radical functions, logarithmic functions, and trigonometric functions. This course serves as a foundation for and is a prerequisite to CE Math for the Liberal Arts, CE Year-Long College Algebra, CE College Algebra, CE College Trig, Precalculus, and AP Statistics. Students will have the opportunity to take the Capstone exams that will provide the opportunity to demonstrate competency and fulfill this state graduation competency for mathematics. Graphing calculator required.

## ELS Co-Taught Geometry

Grades: 10-11
Course Length: 1 Year Credit: 1 Unit
This course is the second year of the sequence of Algebra 1, Geometry, and Algebra 2 typically taken during sophomore year. Topics include reasoning and proof, parallel and perpendicular lines, triangle properties, congruence and similarity, right triangle trigonometry, circles, quadrilaterals, volume, and surface area. This course requires students to grasp new and previous vocabulary words and apply many theorems and postulates to solve real-world problems. Students will communicate reasoning through proof writing. Students will continue to build on their algebra 1 skills that have been integrated into the geometry curriculum. An ELS specialist will be in this class to provide linguistic support for all students who are developing their proficiency in the English language.

## Consumer Math

Grades: 10-11
Course Length: 1 Year
Prerequisite: Algebra 2
Credit: 1 Unit
This course will introduce students to the financial and graphical analysis side of mathematics. This course is designed to take math and make it applicable and accessible. The math knowledge needed is basic mathematics. This class will cover a review of decimals and percents, ratios and proportions. The topics covered are personal finance math, money management, Interest \& Credit, financial decision-making, and different voting methods. The course provides an access point for math with students that have not found much success in traditional math courses and who have a need to be career and consumer ready. An ELS specialist will be in this class to provide linguistic support for all students who are developing their proficiency in the English language.

## ELS Co-Taught English 9 <br> Grades: 9 <br> Course Length: 1 Year <br> Prerequisite: Instructor Approval Credit: 1 Unit

Students will prepare oral presentations and develop strategies for listening critically to the presentations of others. Reading: Students will read and interpret increasingly complex literary and informational texts. Writing: Students will write narrative, informational, and persuasive texts and work to establish a controlling idea and provide relevant support. Students will work to revise grammar, usage and mechanics to achieve greater clarity. Research: Students will analyze informational materials, including electronic sources, for their relevance and accuracy. An ELS specialist will be in class to provide linguistic support for all students who are developing their proficiency in the English language.

ELS Co-Taught English 10
Grades: 10
Course Length: 1 Year Prerequisite: Instructor Approval Credit: 1 Unit
Oral Expression: Students will gather and organize content that will successfully influence an audience. Students will listen actively to group members when accomplishing a group goal. Reading: Students will read literary, informational, and persuasive manuscripts in order to develop ideas and to understand traditional and contemporary texts. Writing: Students will use different organizational patterns to inform or to persuade, and their writing will feature a variety of stylistic devices while relying on a strong foundation of proper grammar and mechanic skills. Research: Students will evaluate the validity of multiple sources while collecting information in order to answer a question, propose solutions, or share
findings. An ELS specialist will be in class to provide linguistic support for all students who are developing their proficiency in the English language.

## ELS Co-Taught English 11

Grades: 11
Course Length: 1 Year Prerequisite: Instructor Approval Credit: 1 Unit
Oral Expression: Students will analyze messages for their accuracy and relevance. Reading: Students will critically read complex literary texts to interpret and evaluate their meaning. They will synthesize ideas from informational texts for a specific purpose. Writing: Students will work to stylistically and thematically refine narrative texts. They will revise informational and persuasive texts to inform or influence an audience while making ongoing revisions in grammar, usage, and mechanics to achieve greater clarity. Research: Students will study critical thinking and evaluate quality reasoning. An ELS specialist will be in class to provide linguistic support for all students who are developing their proficiency in the English language.

## ELS Co-Taught English 12

Grades: 12
Course Length: 1 Year Credit: 1 Unit

## Prerequisite: Instructor Approval

Oral Expression: Students will analyze messages for their accuracy and relevance. Reading: Students will critically read complex literary texts to interpret and evaluate their meaning. They will synthesize ideas from informational texts for a specific purpose. Writing: Students will work to stylistically and thematically refine narrative texts. They will revise informational and persuasive texts to inform or influence an audience while making ongoing revisions in grammar, usage, and mechanics to achieve greater clarity. Research: Students will study critical thinking and evaluate quality reasoning. An ELS specialist will be in class to provide linguistic support for all students who are developing their proficiency in the English language.

## Performing Arts

The Performing Arts Department offers a selection of courses designed to advance the interests and abilities of all students. Arts education is essential to each person's development. It is a principle means for helping students discover beauty and joy in life.
It is the Overland-Prairie Campus belief that, "The Arts Make a Difference!" To ensure this, our focus is cultivating personal expression and for fostering creative potential. As a result of participation in the Arts, students discover our shared cultural heritage and prepare for meaningful lifelong activities while contributing to our school and community.
The Arts not only provide for the artistic development of students, but also provide exciting and creative learning potentials, collaborative and critical thinking skills, and opportunities for students to prepare for college and a global workforce. Research shows that a long-term participation in the Arts improves all test scores (especially Math \& Reading) and also helps foster self-confidence. Considering the many benefits of an Arts education, participation in one or more areas of Overland's diverse and dynamic Arts Program should be an integral part of the course of study for all students wanting a well-rounded educational experience. Most colleges and universities offer generous scholarships for students who have shown a high level of achievement in any of the Arts. The Arts at the Overland-Prairie Campus will make a difference

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: |
| Concert Band |  |  |  |
| Marching Band / Wind Ensemble/ Symphonic Band |  |  |  |
| Jazz Band |  |  |  |
| Concert Orchestra |  |  |  |
|  | Overland Symphony |  |  |
| String Orchestra |  |  |  |
| Choralaires |  |  |  |
| Overland Singers |  |  |  |
| Plainsmen |  |  |  |
|  | Cecilian Singers |  |  |
|  | Jewell Avenue Jazz Choir |  |  |
|  | Nine-Mile Jazz Choir |  |  |
|  | Concert Choir |  |  |
| Introduction to Theatre |  |  |  |
| Technical Theatre |  |  |  |
|  | Acting 1 |  |  |
|  |  | Acting 2 |  |
|  |  | Advanced Acting |  |
| AP Music Theory ( $\mathbf{W}$ ) |  |  |  |
| Piano |  |  |  |
| Music Theory |  |  |  |

## PERFORMING ARTS

*Courses with weighted grades
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#### Abstract

It is the Overland-Prairie Campus belief that, "The Arts Make a Difference!" To ensure this, our focus is cultivating personal expression and for fostering creative potential. As a result of participation in the Arts, students discover our shared cultural heritage and prepare for meaningful lifelong activities while contributing to our school and community.

The Arts not only provide for the artistic development of students, but also provide exciting and creative learning potentials, collaborative and critical thinking skills, and opportunities for students to prepare for college and a global workforce. Research shows that a long-term participation in the Arts improves all test scores (especially Math \& Reading) and also helps foster self-confidence. Considering the many benefits of an Arts education, participation in one or more areas of Overland's diverse and dynamic Arts Program should be an integral part of the course of study for all students wanting a well-rounded educational experience. Most colleges and universities offer generous scholarships for students who have shown a high level of achievement in any of the Arts. The Arts at the Overland-Prairie Campus will make a difference in your life!


## Concert Band <br> Prerequisite: None

Grades: 9-12
Course Length: 1 Year Credit: 1 Unit
Concert Band is open to all beginning and intermediate students who play woodwind, brass or percussion instruments. No Audition is required. Students who do not wish to participate in marching band and want to play traditional concert band repertoire should join this class. Attendance at all performing events is required. Instrument Rental fee of $\mathbf{\$ 6 0}$. Music material fee of $\mathbf{\$ 2 0}$.

Wind Ensemble (2 ${ }^{\text {nd }}$ Semester)
Grades: 9-12
Course Length: 1 Semester
Prerequisite: Spring audition and Marching Band or Concert Band 1st Semester
Credit: 1/2 Unit
This ensemble is open to students who audition in May of the previous year. Students in Wind Ensemble play advanced literature and must have a concrete background in basic rhythm and note reading to be successful as there is one person on a part. Attendance at all performances is a requirement. Instrumental rental fee of $\mathbf{\$ 6 0}$.

Jazz Band
Grades: 9-12
Course Length: 1 Year
Prerequisite: Spring audition and participation in a second ensemble
Credit: 1 Unit
This advanced jazz group further develops a student's interest in performance of jazz and is open to students who audition in May of the previous year. The objective of this course is to develop skills in jazz creativity, improvisation, and exposure to a broad variety of jazz literature. Attendance at all performances is a required part of this class.
Instrument rental fee of $\mathbf{\$ 6 0}$.
Marching Band ( $1^{\text {st }}$ Semester)
Grades: 9-12
Course Length: 1 Semester
Prerequisite: Summer Band Camp and Wind Ensemble, Concert Band, or Symphonic Band 2nd Semester
The marching band performs at all home football games, prep rallies, and homecoming events. Attendance at band camp (usually scheduled in the middle of July) is mandatory for participation in the class. Attendance at all performing events is required. After the marching session has concluded, the band will perform traditional concert band literature. If a student participates in 2 years of Marching Band, they will be eligible to waive .5 credits of their PE requirement. Instrument rental fee of $\mathbf{\$ 6 0}$, Marching Band fee of $\mathbf{\$ 8 0}$. (Fundraising opportunities are available.)

This ensemble is open to students who audition in May of the previous year. Students in Symphony Band play high school literature with several musicians on a part. Students will focus on note and rhythmic reading. Attendance at all performances is a requirement. Instrumental rental fee $\mathbf{\$ 6 0}$. Music material fee of $\mathbf{\$ 2 0}$.

Concert Orchestra
Grades: 9-12
Course Length: 1 Year
Prerequisite: Teacher recommendation or $\mathbf{2}$ years of pervious orchestra experience
Credit: 1 Unit
Concert Orchestra is designed to acquaint continuing string students with the many phases and aspects or orchestral literature and performance. This includes exploring wide range of repertoire and string playing techniques. This course may require rehearsal time outside of class. Attendance at all performances is a required part of this class. \$20.00
Music Materials Fee, $\mathbf{\$ 6 0 . 0 0}$ School Instrument Rental Fee (fundraising opportunities available)

## Overland Symphony <br> Grades: 10-12 <br> Prerequisite: Spring audition and/ or teacher recommendation <br> Course Length: 1 Year <br> Credit: 1 Unit

The Overland Symphony is open to experienced string students by audition only. Students are expected to practice their instruments regularly and are encouraged to study privately with a qualified instructor. This course will explore a variety of advanced orchestral literature representing various musical periods and styles. Students have an opportunity to refine their technique preparing them for college auditions and scholarship awards. This course may require rehearsal time outside of class. The Overland Symphony will have performances throughout the year; attendance at all performing events is mandatory. Students new to the Overland Symphony will also be expected to purchase concert attire. Music Materials Fee of $\mathbf{\$ 2 0}$, School Instrument Rental Fee $\mathbf{\$ 6 0}$ (fundraising opportunities available)

## Piano

 Prerequisite: NoneCredit: 1/2 Unit
This course is a lab-based class for students of all ability levels who are interested in improving their piano skills. Students will develop skills in harmonization, sight-reading, repertoire, style and technique. This course may be taken multiple times for credit; level 2 and above students are given priority. Music materials fee of \$10.

String Orchestra
Grades: 9-12

## Course Length: 1 Year <br> Credit: 1 Unit

String Orchestra is a class for any students looking to refine their introductory string play technique. Any student who has played violin, viola, cello, or string bass for at least one year may enroll in this course. Beginners may register for the class with teacher approval. Students are expected to provide their own instruments for this course, which may require renting an instrument from a music store (monthly rental prices vary depending on the type of instrument). Attendance at all performances is a required part of this class. $\mathbf{\$ 2 0 . 0 0}$ Music Materials Fee, $\mathbf{\$ 6 0 . 0 0}$ School Instrument Rental Fee (fundraising opportunities available)
Trebelaires (Alto/Soprano Only) Grades: $9 \quad$ Course Length: 1 Year
Prerequisite: Spring audition
Credit: 1 Unit

Prerequisite: Spring audition
Credit: 1 Unit
Trebelaires is an auditioned treble four choir for soprano and alto singers with previous choir experience. Emphasis is on intermediate vocal technique and musical skill development using a broad range of literature. This choir performs four evening concerts throughout the year and attendance at all performances is a required part of this class. Music materials fee of $\mathbf{\$ 2 5}$.

Overland Singers (Alto/Soprano Only) Grades: 9-12 Course Length: 1 Year Prerequisite: None
Overland Singers is an entry-level treble choir. Emphasis is on developing healthy singing skills, music literacy skills, and performing a broad range of choral literature. This choir performs four evening concerts throughout the year and attendance at all performances is a required part of this class. Music materials fee of \$10.

Plainsmen is an entry-level tenor-bass choir. Emphasis is on developing healthy singing skills, music literacy skills, and performing a broad range of choral literature. This choir performs four evening concerts throughout the year and attendance at all performances is a required part of this class. Music materials fee of $\mathbf{\$ 1 0}$.

Cecilian Singers Grades: 10-12 (Tenors/Basses) \& 11-12 (Sopranos/Altos) Course Length: 1 Year Prerequisite: Spring Audition Credit: 1 Unit

Cecilian Singers is an advanced, auditioned mixed choir of approximately $30-40$ voices. Primarily made up of juniors and seniors, some sophomore tenors and basses may be placed in the ensemble depending on skill and the needs of the group. Well known throughout the state for its excellence in performance, this group performs 8-12 times throughout the school year. Attendance at all performances and regular attendance outside of class are required parts of this course. Uniform purchase fee of $\mathbf{\$ 8 0 - 1 0 0}$, retreat fee of $\mathbf{\$ 8 0}$ (fundraising opportunities are offered).

Jewell Avenue Jazz Choir (Alto/Soprano Only) Grades: 10-12 Course Length: 1 Year
Prerequisite: Spring Audition and participation in a second ensemble
Credit: 1 Unit
This class is an intermediate/advanced choir that explores singing in the jazz style. This ensemble includes sophomore through senior upper voices and explores improvisational singing, reading chord changes, choral jazz blend, singing with stylistic considerations. This choir is a performing choir and performances are mandatory. Students new to Jewell Avenue Jazz will be expected to purchase concert attire.

Nine-Mile Jazz Choir Grades: 10-12 (Tenors/Basses) \& 11-12 (Sopranos/Altos) Course Length: 1 Year
Prerequisite: Spring Audition and participation in a second ensemble Credit: 1 Unit
This class is an advanced choir that will explore singing in the jazz style. Though this ensemble is primarily junior and seniors, one or two sophomore boys are part of jazz each year. We will begin to explore improvisational singing, reading chord changes, choral jazz blend, singing with stylistic consideration, and learning about the history of jazz. This choir is a performing choir, and performances are required. This choir sings often in public performances. Students new to NineMile Jazz will be expected to purchase concert attire.

## Concert Choir

Prerequisite: Spring Audition
Grades: 10-12
Course Length: 1 Year Credit: 1 Unit
Concert Choir is an intermediate to advanced mixed choir The purpose of this choir is to expose singers to quality literature and to develop advanced vocal technique and music literacy skills. This choir performs 5-8 times throughout the year, including evening concerts. Attendance at all performances and some individual practice outside of class are required parts of this course. Music materials fee of \$25.

## Theatre 1

Grades: 9-12

## Course Length: 1 Semester <br> Credit: $1 / 2$ Unit

## Prerequisite: None

This course introduces students to the fundamentals of stage performances. Through a variety of performance experiences and exercises, students learn to manipulate their voices and bodies in order to express themselves creatively. Students increase their confidence and comfort in front of an audience while learning to develop creative solutions to performance challenges. This course will explore the role that theatrical performance has played throughout human history and examines the "human experience." Students are required to attend one live theatrical performance outside of class and memorize multiple scenes and monologues.

Musical Theatre
Grades: 9-12
Course Length: 1 Semester Prerequisite: None Credit: $1 / 2$ Unit
This course is designed for students who are interested in pursuing the craft of musical theatre. There will be an emphasis on singing and its application to the musical theatre stage. Students will examine and create solo performance pieces, study the history of musical theatre including career opportunities, vocabulary terms, the creative process, techniques used in reading musicals, and the audition process. All time periods of musical theatre will be explored.

Through creative, hands on projects and practical applications, students will learn and interact with the core areas of technical theatre. Lighting, sound, construction, costuming, painting and makeup will be explored in this course.

## Theatre 2 <br> Grades: 10-12 <br> Course Length: 1 Semester <br> Credit: $1 / 2$ Unit

This course continues the basic techniques of theatrical play students learned in Theatre 1 and begins to teach the techniques required for more sophisticated characterization. This course will place major emphasis on creating dynamic and engaging performances by practicing the techniques of Robert Cohen, a master in the art of acting. Students will explore the art of acting through scene work, monologue work, play study, character analysis, theatre exercises, rehearsal technique, and solo and group performance art.

## Theatre 3

Grades: 11-12

## Course Length: 1 Semester <br> Credit: $1 / 2$ Unit

## Prerequisite: Theatre 1/Musical Theatre \& Theatre 2

uction of play. Students will audition and be cast in a play to be rehearsed over the course of the year. The course culminates in a final performance for the community in the Overland Theater. Students will gather props, costumes and set prices for their performance. This class will continue the emphasis on creating dynamic and engaging theatrical performances throughout the work of the actor and director. Students are required to attend some rehearsals outside of the normal hours of class. This course will prepare students for college throughout the learning of essential collaborative and individual theatrical skills that apply to all subject areas.

## Advanced Acting

Grades: 11-12
Course Length: 1 Year
Prerequisite: Theatre 1 \& 2 and Spring Audition
Credit: 1 Unit
This course is designed to continue the process of acting techniques that we learned about in Acting 1 and begin to apply those techniques to the production process of one-act, sketch-comic, and improvisational live performances. The secondary purpose of advanced acting is to prepare you for professional auditions in the community or auditions for acting schools as you move on from high school. Attire fee $\mathbf{\$ 3 0}$.

Grades: 9-12
Course Length: 1 Semester Credit: 1/2 Unit

## Prerequisite: None

 Introducing the basics of music theory, this course is designed to help the beginning music student, or those studentswith limited background in music theory, study the basic elements of music. Topics include notation, rhythm, scales, key signatures, intervals, chords, beginning level melodic and rhythm dictation, ear-training and sight singing skills. Music
materials fee: $\mathbf{\$ 1 0}$.
AP Music Theory (W)
Grades: 9-12
Course Length: 1 Year
Prerequisite: Teacher Approval OR 2 years of previous music experience
Credit: 1 Unit
AP Music Theory is a course designed for those students who are planning to go in music after high school or who are interested in learning to analyze music at a college level. The students will work with all aspects of introductory music theory and ear training, including four-part writing skills, formal analysis, and sight singing. Students will also analyze the scores of major works. Students should have the ability to read treble and bass clefs with minimal conscious effort. Music materials fee of $\mathbf{\$ 1 0}$.

## Visual Arts

The Visual Arts Department offers a wide selection of courses designed to advance the interests and abilities of all students. Arts education encourages and nurtures individual voice and abilities of all students. It is a principle means for helping students discover their creative intelligence.
It is the Overland-Prairie Campus belief that all students can benefit from education in the arts. To ensure this, our focus is on building capacity for creative, collaborative, and critical thinking skills necessary for a global society.
At Prairie, students will experience the visual arts through an exploratory approach. Students will be engaged in a rigorous curriculum covering cultural, historical, and cross-curricular themes. At Overland, courses investigate visual communication, problem solving, skill building, and critical thinking in two or three-

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: |
| Drawing \& Painting 1 |  |  |  |
| Drawing \& Painting 2 |  |  |  |
|  | Drawing \& Painting 3 |  |  |
| Beginning 3D Art (Ceramics \& Sculpture 1) |  |  |  |
| Intermediate 3D Art (Ceramics \& Sculpture 2) |  |  |  |
|  | Advanced 3D Art (Ceramics \& Sculpture 3) |  |  |
| Photography 1 |  |  |  |
| Photography 2 |  |  |  |
|  | Photography 3 |  |  |
|  | Photography 4 |  |  |
| Graphic Design 1 |  |  |  |
| Graphic Design 2 |  |  |  |
|  | Graphic Design 3 |  |  |
|  | Graphic Design 4 |  |  |
|  |  |  |  |
|  |  | AP Studio Art 2D (W) |  |
|  |  | AP Studio Art 3D (W) |  |
|  |  | AP Studio Art Drawing (W) |  |

## VISUAL ARTS <br> *Courses with weighted grades

The Visual Arts Department offers a wide selection of courses designed to advance the interests and abilities of all students. Arts education encourages and nurtures individual voice and it is the Overland-Prairie Campus belief that all
students can benefit from education in the arts. To ensure this, our focus is on building capacity for creative, collaborative, and critical At Prairie, students will experience the visual arts through an exploratory approach. Students will be engaged in a rigorous curriculum covering cultural, historical, and cross-curricular.

## Photography 1 ist ©TE <br> Prerequisite: None <br> Grades: 9-12 <br> Course Length: 1 Semester <br> Credit: $1 / 2$ Unit

Fee - $\$ \mathbf{2 5}$. This photography course focuses on studio-based photography. Students will learn basic DSLR camera operations, framing and the art of styling and lighting for professional photo shoots. Projects will include various print advertisements and studio work. Students will learn about careers related to commercial photography and the postsecondary programs and requirements within Colorado. Some examples of jobs in this area are photographer, graphic designer and stylist. Students will complete a number of projects and design pieces to be added to personal portfolios.

CE Photography II: Digital Photography is ©TE Grades: 9-12
Course Length: 1 Semester Prerequisite: Photography 1 with a passing grade Credit: $1 / 2$ Unit
Fee $\mathbf{- \$ 2 5}$. Students will learn more difficult camera techniques and continue to expand their creative exploration through a variety of photography challenges. This photography course focuses on studio-based photography. Students will learn basic DSLR camera operations, framing and the art of styling and lighting for professional photo shoots. Projects will include various print advertisements and studio work. Students will learn about careers in related to commercial photography and the postsecondary programs and requirements within Colorado. Some examples of jobs in this area are photographer, graphic designer and stylist. Students will complete a number of projects and design pieces to be added to personal portfolios.

## CE Photography III IST CTE

Grades: 10-12
Course Length: 1 Semester
Prerequisite: Photography 2 with a passing grade Credit: $1 / 2$ Unit
Fee - $\$ \mathbf{2 5}$. This course emphasizes the needs of commercial photographers with regard to technical expertise, creativity, and professional equipment. Technical aspects include film to digital transfer, lighting, digital image manipulation, alternative processes and stock photography. Creative exploration of subject matter, lighting, color theory and other psychological characteristics in the development of images are studied. A variety of photographic equipment is utilized for the studio and on location. Students are expected to create a portfolio of work for both print and electronic formats.

Photography 4 IST GIE
Grades: 10-12
Course Length: 1 Semester
Prerequisite: Photography 1, 2, \& 3 with a passing grade
Credit: $1 / 2$ Unit
Fee - $\mathbf{\$ 2 5}$. This course is designed to challenge students to refine their ability to coverage in two or three specific themes or techniques, and thoroughly explore them through the medium of photography. This optional precursor to AP Photography (AP 2D Studio Art) will help you create a "Concentration" that will provide additional support for the completion of your AP 2D Studio Art Portfolio.

## Drawing \& Painting 1 Prerequisite: None

## Course Length: 1 Semester

Credit: $1 / 2$ Unit
Fee - \$25. This course is designed for students to explore the basics of drawing and painting. Students work in a variety of wet and dry media including tempera paint, pen, pencil, and much more. Drawing \& Painting 1 students will learn how to design compositions, utilize their imagination, and learn how to work from real life. This class is technique based and it is a great foundation for all art classes. Artists from multiple different movements are explored and students build a visual art vocabulary. No previous experience is required for this class.

Fee - $\mathbf{\$ 2 5}$. Students enhance the skills learned in Drawing and Painting 1 to further explore two-dimensional drawing and painting media. Creative thinking and problem-solving strategies are encouraged in the making of several finished projects.

## Drawing \& Painting 3

Grades: 10-12

## Course Length: 1 Semester <br> Credit: 1/2 Unit

Prerequisite: Drawing \& Painting 2 with a passing grade
Fee $\mathbf{- \$ 2 5}$. The keynote of this class is developing personal voice, while expanding skills. More emphasis is placed on visual concepts, experimentation, problem solving strategies, and continued personal artistic expression. Students who complete this class in good standing are qualified to go on a Advanced Placement Art Studio.

## Graphic Design 1 וst ©IE

 Prerequisite: NoneGrades: 9-12

## Course Length: 1 Semester

Credit: 1/2 Unit
Fee $\mathbf{-} \mathbf{\$ 2 5}$. This class covers the creation and production of graphic design projects, emphasizing layout, typography, creative design process, problem solving, and research. Students will be pushed in the areas of creativity and craftsmanship while expanding their knowledge of the elements and principles of design. Assignments range from individual to collaborate and are built to introduce design thinking, critical discussion and personal decision-making in relation to graphic design and address the ethics of intellectual property laws. Through the study of graphic design and self-expression students will strengthen their foundation as an artist and familiarize themselves with ever-expanding $21^{\text {st }}$ century career skills. Students will learn to Abode Illustrator and Adobe Photoshop.

Graphic Design 2 IsT CTE
Grades: 9-12
Course Length: 1 Sem
Credit: $1 / 2$ Unit
Prerequisite: Graphic Design 1 with a passing grade
Credit: 1/2 Unit
Fee - $\$ \mathbf{2 5}$. This course is an introduction to Design as it relates to the individual student and their place in the larger world. Students will learn the basic elements of Design; its purpose, techniques, influences and its connection to past and current culture. Students will also learn visual literacy and critical thinking applied to a variety of art mediums including basic computer design. Projects will focus on product design, animation and illustration. Students will be challenged to push themselves in areas of research, creativity and craftsmanship. Through the study of both graphic design and selfexpression, students will strengthen their foundation as an artist and familiarize themselves with the ever-expanding skills necessary in today's complex culture.

## Graphic Design 3 Ist ©IE

Grades: 10-12
Course Length: 1 Sem
Credit: $1 / 2$ Unit
Fee $\mathbf{- \$ 2 5}$. This course is a continuation of the exploration of Graphic Design as it relates to the students, and how they can interact with and shape the world around them. Students will continue utilizing the Elements and Principles of design in order to further their conceptual art and ideas. Students will use visual literacy and critical thinking skills to utilize their developed design skills to work on more project and theme based assignments. Students will also begin to learn about marketing design and how their projects and ideas can translate to practical use in their community and outside.

Graphic Design 4 เा ©TE

## Grades: 10-12

## Course Length: 1 Sem

Prerequisite: Graphic Design 1, 2, \& 3 with a passing grade
Credit: $1 / 2$ Unit
Fee $\mathbf{- \$ 2 5}$. Graphic Design 4 will focus on students using their skills gained in the past three Graphic Design courses in real work applications. Students will use what they have learned over the past three courses to explore how advertising, Art, and Marketing can be used together to create a product or identify for different clients they could have as a Graphic Designer. Projects will focus on designing practical items for everyday use as well as researching programs or companies. Finally, they will learn how to build an official web page so they may increase their web presence and begin practicing creating different products for clients.
ceramic skills, which will be used to create more functional three-dimensional pieces in clay. This course is designed to give students a strong background in problem solving, creative and critical thinking which can be applied to their art work. A study of artists and other cultures in included in most units.

## Intermediate 3D Art (Ceramics \& Sculpture 2) Grades: 9-12 Prerequisite: Beginning 3D Art with a passing grade <br> Course Length: 1 Sem <br> Credit: $1 / 2$ Unit

Fee $\mathbf{- \$ 2 5}$. This course is a continuation of Ceramics \& Sculpture 1. Students continue exploring the various building techniques used in the sculptural and ceramic process, and even combining the two to discover the possibilities of functional and non-functional art works. Elements and Principles of Art and Design are focused on, together with the design process. Students use a broad range of sculptural materials and learn to throw on the potter's wheel. A further development of problem solving and critical thinking allow students to take ideas from a sketch to a three-dimensional piece of work. Critiques of student work as well as studies and other cultures are included.

## Advanced 3D Art (Ceramics \& Sculpture 3) Grades: 10-12 Course Length: 1 Sem Prerequisite: Intermediate 3D Art with a passing grade <br> Credit: $1 / 2$ Unit

Fee - \$25. This course is for advanced student interested in developing a portfolio of work in their chosen area, ceramics or sculpture. Students will work more independently but with guidance from the instructor on expanding skills. More emphasis will be placed on visual concepts, experimentation and continued personal artistic expression. Students who complete this class in good standing will then be qualified to go on to Advanced Placement Studio art if desired.
*AP Studio Art Drawing ist
Grades: 11-12
Course Length: 1 Year
Prerequisite: Drawing \& Painting 3
Credit: 1 Unit
Fee - \$25. This course is a part of the National College Board AP Program for students seeking college art credit, a creative challenge, and/or serious art students. During the first semester, a breadth of visual problems will be explored. During second semester, students will develop their own visual language and voice for the Concentration part of the portfolio. At the end of the year, students are required to submit a substantial portfolio of artwork in Drawing; which can include drawing, painting, printmaking, and mixed media. The Drawing portfolio is intended to address a wide range of approaches and media focused on mark making, arrangements of the marks, and materials used to make the marks. Students will work simultaneously in class and outside of class to complete their requirements as well as participate in art shows, field trips, and critiques.
*AP Studio Art 2D
Grades: 11-12
Course Length: 1 Year
Credit: 1 Unit

## Prerequisite: Photography 3 OR Graphic Design 3

Fee - \$25. This course is a part of the National College Board AP Program for students seeking college art credit, and are prepared to work at the highest required level in artistic production. During first semester, a breadth of visual problems will be explored. During second semester, students will develop their own visual language and voice for the concentration part of the portfolio. At the end of the year students are required to submit a portfolio of 24 pieces of art in one of these areas: Drawing or 2-D Design. Students who have taken Computer Art/Photography and/or Design are welcome, with the signature of their teacher. Students will work simultaneously in class and outside of class to complete their requirements as well as participate in art shows, field trips, ad critiques. An orientation session will be held at the end of the school year prior to taking this class all pre-enrolled students. If you wish to participate in the AP Portfolio Exam there will be an additional cost determination by the National College Board.

## *AP Studio Art 3D ${ }^{\text {ist }}$ <br> Prerequisite: Advanced 3-D Art

## Grades: 11-12

Course Length: 1 Year Credit: 1 Unit
Fee - \$25. This course is a part of the National College Board AP Program for students seeking college art credit, a creative challenge, and/or serious art students. During first semester, a breadth of visual problems will be explored. During second semester, students will develop their own visual language and voice for the Concentration part of the portfolio. At the end of the year students are required to submit a substantial portfolio of artworks in 3-D Design. Artworks completed prior to the class my apply if the student has achieved a proficient or advanced level in manipulative skills and concepts. Students will work simultaneously in class and outside of class to complete their requirements as well as participate in art shows, field trips, and critiques. An orientation session will be held at the end of the school year prior to taking this class for all pre-enrolled students.

The Technology Department offers a wide selection of courses designed to advance the interests and abilities of all students. Considering the importance of technology today, the skills that are taught in these classes are valuable and can be used in many other content areas.

Currently, courses are offered in engineering, computer aided design, computer science, robotics, multimedia, web design, automotive technology, and other applied technologies. The Overland-Prairie Campus is committed to preparing students for their future and, therefore, offers several certification and diplomacertificate opportunities in technology through the career pathways.

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: |
| Technology Projects (sem) |  |  |  |
| Technology Projects (year) |  |  |  |
|  | STEAM Projects |  |  |
| (CE) |  |  |  |
|  | Engineering Design (CE) |  |  |
|  | Architectural Design (Formerly: Architectural Drawing) |  |  |
|  |  |  | Internship/Sr. Project |
|  | Robotics (Intermediate) |  |  |
|  |  | Robotics and Electro-Mechanical Design |  |
|  |  |  | Internship/Sr. Project |
| Consumer Automotive |  |  |  |
|  | Automotive Technology 1 |  |  |
|  | Automotive Technology 2 (CE) |  |  |
|  |  | Automotive Technology 3 (CE) |  |
|  |  |  | Internship/Sr. Project |
| AP Computer Science Principles (W) |  |  |  |
|  | AP Computer Science A (W) |  |  |
|  |  | Data Structures \& Algorithms |  |
|  |  |  | Internship/Sr. Project |
| Video Production I |  |  |  |
| Video Production II |  |  |  |
| Broadcast Journalism |  |  |  |
|  |  |  | Internship/Sr. Project |
| Web Site Development I (Formerly: Web Page Design 1) |  |  |  |
| Web Design Foundations A |  |  |  |
|  |  |  | Internship/Sr. Project |
| Introduction to Healthcare (Formerly: Exploring Health Sciences) |  |  |  |
|  | $\begin{aligned} & \text { Introduction to Health Science } \\ & \text { A (Formerly: Principles of } \\ & \text { Health Sciences) } \\ & \hline \end{aligned}$ |  |  |
|  |  | Introduction to Health Scien (Formerly Advanced Health |  |
|  |  | Criminal Justice and Law I Introduction to Criminal Ju |  |
|  |  | Criminal Justice and Law II (Formerly: Crime Scene Investigation) (CE) |  |

Note: This chart shows examples of 4-year career paths. Please consult the course guide on the following pages for specific grade level offerings and the required prerequisites.

## TECHNOLOGY

## *Courses with weighted grades

The Technology Department offers a wide selection of courses designed to advance the interests and abilities of all students. Considering the importance of technology today, the skills that are taught in these classes are valuable and can be used in many other content areas. Currently, courses are offered in engineering, computer aided design, computer science, robotics, multimedia, web design, automotive technology, and other applied technologies. The Overland-Prairie

Campus is committed to preparing students for their future and, therefore, offers several certification and diplomacertificate opportunities in technology through the career pathways.

## Technology Projects Prerequisite: None

Grades: 9-10
Technology Projects is a level 1 course where students get to explore some areas of technology that they can study further in High School. Students will explore Computer Aided Design (CAD) through the software Solidworks, robotics with LEGO robotics, and learn how to write text-based code through RobotC. Students will learn CAD basics to be able to read make engineering sketches, make engineering sketches, and use Solidworks to create 3D models from this information. We will also learn how to design, build, program, and test simple robots using Lego NXT. Students will learn fundamental programming skills and structures in C++ through the RobotC programming software.

## CE Computer Aided Design: Solidworks Basics (ist Grades: 9-12 Prerequisite: May require qualifying score on Accuplacer, ACT, SAT or AP <br> Course Length: 1 Year Credit: 1 Unit

Fee $\mathbf{\$ 1 0}$ This is the first in the series of Engineering Technology pathway courses. Students complete projects that emphasize principles of design, reasoning, problem solving and presentation skills. This entry level 3D SolidWorks software design course is for students interested in exploring careers related to computer aided design, CADD drafting, engineering, architecture and interior design. Students will work with laser engravers and additive 3D printers. Focuses on basic computer aided drafting skills using the SolidWorks software. Includes file management, Caresian coordinate system \& dynamic input, drawing templates, drawing aids, linetype and lineweights, layer usage, drawing \& editing geometric objects, polylines \& splines, array, text applications, creating tables, basic dimensioning and Help access. This course aligns with the Colorado Community College course SolidWorks Basic (CAD 2450). Students will have the opportunity to earn high school credit while at the same time enroll in and earn community college credits with the opportunity to transfer credit to an institution of higher education. If the student is interested in earning community college credit, an additional free application is required. More information can be found at www.cherrycreekschools/cte on the Concurrent Enrollment tab. Students enrolled in this course are encouraged to participate in the Technology Student Association (TSA). [TSA is a student club activity. Students enrolled in this course have the opportunity to take the CSWA industry standard associates certification exam.

## CE Engineering Design: SolidWorks Intermediate $\operatorname{si}$ Grades: 10-12 <br> Course Length: 1 Year <br> Prerequisite: Successful completion of Computer Aided Design Credit: 1 Unit

Fee $\$ 30$ This is the second in a series of Engineering Technologies pathway courses. Using 3D SolidWorks, an industry standard software, student skills are further developed in design and problem solving. The emphasis on the Iterative Engineering Design Process helps students do real world research, design and construct prototypes employing CADD, laser engravers, additive and subtractive 3D printing. Focuses on intermediate 2D computer aided drafting skills using the SolidWorks software. Includes blocks, wblocks \& dynamic blocks, hatching, isometric drawings, advanced dimensioning and dimension variables, layouts, paper space and viewports, templates, external references, attributes, raster images, \& printing/plotting. This course aligns with the Colorado Community College course SolidWorks Intermediate (CAD 2451). Students will have the opportunity to earn high school credit while at the same time enroll in and earn community college credits with the opportunity to transfer credit to an institution of higher education. If the student is interested in earning community college credit, an additional free application is required. More information can be found at www.cherrycreekschools/cte on the Concurrent Enrollment tab. Students enrolled in this course are encouraged to participate in the Technology Student Association (TSA). TSA is a student club activity. Students enrolled in this course have the opportunity to take the CSWA industry standard associates certification exam, professional exam and other 3D SW exams. develop skills in the field of architectural engineering. This class will offer the experience in the development and design of structures using architectural design software. Students will develop drafting skills through reading architectural blueprints and generating floor plans for real world applications. This course is designed to allow students to use their knowledge of CAD to create a set of house plans that meet city code requirements for the city. Students will use CAD software and draw a floor plan, plot plan, electrical plan, foundation plan, and elevation for their house as well as construct a model frame house. Students enrolled in this course are encouraged to participate in the Technology Student Association (TSA). TSA is a student club activity.

Robotics \& Automated Systems ist Prerequisite: Technology Projects

Grades: 10-12
Course Length: 1 Year Credit: 1 Unit
In this project-based course, students use a micro-controller to control robots and other complex electromechanical systems. Students will learn how to build, program, and test robots. Throughout the year we will continue to build skills further advancing how to innovate our robots through different builds and writing different programs. We will build robots that will sense their surroundings to do various and increasingly complex tasks. By the end of the year our robots will be able to navigate a specific path, find items on its own, pick up items, and make smart adjustments to travel specific directions and distance.

## Consumer Automotive Prerequisite: None

## Grades: 9-12

## Course Length: 1 Semester <br> Credit: $1 / 2$ Unit

Fee $\mathbf{- \$ 1 0}$. This course is designed to give the first year student a basic understanding and introduction to the occupation of Automotive Service and Repair. This will include studies in the following areas: orientation to automotive related industries; career opportunities in the field; orientation to an automotive shop environment; shop and environmental safety; identifying and using tools related to the industry; hazardous materials and waste management; communications and public relations as it relates to the industry; use of manuals and computers in all areas of the industry; use of precision measuring tools and automotive math; theory, presentation and evaluation of performance tasks in the areas of automobile repair.
Automotive Technology 1 Grades: 10-12 Course Length:1 Year
Prerequisite: None

Fee - $\mathbf{\$ 2 5}$. Automotive Service Technology (AST) prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles at an INTERMEDIATE level. This course builds on concepts learned in Auto Basic, MLR, and/ or Compact Engines. Students receive instruction on basic automobile maintenance requirements, specific tool uses and safety procedures. Inspection and repair of automotive systems is stressed in the areas of brakes, electrical, suspension, fuel, emissions and tune up procedures.

Prerequisite: Successful completion of Automotive Technology 1
Credit: 2 Units
Fee - \$25. Automotive Service Technology (AST) prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles at an INTERMEDIATE level. This course builds on concepts learned in Auto Basic, MLR, and/ or Compact Engines. This course is designed to expand the knowledge and skills that the student achieved in Automotive Technology I. Each student will become proficient in advanced skills in the areas of electronic and computerized ignition systems, brake systems, and fuel systems. The students will continue to receive instruction in brakes, electrical/electronic systems, engine performance, and suspension and steering to continue to prepare them for the ASE certification exams. This course aligns with the Colorado Community College course ASE 150. Students will have the opportunity to earn high school credit while at the same time enroll in and earn community college credits with the opportunity to transfer credit to an institution of higher education. If the student is interested in earning community college credit, an additional free application is required. More information can be found at www.cherrycreekschools/cte on the Concurrent Enrollment tab.

Fee - \$25. Automotive Service Technology (AST) prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles at an INTERMEDIATE level. This course builds on concepts learned in Auto Basic, MLR, and/ or Compact Engines. This course focuses on the removal and installation procedures of the automotive engine from and into front wheel and rear wheel drive vehicles. The students will have lecture and laboratory experiences in the disassembly, diagnosis and reassembly of the automotive engine. Topics include the diagnostic and repair procedures for the engine block and head assemblies. Practical and safe methods of removal and installation of engines, transmissions, transfer cases, clutch assemblies, bolt, and thread repair are included in the course.
*AP Computer Science Principles ${ }^{\text {IsT}}$
Grades: 9-12
Course Length:1 Year
Prerequisite: Geometry (may be taken concurrent/y) or teacher recommendation. Prior programming experience recommended.
Fee - $\mathbf{\$ 1 0}$. AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems-including the internet-work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.


Fee - $\mathbf{\$ 1 0}$ AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

Data Structures \& Algorithms ist
Grades: 11-12
Course Length:1 Year
Prerequisite: Successful completion of AP Computer Science A or Teacher Recommendation
Credit: 1 Unit
This course is a college level course that is a follow-up to AP Computer Science A. This course will cover additional data structures, which include, but are not limited to, arrays, lists, stacks, and queues, trees, and hash tables. This course will also expose students to basic algorithmic development techniques as related to the data structures studied.

## Video Production I Ist Prerequisite: None

Grades: 9-12
Course Length:1 Semester
Credit: 1/2 Unit
This course explores the Audio and Video production industry and its post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects. Students will also be encouraged to participate as studio crew for district productions outside of school hours.

## Video Production II ${ }^{\text {ist }}$ <br> Prerequisite: Video Production I

## Grades: 9-12

## Course Length:1 Semester Credit: $1 / 2$ Unit

This course explores the Audio and Video production industry and its post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects. Students will also be encouraged to participate as studio crew for district productions outside of school hours.

# Broadcast Journalism (OTV) IsT <br> Grades: 9-12 <br> Prerequisite: Successful completion of Video Production I or previous video experience w/ teacher approval 

Course Length:1 Year

Fee - $\mathbf{\$ 1 0}$ Students will examine the techniques and technologies involved in creating multi camera shoots for the news and narrative broadcast television genres. Students will explore the unique logistical, structural, and aesthetic methodologies that distinguish broadcast production from other types of production.

## APPLICATION \& TEACHER SIGNATURE REQUIRED

## Advanced Video Production $\operatorname{IsT}$

Grades: 9-12
Course Length:1 Year
Prerequisite: Video Production II or Broadcast Journalism (OTV)
Credit: 1 Unit
Fee - \$10 This year-long class gives students the opportunity to practice advanced filming and editing techniques through visual storytelling. Students work in groups and/or pairs structuring and shooting exercises and original projects to be edited. Students will learn to write in depth screenplays and will use advanced storyboarding techniques to create short films. Students will gain a deeper understanding of green screen effects and will learn about set design and the process of making films in industry. This course allows for advanced work in the Digital Media \& Communications Program of Study. This advanced work can be individualized to the specific program of study to allow for specialized study for the student. It may include project-based learning or preparation for end of program industry certification. Specific content and course design will be determined by the instructor in collaboration with the individual student.

## Web Site Development I 1 וsт Prerequisite: None

Grades: 9-12
Course Length:1 Semester
Credit: 1/2 Unit

Web Site Development builds on the skills and knowledge gained in Web Design Foundations to further prepare students for success in the web design and development fields. Emphasis is placed on applying the design process toward projects of increasing sophistication, culminating in the production of a functional, static website. As students work toward this goal, they acquire key skills in coding, project management, basic troubleshooting and validation, and content development and analysis. Artifacts of the work completed in this course will be logged in a student portfolio demonstrating mastery of skills and knowledge. Upon completion of this course, proficient students will be prepared to pursue a variety of postsecondary programs in the computer sciences, sit for industry certification, or apply their skills in a capstone Web Design Practicum. Students enrolled in this course are encouraged to participate in the Technology Student Association (TSA).

Web Design Foundations A Ist
Grades: 9-12
Course Length:1 Semester
Prerequisite: Successful completion of Web Site Development
Credit: 1/2 Unit
This course is intended to develop fundamental skills of the basic web design and development process, project management and teamwork, troubleshooting and problem solving, and interpersonal skill development. Students enrolled in this course are encouraged to participate in the Technology Student Association (TSA).

## Introduction to Healthcare IsT Prerequisite: None

Grades: 9-11

## Course Length:1 Semester Credit: 1/2 Unit

Introduces health sciences with an overview of the five pathways that make up the health science cluster. The course addresses the foundation standards including health maintenance, employability skills, teamwork, healthcare systems, communications, and legal issues in healthcare.

## Introduction to Health Science A Grades: 10-12 <br> Prerequisite: Successful completion of Introduction to Healthcare <br> Course Length:1 Semester <br> Credit: 1/2 Unit

Fee $\$ 30$ Provides an overview of the challenging environments and occupation is the healthcare field. This course introduces students to the five pathways that make up the health science cluster (Diagnostic, Therapeutic, and Support Services, Health Informatics, Biotechnology Research and Development). In addition, students are provided a hands-on application of the foundational skills/ knowledge including health maintenance, employability skills, teamwork, healthcare systems, communications, and legal issues in healthcare. This course includes preparation for Basic Life Support for Healthcare Providers certification.

Fee $\mathbf{\$ 3 0}$ The course encourages awareness of career possibilities in healthcare and informs students of educational opportunities available in health science programs. This course integrates foundational theory with technical skills necessary for healthcare environments. Instruction includes: an overview of body systems, medical terminology, communication, principles of patient care, concepts of ethics and bioethics, safety practices including infection control, personal and environmental safety, technology, cultural awareness, emergency procedures and protocols; common and emerging diseases and disorders, fundamental skills of basic care, medical math, CPR and first aid. This course includes preparation for Basic Life Support for Healthcare Providers certification.

## Introduction to Medical Terminology

Grades: 10-12
Prerequisite: Successful completion of Introduction to Healthcare and Introduction to Health Sciences A \& B
Medical Terminology is a two-semester course that helps students understand the Greek and Latin based language of medicine and healthcare. Emphasis is placed upon word roots, suffixes, prefixes, abbreviations, symbols, and anatomical terms, and terms associated with movements of the human body. The course also stresses the proper pronunciation, spelling, and usage of medical terminology. This one-year course combines Medical Terminology A and Medical Terminology B into a yearlong course.

## CPR for Professionals

Grades: 9-12

## Course Length:1 Semester

Credit: 1/2 Unit

## Prerequisite: None

Course Length:1 Year
Credit: 1 Unit

Fee $\mathbf{\$ 3 0}$ The Basic Life Support (BLS) for Healthcare Providers is designed to provide a wide variety of healthcare professionals the ability to recognize several life-threatening emergencies, provide CPR, use an AED, and relieve choking in a safe, timely and effective manner. It covers the steps of first aid and first aid skills such as finding the problem, stopping bleeding, bandaging, splinting and using an Epinephrine pen, as well as using an adult mask, child mask, infant mask and training using a bag valve mask for infants, children, and adults. Through "hands-on" training and video demonstrations, students will learn the standard protocols for administering proper First Aid and CPR techniques and understand when and how to use an automated external defibrillator (AED). Students must pass a written and skill test to receive eCard. The course includes work-based learning opportunities. Level 1 will include guest speakers; Level 2 will include field trips to facilities and Level 3 will include opportunities for internships and apprenticeships. Certificate earned: BLS-certification is valid for 2 years from the date issued.

## CE Criminal Justice \& Law I IsT Prerequisite: None

Grades: 11-12

## Course Length:1 Year

 Credit: 1 UnitThis course combines Introduction to Criminal Justice (CRJ 1010) and Correctional Process (CRJ 1045). This course introduces students to the basic components of the criminal justice system in the United States. Concepts of crime, crime data, victimization, perspectives and views of crime, theory, and law are discussed. Particular attention to the criminal justice process, interaction and conflict between criminal justice agencies, and current criminal justice issues are examined. Students' examine the history of corrections in America from law enforcement through the administration of justice, probation, prisons, correctional institutions, and parole. This course examines the theories, rationales for punishment, and the political system in which corrections, as a component part of the criminal justice system, needs to operate. The course emphasizes legal, sociological, psychological, and other interdisciplinary approached that effect the operation of a correctional system. This course is a yearlong course. Students will have the opportunity to earn high school credit while at the same time enroll in and earn six community college credits with the opportunity to transfer credit to an institution of higher education. More information can be found at www.cherry creek schools/cte on the Concurrent Enrollment tab.

CE Criminal Justice \& Law II
Grades: 11-12
Course Length:1 Year
Prerequisite: Successful completion of Criminal Justice \& Law I
Credit: 1 Unit
This course combines Principles of Criminal Law (CRJ 2005) and Victimology (CRJ 2057). Focuses on common law and statutory law crimes, the Model Penal Code, elements defining crimes and penalties, defenses to criminal accusations, and definitions and distinctions between criminal and civil law. Demonstrates to the student the role the crime victim
plays in the criminal justice system. The traditional response that a crime victim receives from the system will be studied and the psychological, emotional and financial impact these responses have on victimization will be analyzed. Students will have the opportunity to earn high school credit while at the same time enroll in and earn six community college credits with the opportunity to transfer credit to an institution of higher education. More information can be found at www.cherrycreekschools.com/cte on the Concurrent Enrollment tab.

## Capstone: Engineering \& Technology ist Prerequisite: Completion of Technology Pathway

Grades: 12
Senior Project is a capstone class which allows students to continue their study of a technology pathway: engineering, computer science, arts and technical communication, biotechnology, etc. Students work with the teacher to design an independent advanced project to continue studies of a topic in which they have developed a strong interest. Students conduct research around their project and document all work through a project journal and make a formal project presentation. Goal setting, time management, and independent learning are skills developed in this course. This class will be instrumental in helping students make future career and educational decisions. Students enrolled in Senior Project are encouraged to participate in Technology Student Association (TSA).

## Business

According to the Princeton Review, the number one major for college students is...BUSINESS! Courses in the Business Education Department will give students the opportunity to prepare for any college major and for a successful career. Students may take foundations courses in Computer Applications and Business \& Personal Finance. Students may also take courses that will earn college credit in Accounting and Marketing. Additionally, students can challenge themselves with the rigor of AP Economics. Students have the chance to develop leadership skills in the two co-curricular students associations affiliated with these programs--FBLA (Future Business Leaders of America) and DECA (An Association of Marketing Students). These national organizations enhance what is learned in the classroom by providing students the opportunity to participate in community service activities, competitive events and travel around the country to leadership conferences.

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: |
| Personal Finance |  |  |  |
| Introduction to PC Applications (Formerly: Computer Applications) |  |  |  |
| Intro. to Business (CE) |  |  |  |
| Intro. to Business SalesForce |  |  |  |
|  | Accounting 1: Fundamentals of Accounting |  |  |
|  |  | Accounting 2 (CE): Principals of Accounting |  |
|  | Marketing 1 |  |  |
|  |  | Marketing 2 (CE) |  |
|  | Legal Environment of Business (Formerly: Business Law) |  |  |
|  |  | AP Macro and Micro Economics(W) |  |

## BUSINESS

*Courses with weighted grades
According to the Princeton Review, the number one major for college students is....BUSINESS! Courses in the Business Education Department will give students the opportunity to prepare for any college major and for a successful career. Students may take foundations courses in Computer Applications and Business \& Personal Finance. Students may also take courses that will earn college credit in Accounting and Marketing. Additionally, students can challenge themselves with the rigor of AP Economics. Students have the chance to develop leadership skills in the two co-curricular students associations affiliated with these programs--FBLA (Future Business Leaders of America) and DECA (An Association of Marketing Students). These national organizations enhance what is learned in the classroom by providing students the opportunity to participate in community service activities, competitive events and travel around the country to leadership conferences.

## Personal Finance <br> Prerequisite: None

Grades: 9-12

Course Length: 1 Semester
Credit: 1/2 Unit
ls useful in planning and instituting a successful personal financial philosophy. The course emphasizes the basics of budgeting, buying, saving, borrowing, career planning, investing, retirement planning, estate planning, insurance, and income taxes. Students are encouraged to join FBLA (Future Business Leaders of America).

## Introduction to PC Applications (CE) Prerequisite: Accuplacer <br> Grades: 9-12 <br> Course Length: 1 Semester <br> Credit: 1/2 Unit

This course introduces basic computer terminology, file management, and PC system components. Provides an overview of office application software including word processing, spreadsheets, databases, and presentation graphics. Includes the use of a web browser to access the Internet. This course aligns with the Colorado Community College course Introduction to PC Applications (CIS 118). Students will have the opportunity to earn high school credit while at the same time enroll in and earn community college credits with the opportunity to transfer credit to an institution of higher education. If the student is interested in earning community college credit, an additional free application is required. More information can be found at www.cherrycreekschools/cte on the Concurrent Enrollment tab. Students are encouraged to join FBLA (Future Business Leaders of America).

## CE Intro to Business (ix) <br> Prerequisite: Accuplacer score of SS70

Grades: 9-10
Course Length: 1 Semester
Credit: 1/2 Unit
Introduces the application of fundamental business principles to local, national, and international forums. This course examines the relationship of economic systems, governance, regulations, and law upon business operations. It surveys the concepts of career development, business ownership, finance and accounting, economics, marketing, management, operations, human resources, regulations, and business ethics. This course aligns with the Colorado Community College course Introduction to Business (BUS 115). Students will have the opportunity to earn high school credit while at the same time enroll in and earn community college credits with the opportunity to transfer credit to an institution of higher education. If the student is interested in earning community college credit, an additional free application is required. More information can be found at www.cherrycreekschools/cte on the Concurrent Enrollment tab. Students are encouraged to join FBLA (Future Business Leaders of America).

## Introduction to Business Salesforce

## Grades: 9-12

## Course Length: 1 Semester

Credit: 1/2 Unit

## Prerequisite: None

platform. SalesForce is a $\$ 50$ Billion company that is looking to fill 9 million jobs over the next three years. They are offering training to Overland students to give them the rare opportunity of on-the-job training while in the comfort of a high school setting. FBLA/DECA is an integral part of this course. Students will have the opportunity for a paid internship working with a professional mentor in numerous fields relating to the SalesForce platform.

Accounting 1: Fundamentals of Accounting
Grades: 10-12
Course Length: 1 Year Prerequisite: None Credit: 1 Unit
Introduces accounting fundamentals with emphasis on the procedures and practices used in business organizations. Major topics include the accounting cycle for service and merchandising companies, including end-of-period reporting. This course is the first in a two-year program that will receive community college credit. Students are encouraged to join FBLA (Future Business Leaders of America).

Accounting 2: Principals of Accounting (CE) (il)
Grades: 11-12
Course Length: 1 Year
Credit: 1 Unit Prerequisite: Accounting 1 \& Instructors Approval
This course introduces accounting principles for understanding the theory and logic that underlie procedures and practices for business organizations. Major topics include the accounting cycle for service and merchandising companies, internal control principles and practices, notes and interest, inventory systems and costing, and plant and intangible asset accounting. Students are encouraged to join FBLA (Future Business Leaders of America).

## Marketing 1: Principles of Marketing

 Prerequisite: NoneGrades: $\mathbf{1 0 - 1 2}$

## Course Length: 1 Year Credit: 1 Unit

Fees - $\mathbf{\$ 4 0}$ Fee includes State/ National Dues, Fee for Districts \& DECA t-shirt. Presents the analysis of theoretical marketing processes and the strategies of product development, pricing, promotion and distribution, and their applications to businesses and the individual consumer. This course aligns with the Colorado Community College course Principles of Marketing (MAR 216). Students will have the opportunity to earn high school credit while at the same time enroll in and earn community college credits with the opportunity to transfer credit to an institution of higher education. If the student is interested in earning community college credit, an additional free application is required. More information can be found at www.cherrycreekschools/cte on the Concurrent Enrollment tab. Only students enrolled in a Business and/or Marketing classes can participate in DECA, a co-curriculum chapter. DECA (an Association of Marketing Students) allows members opportunities to develop leadership skills, participate in community service projects, and enjoy social activities. Students will also be eligible to travel and compete in marketing competitions, both locally and nationally. A chapter membership fee is involved.

CE Marketing II: Entrep \& Advertising
Grades: 11-12
Course Length: 1 Year Prerequisite: Marketing 1 \& Instructor's Approval Credit: 1 Unit
Fees - $\$ 40$ Fee includes State/National Dues, Fee for Districts \& DECA t-shirt. Students in this course will demonstrate the culmination of learning within the business program. During this course, students will demonstrate their understanding of business and management in a variety of stimulated scenarios applying theories, concepts, and problemsolving. Students will complete a capstone project which will demonstrate their understanding of fundamental business concepts including Accounting, Business Law, Ethics, Entrepreneurship, Computer information Systems, Finance, Human Resources, Management, Marketing, Operations, Project Management, Risk Management, and Strategic Planning. The course covers the major aspects of small business management to enable the entrepreneur to successfully start a business.

Marketing 2: Entrepreneurship \& Advertising (CE)
Grades: 11-12
Course Length: 1 Year Prerequisite: Marketing 1 \& Instructor's Approval Credit: 1 Unit
Fees - $\$ 40$ Fee includes State/National Dues, Fee for Districts \& DECA t-shirt. Students in this course will demonstrate the culmination of learning within the business program. During this course, students will demonstrate their understanding of business and management in a variety of stimulated scenarios applying theories, concepts, and problemsolving. Students will complete a capstone project which will demonstrate their understanding of fundamental business concepts including Accounting, Business Law, Ethics, Entrepreneurship, Computer information Systems, Finance, Human Resources, Management, Marketing, Operations, Project Management, Risk Management, and Strategic Planning. The course covers the major aspects of small business management to enable the entrepreneur to successfully start a business.

CE Legal Environment of Business Prerequisite: Intro. To Business

## Grades: 10-12

## Course Length: 1 Sem

Credit: 1/2 Unit
Business Law addresses legal topics concerning business and the individual. Topics of discussion include contracts (e.g. renting an apartment, buying a car, obtaining a credit card, laws affecting minors, fraud), negligence (e.g. slipping/falling, car accidents), intentional torts (e.g. trespassing, defamation, assault, battery, invasion of privacy), civil procedure (e.g. trial process), crimes, constitutional law and the court systems, intellectual property law, employment law, credit, and
ethics/social responsibility. The course also includes guest speakers and law-related movies and/or videos illustrating the legal topics discussed in the classroom. Students are encouraged to join FBLA (Future Business Leaders of America). This course is a Concurrent Enrollment course through the Community College of Aurora. Students enrolled in this course will complete college-level work while attending high school. Students who have met the prerequisite and earn a " C " or better in the class will receive 3 college credits. This class emphasizes public law, regulation of business, ethical considerations, and various relationships existing within society, government, and business. Specific attention is given to economic regulation, social regulation, labor-management issues, environmental issues, and contract fundamentals. This course analyzes the role of law in social, political, and economic change business environments.

## Family and Consumer Sciences

Courses in the Family \& Consumer Sciences Department explore a wide range of topics for students of all ability levels and interests, preparing them for the workforce and college majors with focus in the areas of Culinary Arts and Family. Students have the opportunity to develop culinary skills in the kitchen from a practical and science lab perspective. Students develop their sense of self through courses like Relationships \& Child Development. Students interested in careers in education are encouraged to apply for the Teacher Cadet program. Completion of Foods \& Nutrition and Relationships satisfy the school district Health requirement for graduation. Students have the chance to develop leadership skills in the co-curricular student association affiliated with this department-FCCLA (Family, Community and Career Leaders of America). This national organization will enhance learning in the classroom by allowing students the opportunity to participate in community service activities, competitive events and travel to leadership conferences.

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :--- | :--- | :--- | :--- |
| Culinary Essentials I (Formerly: Food and Nutrition) | Pro-Start 1 |  |  |
|  |  |  |  |
| Baking and Pastry 1 | Baking and Pastry 2 |  |  |
|  |  |  |  |
| Child and Adolescent Development (Formerly: Parenting \& Child Development) |  |  |  |
| Interpersonal Relationships (Formerly: Contemporary Relationships) |  |  |  |
|  |  |  |  |
| Fashion Design and Merchandising 1 |  |  |  |
| Fashion Design and Merchandising 2 |  |  |  |
| Interior Design 1: Residential |  |  |  |
| Interior Design 2: Commercial |  |  |  |

## FAMILY \& CONSUMER SCIENCES (FACS)

*Courses with weighted grades
Courses in the Family \& Consumers Sciences Department explore a wide range of topics for students of all ability levels and interests, preparing them for

## Culinary Essentials I Prerequisite: None

Grades: 9-12
Course Length:1 Semester Credit: 1/2 Unit
Fee - $\mathbf{\$ 3 0}$. This course is designed to introduce students to a variety of culinary skills and food preparation. Through instruction and culinary lab practice, this class will provide an opportunity for students to learn food preparation and demonstrate food safety. Some topics include introductory culinary skills and preparation of items such as quick breads, yeast breads, and eggs; as well as meal and menu planning, nutrition, and food borne illnesses. Students will be able to: Demonstrate the correct procedures and techniques in introductory culinary labs. Analyze nutritional guidelines and plan menus that are nutritionally balanced. Demonstrate food safety standards. Students are encouraged to participate in FCCLA projects, which include leadership opportunities, community service and/or competitions throughout the entire year.

## Bake and Pastry 1 <br> Grades: 9-12 <br> Course Length:1 Semester Credit: 1/2 Unit

Fee $\mathbf{- \$ 3 0}$. This first semester course is intended for students who have an interest in pursuing a career in the hospitality and culinary industry. Combining advanced food science, restaurant management, food preparation techniques, and realworld internship opportunities, students, through baking and pastry arts, students learn to develop their culinary skills and food knowledge to become employable and sought after employees by local food service businesses.

## Bake and Pastry 2 <br> Grades: 10-12 <br> Course Length:1 Semester <br> Credit: 1/2 Unit

Fee - $\$ \mathbf{3 0}$. This second semester course is intended for students who have an interest in pursuing a career in the hospitality and culinary industry. Combining advanced food science, restaurant management, food preparation techniques, and realworld internship opportunities, students, through baking and pastry arts, students learn to develop their culinary skills and food knowledge to become employable and sought after employees by local foodservice businesses.

## Interpersonal Relationships Grades: 9-12 Course Length:1 Semester <br> Prerequisite: None <br> Credit: 1/2 Unit

The purpose of the course is to acquire academic knowledge and understanding for healthy, respectful, and caring relationships across the life span. Emphasis is placed on family and friendly dynamics, effective communication, and healthy interpersonal relationships. Students are encouraged to participate in FCCLA projects, which include leadership opportunities, community service and/or competitions throughout the entire year.

## Child and Adolescent Development

Grades: 9-12

## Course Length:1 Semester

 Prerequisite: None Credit: 1/2 UnitThe purpose of this course is to acquire knowledge and understanding of child and adolescent development necessary for strengthening the well-being of children and families. Content focuses on perspectives of human development, research and theories, understanding and nurturing development, and challenges to development. Students are encouraged to participate in FCCLA projects, which include leadership opportunities, community service and/or competitions throughout the entire year.

## Fashion Design and Merchandising 1

 Prerequisite: NoneGrades: 9-12
Course Length:1 Semester Credit: 1/2 Unit
Fee $\mathbf{- \$ 2 5}$. The purpose of this course is to expose students to various aspects of the fashion design and merchandising industry. Students integrate knowledge, skills, and practices to evaluate potential career opportunities. Emphasis is placed on an introduction to fashion, fashion and textile selection, product construction and fashion merchandising. Students are encouraged to participate in FCCLA projects, which include leadership opportunities, community service and/or competitions throughout the entire year.

Fee $\mathbf{- \$ 2 5}$. This course is for students who wish to increase their knowledge and further their skills in the fashion design and merchandising industry. Topics include fashion designers, careers, clothing selection, fibers and fabrics, and fashion illustration. Projects are planned and completed in relation to the student's individual interest and skill level. Students are encouraged to participate in FCCLA projects, which include leadership opportunities, community service and/or competitions throughout the entire year.

## AP Fashion

Grades: 11-12

## Course Length:1 Year

 Prerequisite: Successful completion of Fashion Design \& Merchandising 1 and 2 Credit: 1 UnitFee - \$25. The AP Art and Design program consists of three different courses and AP Portfolio Exams-AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing-corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams

## Interior Design 1: Residential Prerequisite: None

## Grades: 9-12

## Course Length:1 Semester <br> Credit: 1/2 Unit

Fee $\mathbf{- \$ 2 5}$. The purpose of this course is to expose students to various aspects of the interior design industry and is based on the industry's professional standards (Council of Interior Design Accreditation-CIDA). The first semester focuses on residential design. Students integrate knowledge, skills and practices to evaluate potential career opportunities. Areas of focus include: Introduction to Residential and Commercial Design; Design Drawings; Professional Practices/Education; Design Elements and Principles; and the Design Process. Students are encouraged to participate in FCCLA projects, which include leadership opportunities, community service and/or competitions throughout the entire year.

## Interior Design 1: Commercial <br> Grades: 9-12 <br> Course Length:1 Semester Prerequisite: Successful completion of Interior Design 1: Residential <br> Credit: 1/2 Unit

Fee $\mathbf{- \$ 2 5}$. The purpose of this course is to expose students to various aspects of the interior design industry and is based on the industry's professional standards (Council of Interior Design Accreditation-CIDA). The first semester focuses on residential design. Students integrate knowledge, skills and practices to evaluate potential career opportunities. Areas of focus include: Introduction to Residential and Commercial Design; Design Drawings; Professional Practices/Education; Design Elements and Principles; and the Design Process. Students are encouraged to participate in FCCLA projects, which include leadership opportunities, community service and/or competitions throughout the entire year.

## Pro-Start 1 Prerequisite: None

## Course Length:1 Year

Credit: 1 Unit
Fee - \$50. Recommended completion of Culinary Essentials 1(or extensive culinary experience and interest approved by instructor) In ProStart 1, students will be learning about career opportunities within the restaurant industry. This course from the National Restaurant Association introduces students to the world of professional cooking! Basic communication skills, safety and sanitation, food preparation, meal planning, and other topics are taught in this course. FCCLA is an integral part of this course. The class will teach you basic food safety and sanitation, customer service, food preparation and employability skills. We will take exciting tours and host many great guest speakers. Students enrolled in the course also have the opportunity to join the ProStart culinary or management competition team to compete for scholarships in the spring. With successful completion of ProStart 1, students can enroll in ProStart 2 or ProStart 3 (only offered at CCIC). You will have the opportunity for a paid internship working with a professional mentor in the area of food service, hotel lodging or hospitality if you move onto ProStart 3. This course aligns with ${ }^{* *}$ Metropolitan State University dual enrollment Food Fundamentals (RST 1550). Students will have the opportunity to earn high school credit while at the same time enroll in and earn college credits with the opportunity to transfer credit to an institution of higher education. If a student chooses to enroll in dual enrollment (college) credit, they may be responsible to pay a portion of the tuition. More information can be found at www.cherrycreekschools/cte on the Concurrent/Dual Enrollment tab. This class will be taught in even years, I
\& II do not have to be taken in order. Note: Lab fee of $\$ 50$ for the year is required. Optional fees include concurrent enrollment credit ( 3 credits), chef coat, and competition fees.

## SPECIAL PROGRAMS \& SUPPORT CLASSES <br> *Courses with weighted grades

Opportunities for leadership and college preparation are offered through special courses offered to students at Prairie and Overland. These courses allow students to explore positions of leadership, community and school-based projects, and skills required for success at the secondary and collegiate level.

## Intensive Reading

Grades: 9-10
Course Length:1 Semester
Prerequisite: Demonstrates below basic proficiency in reading
Credit: $1 / 2$ Unit
This Intensive Reading course will provide students who read at least two years below grade level with an intensive exposure to a variety of reading strategies to become proficient readers. These reading techniques may include detecting sequences, making inferences, drawing appropriate conclusions, and developing critical thinking skills. This is a general elective credit. Must take an English class concurrently, counselor signature required.

OTIP (Overland's Targeted Intervention Program)
Grades: 10-12

## Course Length:1 Semester <br> Credit: $1 / 2$ Unit

Prerequisite: Dean or Teacher Recommendation
OTIP is a one-semester class for sophomores and juniors designed to provide student support in three areas: Academic Tutorials (students provided with time and assistance to complete homework assignments and study for tests), Study Skills (students learn important skills to improve academic success such as organizational tips, note-taking, and testtaking strategies), and Engagement (students work with OTIP teachers to achieve success both in and out of the classroom). Students do not sign up for OTIP during registration. Counselor signature required.
$\begin{array}{lrl}\text { AVID 9, 10, \& } 11 \\ \text { (Advancement via Individual Determination) } & \text { Grades: 9-11 } & \begin{array}{r}\text { Course Length:1 Year } \\ \text { Credit: } 1 \text { Unit }\end{array}\end{array}$ Prerequisite: Application \& Instructor Approval
This four-year course is designed to support students with GPA's ranging from 2.5 to 3.5 , who have not had previous success in CP accelerated, or AP classes, but seek the college preparatory experience these challenging courses offer. AVID provides academic instruction and support to students, prepares them for eligibility to four-year colleges and universities, gives students college-level skills, increases their coping skills, and further motivates program participants to seek out areas of interest, appropriate colleges, and resulting careers. Participants in the AVID program will visit a variety of universities in Colorado and will learn about various careers through guest speakers and job shadowing. This program is for college-bound students and requires participation throughout high school.

## Advisory

Grades: 9-12

## Course Length:1 Year <br> Credit: $1 / 2$ Unit

Advisory is an opportunity to create space and time within the school environment to allow students and staff to build caring, stable, trusting relationships that support the social-emotional and academic growth of students.

## Student Assistant

Grades: 9-12
Course Length:1 Semester
Credit: $1 / 2$ Unit
Prerequisite: Instructor Approval Required
Credit: 1/2 Unit
This course is designed for students expressing a desire in assisting a particular teacher or office with clerical and other tasks as needed. This course is to be selected only in addition to the six required classes. This course is considered an "extra" class for students.

## Freshman Seminar (1 $1^{\text {st }}$ Semester) Grades: $9 \quad$ Course Length:1 Semester Prerequisite: Counselor Approval Required Credit: $1 / 2$ Unit

This course supports 9th-graders in their transition from middle school into high school and academically supports their coursework in AP Geography. Must be taking AP Human Geography concurrently.

## Freshman Seminar (2 ${ }^{\text {nd }}$ Semester)

Grades: 9
Course Length:1 Semester
Prerequisite: Counselor or Administrative Approval Required
Credit: $1 / 2$ Unit
This course continues to support 9th-graders in their transition from middle school into high school during the second semester of their freshman year in math and English.

Computer Academy (PLATO)
Prerequisite: Counselor Approval Required

Grades: 11-12
Course Length:1 Semester
Credit: Determined by classroom performance

Students enrolled in Computer Academy will participate in a web-based program called Edmentum. Students will have the opportunity to recover credits towards graduation that they have previously failed in the traditional education setting. The maximum number of credits any student may earn through Computer Academy is two credits or a max of 4 courses.

## Student Leadership

Grades: 11-12
Course Length:1 Semester
Credit: 3 units*
Prerequisite: Teacher Recommendation
This course is designed to develop and enhance the leadership potential in OHS students targeting leaders from different groups (i.e. Athletics, Student Council, Gifted and Talented, Performing Arts, etc.). Students learn the concepts and characteristics of leadership, as well as analyze their own leadership styles. Additionally, students work in groups on community/school-based projects to enhance the overall atmosphere of our school and the surrounding community. For student council members this would provide a chance for officers and sponsors to work together during the school day on leadership skills and the organization of activities. Finally, the concepts of safety, trust, attitude, assets, respect, and sportsmanship will be addressed.

## Executive Internship Program (1 ${ }^{\text {st }}$ Semester) Prerequisite: Application \& Interview Required <br> Grades: 11-12 <br> Course Length:1 Semester <br> Credit: 3 Units

**3 units of credits are to include 1/2 English \& 1/2 Soc. Studies credits**
Students who are interested in an in-depth exposure to a career or profession should consider application. Students spend a full semester with an executive in business, government, or the professions. Internships are available to match most career plans. The intern spends a minimum of 28 hours per week in the organization completing work assignments, attending meetings, and developing special projects for the sponsor. In addition, interns participate in weekly seminars to share and generalize their experiences. Interns may be able to participate in a first hour class or an extra-curricular activity at Overland, but the internship is demanding, and most commitments should be planned for other semesters. Interns keep daily journals, achieve and maintain high performance, and develop a semester project.

## Executive Internship Program (2 ${ }^{\text {nd }}$ Semester) Prerequisite: Application \& Interview Required <br> Grades: 11-12 <br> Course Length:1 Semester <br> Credit: 3 Units <br> **3 units of credits are to include 1/2 English \& 1/2 Soc. Studies credits**

Students who are interested in an in-depth exposure to a career or profession should consider application. Students spend a full semester with an executive in business, government, or the professions. Internships are available to match most career plans. The intern spends a minimum of 28 hours per week in the organization completing work assignments, attending meetings, and developing special projects for the sponsor. In addition, interns participate in weekly seminars to share and generalize their experiences. Interns may be able to participate in a first hour class or an extra-curricular activity at Overland, but the internship is demanding, and most commitments should be planned for other semesters. Interns keep daily journals, achieve and maintain high performance, and develop a semester project.

AVID 12 (Advancement via Individual Determination) Grades: 12
Course Length:1 Year Prerequisite: Enrollment in AVID 11 \& Instructor Approval Credit: 1 Unit
AVID 12 focuses on the college admission process, applications, and preparing essays, etc. Must be in AVID 11 prior to AVID 12. There is no application process.

## Peer Ambassadors Grades: 10-12 Course Length:1 Year

Prerequisite: Proficient in Math \& English, Counselor Approval
Credit: 1 Unit
Peer Ambassadors are tutoring to help 9th-grade students in math or English. Tutors will be current 10th, 11th, and 12th graders who will train to be peer tutors. This section is a full period class for Peer Ambassadors to be a mentor and a tutor for the freshman class and as support for our freshman transition program, Blazer 101.

| Blazer 101 |
| :--- |
| Prerequisite: None |$\quad$ Grades: $9 \quad$ Course Length:1 Semester

Credit: $1 / 2$ Unit

This course is the Freshman transition program! Students in this class will work on transitioning as a student from the middle years into high school. Students spend time understanding the new academic environment of a high school and
learning how to navigate their high school career. Peer Ambassadors work with Freshmen in this program as mentors who also support their academics.

## Work Study <br> Grades: 11-12 <br> Course Length: 1 Year <br> Prerequisite: Counselor Approval/ Application Credit: 2.0 Units

Overland's Work Study Program is designed for students to continue to earn credits toward graduation per Counselor approval and determination of need. Work Study students who are given the opportunity to earn up to 1.0 elective credit each semester through this class are expected to fulfill the terms of the Work Study Contract which includes, but is not limited to: communication between work environment and school, verification of employment, contract hours and an evaluation by the employer of work related skills and expectations. Students are required to provide documentations of employment each semester to the Work Study coordinator. Students can only ever earn up to 2.0 credits of Work Study and can do so within the last 4 semesters of high school.

Sources of Strength
Grades: 9-12

## Course Length:1 Year

Credit: 1 Unit

## Prerequisite: None

Sources of Strength is a wellness program designed to help youth identify and strengthen protective factors in their lives and leverage their voice to help create positive change in their school. Sources of Strength is a diverse evidence-based, peer-led program designed to facilitate positive culture and community for our Overland students. Students in this class will be formally trained through a strengths-based model for suicide, violence, bullying, and substance abuse prevention. Students will design school wide campaigns aimed at supporting individual and all- school positive resiliency. Students are supported by a team of adult advisors in order to facilitate maximum success in their work. Lessons will be created for Advisory with the message of hope, help, and strength in order to allow all students access to their campaign work at Overland High School.

## Physical Education and Health

Physical Education classes on the Overland-Prairie Campus offer a wide selection of courses for students of all ability levels and interests. Course offerings allow students to explore a variety of activities and topics of interest while fulfilling the high school requirement of 1.5 credits of Physical Education. These activities include our Personal Fitness classes such as, Swimming, Dance, Gymnastics, Body Works and Weight Training $1 \& 2$. We also offer our popular Recreational and Lifetime Sport Activities which include Team Sports and Individual Sports classes. All Overland students are required to take .5 credits of Health which is a course offered in our Physical Education department.
Psychology \& Sociology of Sports is a traditional classroom class that is in our Academic Fitness classification. For our student athletes at Overland, we offer Athletic Fitness which is a class for the serious athlete wanting to increase their overall athletic strength and fitness levels. We look forward to your participation in the Overland Physical Education Department.

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: |
| Individual Sports |  |  |  |
| Team Sports |  |  |  |
| Gymnastics (Dance) |  |  |  |
| Swimming |  |  |  |
| Weight Training 1 |  |  |  |
| Body Works |  |  |  |
|  | Athletic Weight Training (Boys \& Girls) |  |  |
|  | Health |  |  |
|  | Weight Training 2 |  |  |
|  |  | Unified/Adaptive PE Mentorship |  |
|  |  | Psychology \& Sociology of Sports |  |

## PHYSICAL EDUCATION \& HEALTH

*Courses with weighted grades
Physical Education classes on the Overland-Prairie Campus offer a wide selection of courses for students of all ability levels and interests. Course offerings allow students to explore a variety of activities and topics of interest while fulfilling the high school requirement of 1.5 credits of Physical Education. These activities include our Personal Fitness classes such as, Swimming, Dance, Gymnastics, Body Works and Weight Training $1 \& 2$. We also offer our popular Recreational and Lifetime Sport Activities which include Team Sports and Individual Sports classes. All Overland students are required to take .5 credits of Health which is a course offered in our Physical Education department.

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## Individual Sports

Grades: 9-12
Course Length: 1 Semester
Credit: 1/2 Unit
Prerequisite: None
This course offers students an introduction or review, through participation, of recreational lifetime sports. The course covers sports and activities such as tennis, lawn games, table tennis bowling (fee involved), and pickle ball. During each unit students are introduced to the skills, strategies, and rules of play. Students may also receive limited exposure to a variety of other recreational games and activities designed to promote participation and enhance the overall importance of game play towards lifetime physical health. This course also has a fitness component that is used to prepare students to engage more safely into activity and game play. This course meets the district physical education skill proficiency requirement for graduation.

## Team Sports Prerequisite: None

## Grades: 9-12

## Course Length: 1 Semester <br> Credit: 1/2 Unit

This course offers students a variety of competitive and recreational activities involving team play. Sports covered are: flag football, soccer, softball, basketball, volleyball, kickball, team handball, ultimate frisbee, and floor hockey. Each unit will include instruction focused on developing basic skills and knowledge regarding the sport. Although primary emphasis is on team sports, students may also receive some exposure to a limited number of other recreational games and activities designed to promote participation and enhance the overall importance of game play towards physical health. This course also has a fitness component that is used to prepare students to engage more safely into activity and game play. This course meets the district physical education skill proficiency requirement for graduation.

## Dance

Grades: 9-12
Course Length: 1 Semester
Credit: $1 / 2$ Unit
Prerequisite: None
This course is a great way to get in shape through the art of dance. Students will explore the different styles of dance, techniques, improvisation and composition skills. This course also has a fitness component that is used to prepare students to engage more safely into activity and game play. This course meets the district physical education skill proficiency requirement for graduation.

## Swimming <br> Prerequisite: None

Grades: 9-12

## Course Length: 1 Semester

Credit: 1/2 Unit
class. Students must be able to swim the length of the pool without stopping ( 25 meters). This is an individualized class that allows swimmers an opportunity to improve water skills and personal fitness. Students are introduced to a variety of swim strokes that they will practice and refine. Safety, turns, treading, and diving are also introduced, practiced and refined. Students will learn how to apply their skills toward setting and achieving individual fitness goals through supervised lap swim. This class meets the district physical education proficiency requirement for graduation.

This class serves as an introduction to the basic principles of weightlifting. The focus is to increase strength by lifting weights up to three times per week through many different forms of weight and strength training. The five components of fitness are taught with an emphasis on muscular strength, cardiovascular endurance and flexibility.

## Body Works Prerequisite: None

Course Length: 1 Semester
Credit: $1 / 2$ Unit

This course provides experiences in a variety of exercise methods and weight training routines. Emphasis on developing muscle tone and strength as well as other fitness components including flexibility and cardiovascular training. Yoga, Pilates, and CrossFit Training will be incorporated in this class. Nutritional information regarding healthy eating habits will also be taught in conjunction with proper exercise to enhance fitness and reduce body fat. This class meets the district physical education fitness proficiency requirement for graduation.

## Athletic Weight Training (Boys \& Girls) Grades: 10-12 Course Length: 1 Semester <br> Prerequisite: Approval of Teacher/Head Coach Credit: $1 / 2$ Unit

This course is designed for the OHS student athlete and will develop his five components of fitness (flexibility, muscular strength endurance, agility, and cardiovascular endurance) through specific sport training. The cognitive aspects of training, including: body composition, nutrition, psychology, anatomy, physiology and injury prevention, will enhance the overall wellness of the individual. The outcome of this class is peak performance at a highly competitive level, as well as promoting fitness for life. This class meets the district physical education fitness proficiency requirement for graduation.

## Health <br> Grades: 10-12 <br> Course Length: 1 Semester <br> Credit: 1/2 Unit <br> Prerequisite: None

al, and social wellbeing. The purpose of Health is to assist students in acquiring knowledge on various health-related issues, so they make informed decisions and understand the control the individual has over his or her health. Topics include stress and conflict management, nutrition, addiction, eating disorders, disease, relationships, environmental and hereditary influences on health, and more. This course meets the district health education proficiency requirement for graduation.

## Weight Training 2

Grades: 10-12
Course Length: 1 Semester
Credit: $1 / 2$ Unit
This class offers students who have completed Weight Training 1 an opportunity to expand their weight training experiences. Emphasis is on applying exercise principles to design personalized strength, endurance and toning programs. This class meets the district physical education fitness proficiency requirement for graduation.

## Psychology \& Sociology of Sports

Grades: 11-12
Course Length: 1 Semester
Credit: $1 / 2$ Unit Prerequisite: None
This course examines the dominating influence that sport has on our society. During the semester students explore the relationship of sport to religion, education, values, economics, politics, media, and entertainment. Topics covering specific issues and controversies in sport include racism, drugs, ethics, competition, women, children, violence and future trends. In addition, the class explores individual behavior in sport. Discussions will include the personality characteristics of the athlete, coach, and even the sports fan. Students examine individual motivation, aggression, anxiety, and different mental states in relation to athletic performance.

Unified/Adaptive PE Mentorship
Grades: 11-12
Course Length: 1 Semester Prerequisite: Coach, Teacher or Counselor recommendation Credit: 1/2 Unit
This course provides students the opportunity to earn Physical Education credit by assisting and mentoring special needs students in our Adaptive/Unified PE class. Students will not be required to dress out for class but will be responsible for actively mentoring and assisting SAS students in a variety of activities. This class is for the student who has a desire to help other students and must be willing to be actively involved with game play and a variety of other sports activities.

## Student Achievement Services

Student Achievement Services offers services and supports for students have an Individualized Education Plan (IEP). Our continuum of services is designed to meet the individual needs of each student with an IEP. Course offerings provide students in-class support in general education classes, as well as intensive supported instruction outside of the general education classroom, based on a student's IEP. Since an IEP is required for placement in these classes, students should consult with their case manager to enroll in these classes.

Along with providing intensive supported instruction, SAS provides support through teamed taught instruction in core academic areas. These classes include Math 6-8, Algebra 1 , Algebra


## STUDENT ACHIEVEMENT SERVICES

*Courses with weighted grades

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Along with providing intensive supported instruction, SAS provides support through teamed taught instruction in core academic areas. These classes include Math 6-8, Algebra 1, Algebra 2, Geometry, Language Arts 6-8, English 9-12, Government, and U.S. History.

## Elements of English 9 <br> Prerequisite: Must have current IEP

Grades: 9
Course Length:1 Year
Credit: 1 Unit
This course is recommended for 9th grade students who are in need of significant review of basic English concepts. Students taking this course will receive instruction in basic reading and writing skills utilizing a modified version of English 9. The topics will include oral presentations, listening skills, reading and interpreting more complex literary and informational texts, writing narrative, informational, and persuasive texts, working to revise grammar, usage, and mechanics to achieve greater clarity in his/her own writing, and analyzing informational materials, including electronic sources, for their relevance and accuracy.

## Elements of English 10

Grades: 10
Course Length:1 Year
Credit: 1 Unit

## Prerequisite: Must have current IEP

This course is recommended for 10th grade students who are in need of significant review of basic English concepts. Students taking this course will receive instruction in basic reading and writing skills utilizing a modified version of English 10. The topics will include oral presentations, listening skills, reading and interpreting literary, informational, and persuasive manuscripts in order to develop ideas and to understand traditional and contemporary texts, writing narrative, informational, and persuasive texts, working to revise grammar, usage, and mechanics to achieve greater clarity in his/her own writing, and evaluate the validity of multiple sources while collecting information in order to answer a question, propose solutions, or share findings.

## Elements of Algebra Grades: $9 \quad$ Course Length:1 Year Prerequisite: Must have current IEP Credit: 1 Unit

Students taking this course will receive instruction in basic arithmetic skills utilizing a modified version of Algebra 1 for freshmen students. The topics covered include sets, the real number system and its properties, operations with polynomials, linear equations, inequalities, systems of equations, factoring polynomials, graphing, radicals, and quadratic equations. This class utilizes an interactive, hands-on approach for students to master these basic algebra concepts. This course provides the required background necessary for the successful completion of Elements of Geometry and Elements of Math. Problem solving is emphasized and students use current technology including calculators and computers.

## Elements of Geometry <br> Grades: 10 <br> Course Length:1 Year

## Prerequisite: Must have current IEP

Credit: 1 Unit
This course is the second year of the sequence of Elements of Algebra, Elements of Geometry, and Elements of Math. Students taking this course will receive instruction in basic arithmetic skills utilizing a modified version of Geometry for sophomore students. The topics include reasoning and proof, perpendicular and parallel lines, triangles, quadrilaterals, similarity, right triangle trigonometry, circles, area, and volume. It offers students many opportunities to explore geometric situations, develop concepts, and use theorems and postulates to solve applications. Students will learn to communicate reasoning through proofs and other forms of writing. The course provides continued use of algebra skills integrated into geometry concepts.

This course is the 3rd year of the SAS math sequence for juniors and seniors. Students taking this course will receive instruction in basic arithmetic skills utilizing a modified version of the Algebra 2 curriculum. The course covers topics such as quadratic functions, complex numbers, solving systems of equations and inequalities, polynomial functions, exponential and logarithmic function The student will take the Algebra 2 District capstones in an accommodated manner as part of this class. This will help students meet the graduation requirements for math proficiency.

## Work Experience/Career Exploration Prerequisite: Must have current IEP

Grades: 10-12
Course Length: 1 Semester
Credit: 1/2 Unit
This class is only for seniors. In this class students have opportunities to learn how to advocate for their learning styles that support them in career exploration, and post-secondary education and / or training. Students engage in employment training, budgeting for a lifestyle, and social skills training. This course meets Post-Secondary Outcomes per the students' IEP. Students learn to make informed decisions through reading, writing, thinking, and asking questions in real world applications.

Affective Education
Grades: 9-12
Course Length:1 Year Prerequisite: Must have current IEP Credit: 1 Unit
The Affective Education class is for students with severe emotional learning needs. Students in this will receive affective needs instruction and English instruction every day in conjunction with taking other core and elective classes throughout the building.

ACE CTE Career Development
Grades: 9-12
Course Length: 1 Semester Prerequisite: Must have current IEP Credit: $1 / 2$ Unit As developmentally appropriate, this course (or series of courses) is designed for students to create an individual, initial career plan that outlines steps to reach their career goal. Students will identify a career goal based upon the results of various assessments, i.e. interest survey, aptitude evaluation, academic skills, learning styles, work preferences, etc. Students will also investigate the training and educational requirements (academic planning \& Postsecondary options) for their chosen career field. Students should be able to articulate short-term action necessary to achieve the goal(s) in their career plan; including intentional academic planning, high school choices based on self-awareness, career exploration and Postsecondary aspirations. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.

## ACE Capstone

Grades: 11-12

## Course Length: 1 Semester

 Credit: $1 / 2$ UnitStudents critique and formulate skills to complete a multifaceted learning portfolio that serves as a culminating academic and intellectual experience for students in pathway programs. Instruction and experiences may include: topic selection, portfolio creation, community connections; employability skills such as: oral communication, public speaking, research skills, computer literacy, teamwork; the academic planning skills such as: self-sufficiency and goal setting, and; Postsecondary workforce readiness skills that will help prepare them for college, modern careers, and adult life. Students will demonstrate levels of knowledge and skill for the environmental expectations of Postsecondary options and intentional academic planning based on self-awareness and career exploration. This course is designed to meet or exceed the current Colorado Graduation Guideline menu option for Capstone.

## PWR III - ACE PWR Applications Grades: 11-12 Course Length: 1 Semester <br> Prerequisite: Must have current IEP Credit: $1 / 2$ Unit

This class is designed to help students acquire the skills necessary for successful transition to their Postsecondary working life. Students will learn to apply critical thinking and academic knowledge in order to create plans and potential solutions for problems in the workplace and community, and assess the pros and cons of personal decisions based on their anticipated impact on self, peers, employers, and community. The course content will allow students to examine the concepts of money management, budgeting, consumer awareness, housing/apartment living, paying for and gaining entry into Postsecondary training, stress management, learning how to successfully move out, living on your own, finances, and acquiring and securing Postsecondary housing options.

ILC Practical English (ILC Reading, Life Skills English)
Grades: 9-12
Course Length:1 Year Prerequisite: Must have current IEP Credit: 1 Unit
This course is designed for students in the ILC Program. This class is designed for ILC students to develop functional English skills. Major emphasis is placed on reading for job or community survival, functional writing, vocabulary, grammar and speech.

ILC Social Studies 1 \& 2
Grades: 9-12
Course Length:1 Year
Prerequisite: Must have current IEP
Credit: 1 Unit
This course is designed for students to introduce and review functional community/social skills. Students explore functional words/signs, geography, maps (including bus schedules and routes), laws, job skills, and different racial and ethnic cultures.

| ILC Math 1 \& 2 | Grades: 9-12 | Course Length:1 Year |
| :--- | ---: | :--- |
| Prerequisite: Must have current IEP | Credit: 1 Unit |  |

This course is designed to develop functional math skills. Major emphasis is placed on all functional skill areas, such as money/budgeting, time, measurement/cooking and word problem solving. Students also develop basic mathematic skills.

## ILC Consumer Math

Grades: 9-12
Course Length:1 Year

## Prerequisite: Must have current IEP

Credit: 1 Unit
This course is designed for students to support and develop functional math skills through systematic and explicit instruction. This class follows the guiding principles of access for all, repetition and practice, systematic and explicit instruction, and will follow a research based and regimented pacing guide, spending adequate time on each lesson to ensure student success and understanding. Included in the scope and sequence of this course are patterns, graphing, probability, matching, calendar skills, measurement, money, and time skills.

## ILC Science

Grades: 9-12
Course Length: 1 Sem
Credit: $1 / 2$ Unit
Prerequisite: Must have current IEP
Credit $1 / 2$ Unit
This course is designed for students to investigate topics in the fields of health, biology, Earth science, ecology, and chemistry. Throughout the course, science concepts are explained using familiar everyday examples.

## ILC World of Work \& Pre-Vocational

 Prerequisite: Must have current IEPGrades: 9-12
Course Length: 1 Year Credit: 1 Unit
This course is designed for students to transfer all learning that has taken place in the classroom into the community in a functional, applied manner. Some of the trained skills may include doing personal grocery shopping, making snack and meal purchases, enjoying recreational activities in the community, community safety, and becoming trained in accessing RTD transportation.

## ILC Domestic Science

Grades: 9-12
Course Length:1 Year
Credit: 1 Unit
This course is designed for students to develop functional life skills. Major emphasis is placed on cooking, hygiene, social skills, communication and functional curriculum.

## ILC General Skills

Grades: 9-12
Course Length:1 Year
Credit: 1 Unit

## Prerequisite: Must have current IEP

methodology and structured tasks to increase independence and ability to function in the community. Students work on hygiene, social skills, communication, leisure skills, vocational training, sensory-motor skills, and functional curriculum.

## 18-21 Step-Up! Transition Program

This is an optional program for students who have completed their high school credit requirements. Eligible students continue to have needs in preparing for the transition to adult life and may participate in the 18-21 Step-Up! Transition Program. This is a community-based program. Eligible students participate in work experience, recreation and leisure activities, small group instruction, and other activities. Students will be required to bring a daily sack lunch. Nominal fees will be requested for transportation and recreational activities.

This course focuses on personal/self awareness. This class is designed to help students explore and develop the personal and academic skills that are foundational to successful transition into the working world. Teachers will facilitate student learning and implementation of academic discipline skills, mindsets, and behaviors for successful academic course completion. Teachers will help students to identify methods for setting goals for personal improvement and continuous growth in an academic area, and explain the purpose of fundamental academic tools used to pursue a career path.

Students will learn to grow critical thinking skills to make informed, ethical, and socially responsible choices and will also work on building routines for physical and mental health. These skills may include personal safety, positive communication skills, decision making, goal setting, time management, advocacy, problem solving, conflict resolution, self-awareness, personal responsibility, work ethic, stress management, and appropriate personal, social, and conflict resolution skills. Students will investigate how all of these factors influence successful career habits.

Students will also have the opportunity to determine personal interests, talents, goals, and preferences for potential careers. Students will explore the connection between those interests and postsecondary goals.

## PWR II ACE Success Systems

Grades: 9-12
Course Length:1 Semester Prerequisite: Must have current IEP

Credit: $1 / 2$ Unit
This course focuses on self and social awareness. This class is designed to help students understand the relationship of their individual talents, interests, and dreams with others around them. Teachers will facilitate an understanding of personal learning styles, self management, how skills and beliefs within multiple environments (peer, school, home) influence postsecondary success and workforce readiness.

Students will monitor and practice skills, including personal responsibility, interpersonal skills such as but not limited to: collaboration, cooperation, social responsibility and citizenship, problem solving, work ethic, stress management, and how they are applied in a group or social environment.

This course will allow students to identify specific environmental factors that influence their physical, emotional, and mental health in relation to their career choice, and evaluate how applying critical thinking skills, collaboration, group problem solving, conflict resolution, and personal responsibility can impact any related social setting success. Students may match potential career opportunities in career clusters or plan a career path based on personal interests, goals, talents, and preferences.

## ACE Work Based Learning In School

 Prerequisite: Must have current IEPGrades: 9-12
Course Length:1 Semester
Credit: $1 / 2$ Unit
As developmentally appropriate, this course is designed for students to develop basic employment skills by participating in an in-school work based enterprise. A training plan and evaluation will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self awareness, career exploration, postsecondary option knowledge and employability skills. ACE teachers serve as coach and mentoring check in regularly.

## ACE Financial Literacy

 Prerequisite: Must have current IEP
## Grades: 9-12

## Course Length: 1 Semester <br> Credit: $1 / 2$ Unit

This course focuses on personal financial literacy. As developmentally appropriate, this course is designed for students to learn and practice financial literacy, decision making, and management skills for their personal and professional lives. Students will create and modify budgets according to new circumstances. Students will be practicing basic banking activities such as writing checks, debit card use, deposits and keeping track of a spending register, and exploring online banking and banking apps, and comparing and contrasting several types of banking institutions.

Students will examine the benefits and detriments of managing credit. Students will apply practical application of fiscal management topics such as renting versus owning, new car versus used car purchase, how to manage a loan, understanding payroll deductions and benefits, income tax and filing taxes, and comparing insurance options. Whenever possible, computer literacy skills and leadership skills tied to the program CTSO will be embedded into the curriculum.


Dear Students and Parents/Guardians,
The administrative team at Overland High School would like to thank you for your continued support in providing innovative and educational opportunities to our school and beyond. We remain committed to the academic excellence and empowerment of our Trailblazers. Whether you are a new or established member of our community, we look forward to another great school year in which we can celebrate your accomplishments. It's a great day to be a Blazer!

## Thank you!

Sincerely,
The Administrative Team

Estimados estudiantes y padres/tutores,
El equipo administrativo de la Escuela Secundaria Overland desea agradecerle su apoyo para brindar oportunidades innovadoras y educativas a nuestra escuela. Seguimos comprometidos con la excelencia académica y el empoderamiento de nuestros Trailblazers. Ya sea que sea un miembro nuevo o establecido de nuestra comunidad, esperamos otro gran año escolar en el que podamos celebrar sus logros. ¡Es un gran día para ser un Blazer!

## Muchas gracias!

Sinceramente, El Equipo Administrativo

> أعزائي الطلاب و/ أولياء الأمورِ ؛

يود الفريق الإداري في مدرسة أوفر لاند الثنانوية أن يشكرك على دعمك المستمر في توفير فرص مبتكرة وتعليمية لمدرستنا وخارجها. نبقى ملتزمين بالتميز الأكاديمي وتمكين الطلبة ان يكونوا رو ادنا في المجتمع، فإنتا نتطلع إلى عام دراسي رائع في

إنه يو ر رائع أن تكون بليزر !

# CHERRY CREEK <br> INNOVATION CAMPUS 2024-2025 Course Catalog www.cherrycreekschools.org/CCIC 



## APPLY TO CCIC



CCIC WEBSITE

(1) SCANME

CCIC VIDEO


## CCIC PROGRAMS EXPLAINED



CHERRY CREEK INNOVATION CAMPUS

Concurrent \& Dual Enrollment CHERRYOREEK
SCHOOLDISTRICT

Career and Technical Student Organizations

Career \& Technical Education (CTE) is a national program with courses teaching core academics, technical, and job-specific skills. CTE classes and programs like internships and apprenticeships, are designed to provide students with tools necessary to succeed in postsecondary education and career. All high schools in the Cherry Creek School District offer CTE courses. (CTE Website)

Cherry Creek Innovation Campus (CCIC) is a stand-alone CTE facility which opened in August, 2019. Courses at the CCIC align with the industry standards for seven in-demand and growing career pathways. Many courses offer core academic credit in English, Math, or Science and/or college credit. Transportation to and from CCIC is provided at all home high schools.

Concurrent Enrollment / Dual Enrollment (CE/DE) is an opportunity for students to earn high school and college credit simultaneously. Many courses in the Cherry Creek School District (CCSD) offer concurrent/dual enrollment credit through local colleges. Concurrent Enrollment courses are tuition-free through a local community college. Dual Enrollment courses have a minimal per-credit fee (\$50 per credit) through a local university. College credit can only be earned with a grade of ' $C$ ' or higher.

Industry Certifications are available in many CTE programs. An industry certification is recognized by industry at the local, state and national level. These certifications measure competency in an occupation, and they validate the knowledge base and skills that show mastery in a particular industry. Some certifications will be accepted for a student's demonstration of learning according to Graduation Guidelines. See your counselor for more information.

Career \& Technical Student Organizations (CTSOs) are key components to strong CTE programs. These student run organizations develop business and industry-specific skills, procedures, and values that align with coursework, activities, and events in the classroom and greater community. Students also have the opportunity to demonstrate these acquired skills at regional, state and national competitions.

Work-Based Learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience and is an integral part of a student's experience at CCIC. CCIC offers work-based learning at all levels: Learning About Work, Learning Through Work and Learning at Work. (WBL Continuum Chart)

The CTE Internship and Apprenticeship programs connect students with career pathways of interest by partnering with businesses in the community. CTE partners with CCIC to identify Internship and Apprenticeship opportunities in all CCIC Pathways.

Scan to watch a video about Apprenticeships

## CCIC REGISTRATION PROCESS

To register for CCIC courses:

## Step 1: MyCAP Planning

Use your MyCAP to help select a CTE pathway that fits your career and academic goals. Based on your career goals, you may choose to apply for a CTE course that is offered at the Cherry Creek Innovation Campus (CCIC), or through the District CTE program.

## Step 2: Course Selection

Use the information in the course catalog to help plan your course selection. Make sure you meet the grade-level requirements and any prerequisites required.

## Step 3: Counselor Input

After you've selected a CCIC or District CTE course that fits your MyCAP, consult your counselor to ensure the courses will fit with your home high school schedule and will allow you to complete all courses necessary for graduation.

## Step 4: Application

The online application opens on January 22, 2024. A link to the online application can be found on the CCIC website and in registration links on home high school websites. Applications must be submitted by Friday, March 8, 2024. In addition to the application, some courses may require a supplemental application and/or attendance at an informational meeting.

Accommodations: The Cherry Creek Innovation Campus provides accommodations and modifications identified in a student's IEP/504. Additional accommodations requested must be deemed as "reasonable accommodations." Students can self-advocate for reasonable accommodations with Alex Sabin, the CCIC 504 Coordinator, through email (asabin@cherrycreekschools.org) or phone (720-554-2604).

## Step 5: Confirmation

After submitting an application, you will receive a confirmation email, as well as information regarding additional application requirements. Please note that all application requirements must be completed to be considered for acceptance. Notification of acceptance into a CCIC course will occur by email in mid/late April. Students will also be notified by email in mid/late April if they are on a wait list for requested courses or if alternative class options are available.

## APPLICATION DUE: FRIDAY, MARCH 8, 2024

Transportation provided to and from each home high school.
Financial assistance available to students who qualify.

NOTIFICATION OF NONDISCRIMINATION
Cherry Creek School District No. 5 does not discriminate on the basis of race, color, national origin, sex, age, sexual orientation or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. The Cherry Creek School District No. 5 Career and Technical Education Department does not discriminate in enrollment or access to any of the programs available. The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. The Cherry Creek School District also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator: Ms. Stephanie Davies, District Compliance Officer, Educational Services Center, 4700 S. Yosemite St., Greenwood Village, CO 80111, (720) 554-4471. or directly to the U.S. Department of Education, Office for Civil Rights, Region VIII, Federal Office Building, 1244 North Speer Blvd., Suite \#310, Denver, CO 80204.

## CCIC CORE CLASSES

CCIC core content is integrated within our pathway curriculum and meets district core standards requirements for graduation. All CCIC core classes are NCAA approved.

CP Innovator's English A (Effective Communication, Writing, and Career Success) - In this integrative English course, students demonstrate career \& college readiness, developing leadership skills, research, \& writing skills that will enable them to be successful in their pathway of purpose. Students in this course also participate in many collaborative settings where they will use rhetorical strategies to reach a decision with others who have diverse ideas. To be successful, students must contribute to conversations in professional manners. Students conduct research relating to issues in their industry, problem solving those issues to invite diversity into their writing and conversations. Students write in APA format, citing sources and developing their informational literacy skills. This course can be repeated for credit.

CP Innovator's English B (Research and Writing) - In this course, students will use argumentation, research processes, and reflection to continue to develop and experiment with their writing. It will also use an active learning approach in writing, reading, and communication processes to integrate topics into potential careers. Students will complete a college and career research project according to the APA style guide that enables them to confidently transition to postsecondary realms. This course involves continued emphasis on the writing process, critical thinking, the rhetorical nature of language, and furthers their research skills. This course can be repeated for credit.

CE Technical Writing / CP Innovator's English C - This integrated English course teaches the fundamentals of writing and pathway or industry-specific technical documents with structure, organization, diction, style, revision, editing and mechanics. Students will write for specific industry-related purposes including, but not limited to professional emails, training manuals, business proposals, blog creation and response, professional interviewing, podcast creation, and social media content writing. Finally, students will conduct research as necessary for the pathway and industry curriculum, gathering relevant information from multiple print sources related to the task. By the end of the course, students will be able to read, analyze, summarize, and apply technical information and plain language as appropriate for career preparation. This course may offer CE Credit (ENG 1031) and may be repeated for credit.

CP Innovator's Math Topics A - This course will extend students' proficiency in fundamental arithmetic topics to indepth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. This course can be repeated for credit.

CP Innovator's Math Topics B - This course will extend students' proficiency in fundamental arithmetic topics to more advanced algebraic topics, including the application of trigonometric functions, standard deviation, matrix and vector analysis, logarithmic and exponential relationships, and linear systems. This course can be repeated for credit.

CP Innovator's Math Topics C - This course will extend students' proficiency in the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, and the analysis of potential solutions. This course can be repeated for credit.

CP Innovator's Math Topics D - Innovator's Math D will expand on students' proficiency in number theory and discrete mathematics topics as it applies to technology. Topics may include number systems, basic combinatorics, modular arithmetic, and prime numbers. This course can be repeated for credit.

CE Basic Anatomy \& Physiology - This course provides a deeper exploration of the human body and biological systems in great detail. Students expand their knowledge of the body and terminology/phonetic pronunciations used to describe and locate body parts as well as an overall review of human development and body processes. This course focuses on basic knowledge of body structures and function and provides a foundation for understanding deviations from normal and disease conditions. This course may offer CE Credit (BIO 1006) and may be repeated for credit.

CP Innovator's Life Science - Students will use a full range of science and engineering practices to make sense of natural phenomena and solve problems that require an understanding of how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction. This course can be repeated for credit.

CP Innovator's Physical Science - Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding structure, properties and interactions of matter. This course can be repeated for credit.


Scan to watch a video about the Aerospace Manufacturing Pathway


## MANUFACTURING FUNDAMENTALS I

| GRADES: 10-12 | LENGTH: 1 SEMESTER | CREDITS: . 5 CTE/ . 5 MTH B | EST. FEES: \$150 |
| :--- | :--- | :--- | :--- |

Suggested Prerequisite: CAD (Computer Aided Design)
Concurrent Enrollment: Machine Shop Safety (MAC 1000, 1 credit)
Certifications: Certified SOLIDWORKS Associate - Additive Manufacturing (CSWA-AM)
Course Description: This course is designed to provide students with the skills and knowledge to be effective in production environments as a machinist, CNC operator, or supervisor. Upon completion of this course, proficient students will demonstrate safety practices concerning machining technology, proper measurement and layout techniques, reading and interpreting drawings and blueprints, production design processes, and quality control procedures. Students will complete projects using various manufacturing techniques and build intermediate skills involving manufacturing techniques. Upon completion of this course, students will be knowledgeable about potential postsecondary education and career opportunities related to machining technology and will be prepared to enroll in more advanced machining courses in high school. Students will create real world projects using CNC Plasma Cutters, Water Jet Cutters, Routers, Injection Molders, Additive Manufacturing (3D Printing) and Vacuum Formers.

## CNC MACHINING 1

## GRADES: 10-12 $\quad$ LENGTH: 1 SEMESTER $\quad$ CREDITS: . 5 CTE/ .5 MTH B $\quad$ EST. FEES: \$150

Suggested Prerequisite: CAD (Computer Aided Design)
Concurrent Enrollment: Machine Shop Safety (MAC 1000, 1 credit), Print Reading for Machinists (MAC 1002, 3 credits)
Certifications: Haas Basic Mill Operator
Course Description: This course covers fundamentals of computer numerical control (CNC), basic programming, machine setup and operation of CNC machines. The course begins with manual programming practices so that the student will understand the programming code and its structure. Geometric Dimensioning \& Tolerancing codes; G \& M codes, control functions, the letter address system, and math issues related to CNC are included. Standard safety conventions will be introduced for safe programming practice. This course allows for the further development of CNC skills with hands-on instruction related to the CNC milling machines, and CNC turning centers. The lab work includes operation of CNC machines to demonstrate the programming skills.

## MANUFACTURING FUNDAMENTALS II

\section*{| GRADES: $11-12$ | LENGTH: 1 YEAR | CREDITS: 1.0 CTE/ 1.0 MTH B | EST. FEES: \$150 |
| :--- | :--- | :--- | :--- |}

Prerequisites: Manufacturing Fundamentals I and CNC Machining I
Concurrent Enrollment: CAD/CAM 2D (MAC 2040, 3 credits)
COMMUNITY COLLEGE OF
DENVER

Certifications: Stratasys Additive Manufacturing Certification and Certified SOLIDWORKS Associate - Additive Manufacturing (CSWA-AM)
Course Description: This course is designed to provide students with the skills and knowledge to be effective in production and engineering environments as a machinist, technician, CNC operator or supervisor. Upon completion of this course, proficient students will demonstrate safety practices concerning machining technology, proper measurement and layout techniques, reading and interpreting drawings and blueprints, production design processes, and quality control procedures. Students will complete projects using various manufacturing techniques and build intermediate skills involving manufacturing techniques. Upon completion of this course, students will be knowledgeable about potential postsecondary education and career opportunities related to machining technology and will be prepared to enroll in more advanced machining courses in high school. Students will create real world projects using CNC Plasma Cutters, Water Jet Cutters, Routers, Injection Molders, Additive Manufacturing (3D Printing) and Vacuum Formers.

## CNC MACHINING II

\section*{| GRADES: $11-12$ | LENGTH: 1 YEAR | CREDITS: 1.0 CTE/ 1.0 MTH B | EST. FEES: \$150 |
| :--- | :--- | :--- | :--- |}

Prerequisites: Manufacturing Fundamentals I and CNC Machining I
Concurrent Enrollment: CAD/CAM 2D (MAC 2040, 3 credits), Introduction to CNC Milling Operations (MAC 2005, 3 credits)
Dual Enrollment: CNC Machining \& Inspection (MET 2010, 3 credits)
Certifications: National Institute of Metalworking Skills (NIMS)
Course Description: This course prepares students to enter the manufacturing/production industry, specifically covering CAD/CAM systems, geometric modeling, process planning, tool path generation. Course content includes programming and production of complex parts. Projects focus on solid modeling for design and manufacturing applications as well as the use of commercial CAD/CAM software for automating the production cycle. Special content addresses CNC mill and lathe setups and operations not covered in the basic CNC Machining. NIMS certification preparation and testing are included in course content.


## PROJECT MANAGEMENT FOR ENTREPRENEURS I

| GRADES: $10-12$ | LENGTH: 1 SEMESTER | CREDITS: . 5 CTE/ . 5 ENG A | EST. FEES: \$80 |
| :--- | :--- | :--- | :--- |

Suggested Prerequisite: Introductory Business and/or Marketing Course
Concurrent Enrollment: Introduction to Entrepreneurship (ENP 1005, 3 credits), Project
Management in Organizations (MAN 2041, 3 credits)
Course Description: Project Management for Entrepreneurs I explores the business skills, personality traits, and commitment necessary to successfully plan, launch, and grow an entrepreneurial venture while also investigating the concepts and applicability of project management within organizations. This course will cover the challenges and rewards of entrepreneurship and the role of entrepreneurial businesses in the United States and the world as well as their impact on our national and global economy. Students will examine the unique nature of the project management structure, including its emphasis on integrated decision making throughout the lifecycle of a product from the planning, implementing, monitoring, and controlling phases. Emphasis is on the processes of initiating, planning, executing, controlling, and closing activities of project management.

## PROJECT MANAGEMENT FOR ENTREPRENEURS II

| GRADES: $10-12$ | LENGTH: 1 SEMESTER | CREDITS: 5 CTE/ $\mathbf{5}$ ENG B | EST. FEES: \$50 |
| :--- | :--- | :--- | :--- | :--- |

Prerequisites: Successful Completion of Project Management for Entrepreneurs I
Concurrent Enrollment: Marketing Your Image (MAR 1006, 3 credits), Marketing for Entrepreneur
(ENP 2005, 3 credits)
Certifications: Stukent Social Media Marketing Certification
Course Description: Project Management is a rapidly growing profession. Project Management for Entrepreneurs II presents a series of marketing challenges to teams of student project managers with the winners announced at the end of the semester. This course continues to prepare students in understanding how project management skills can assist in promoting an entrepreneurial venture. Students gain insights essential for using digital media to market their ideas, using innovative and financially responsible marketing strategies that are both traditional and non-traditional in nature.

## PROJECT MANAGEMENT FOR ENTREPRENEURS III

Prerequisites: Project Management for Entrepreneurs I \& II

Concurrent Enrollment: Customer Service (MAR 1060, 3 credits), Project Management in Action (MAN 2043, 3 credits)

Certifications: PMI Project Management Ready Certification
Course Description: Project Management for Entrepreneurs III explores concepts in Project Management and Customer Service. This course introduces major activities and tools in Project Management related to resources, risk, and quality. There is a heavy focus to provide how to manage the human element of project management. Specific project management tools and methodologies are introduced and used. Students will also learn the relationship of self to customers, problem solve and understand the importance of communicating with customers. Specific emphasis is given to managing customer expectations by building customer rapport and creating positive outcomes.


## CTE CAPSTONE BUSINESS

GRADES: 11-12
LENGTH: 1 SEMESTER
CREDITS: . 5 CTE/ . 5 TECH WRITING
EST. FEES: \$80
Prerequisites: Project Management for Entrepreneurs I, Project Management for Entrepreneurs II,
Project Management for Entrepreneurs III


Concurrent Enrollment: Leadership (MAN 2024, 3 credits), Technical Writing I (ENG 1031, 3 credits)
Certifications: PMI Project Management Ready, Certified Associate Project Management (CAPM)
Course Description: While working in teams, students focus on the leadership skills for contemporary organizations. Covers development and communication of a shared vision to motivate and empower employees to manage conflict, to negotiate, and to develop teams.

# Cl : HEALTH \& WELLNESS 

Advanced Studies in Health Care<br>10th-12th Grade<br>Exploration of healthcare careers and content related to basic anatomy \& physiology.

Suggested prerequisite for courses in the Health \& Wellness pathway

## Certified Nurse Aide

11th-12th Grade
Students prepare to perform patient care in a nurse aide role.

## Behavioral Health Technician

11th-12th Grade
Students explore and apply basic principles of behavioral and mental health.

## Introduction to OT \& PT

11th-12th Grade
Course prepares students for patient care as a physical and occupational therapy aide.

## Pharmacy Technician

 12th GradeStudents learn the role and function of pharmacy technicians.


## ADVANCED STUDIES IN HEALTH CARE (formerly Introduction to Health Care)

## GRADES: 10-12 $\quad$ LENGTH: 1 SEMESTER $\quad$ CREDITS: . 5 CTE/ . 5 LIFE SCI

Concurrent Enrollment: Comprehensive Medical Terminology (HPR 1040, 3 credits)
Certification: Basic Life Support (BLS) CPR through American Heart Association

## Course Description: Develop a broad understanding of the many career opportunities within the healthcare field by studying

 the human body systems and their respective medical terminology. Through a combination of lectures, interactive activities, case studies, and practical exercises, this course aims to equip students with the necessary knowledge and skills to communicate effectively in a healthcare environment and to foster an understanding of the diverse opportunities available in the healthcare industry. Students will gain an in-depth understanding of the language of medicine, including the pronunciation, analysis, and interpretation of medical terms (common prefixes, roots, and suffixes), abbreviations, and acronyms commonly used in healthcare settings.
## CERTIFIED NURSE AIDE (CNA)

## GRADES: 11-12 $\quad$ LENGTH: 1 SEMESTER $\quad$ CREDITS: . 5 CTE/ . 5 LIFE SCI $\quad$ EST. FEES: \$175

Prerequisite: Basic Life Support (BLS) CPR through American Heart Association
Certification: Colorado State Nurse Aide Certification NNAAP ${ }^{\circledR}$ Exam (Written and Skills)
Course Description: The Nursing Aide course prepares students for the Colorado State Nurse Aide Certification NNAAP® Exam while providing students a foundation in Nurse Aide theory and skills. Students will learn the scope of practice and multiple proficiencies of working in an interdisciplinary team to provide holistic care to patients and residents. Students will participate in a minimum of 16 hours of hands-on care to residents during supervised clinical learning experiences at a local Long-Term Care facility. Content includes: introduction to the nursing aide role, communication skills, exploration of healthcare settings, ethical and legal issues, cultural sensitivity, patient/resident rights, infection control, safety and body mechanics, measures and records vital signs, admission, transfer, and discharge, bed making and caring for patients' environment, personal care, nutrition and fluid balance, toileting, restorative care, and end-of-life care.

> Note: Participation in CNA Clinicals requires students to provide documentation of active BLS CPR certification; cleared background check, drug screen, and TB screening; Up-to-date immunization records with Chickenpox/Varivax, Tetanus, MMR, Hepatitis B vaccinations. Optional but recommended vaccinations include seasonal influenza and COVID-19.

## BEHAVIORAL HEALTH TECHNICIAN

## GRADES: 11-12 $\quad$ LENGTH: 1 YEAR $\quad$ LENGTH: 1.0 CTE / 1.0 ENGLISH A $\quad$ EST. FEES: $\$ 96$

## Suggested Prerequisite: Advanced Studies in Health Care

Concurrent Enrollment: Intro to Behavioral Health Care \& Wellness (PTE 1010, 3 credits), Application of Behavioral Health Care \& Wellness (PTE 1020, 5 credits)


Certifications: Registered Behavior Technician Certification, Basic Life Support (BLS) CPR through American Heart Association

Course Description: This course explores the basic principles of behavioral health in a behavioral health care setting. This course develops interpersonal and technical skills while working with clients in psychiatric care settings. Students obtain skills used daily by Behavioral Health Technicians (BHT's) such as therapeutic communication and relationship building and conducting psychoeducational therapy groups. Students will also explore aspects of mental health and factors that influence human development and behavior.

| $\|$INTRODUCTION TO OCCUPATIONAL \& PHYSICAL THERAPY <br> GRADES: 11-12 LENGTH: 1 YEAR |
| :--- |
| Suggested Prerequisite: Advanced Studies in Health Care CREDITS: 1.0 CTE/ 1.0 A\&P EST. FEES: \$150 <br> Concurrent Enrollment: Intro to Occupational Therapy (OTA 1000, 3 credits), Intro to Medical   <br> Terminology (HPR 1038, 1 credit), Basic Anatomy \& Physiology (BIO 1006, 4 credits)   <br> Certification: Basic Life Support (BLS) CPR through American Heart Association   <br> Course Description: This course combines foundations of Occupational Therapy (OT) and Physical Therapy (PT). Students will   <br> explore profession definitions, roles and responsibilities, history, scope of practice, philosophical basis, relationships with other   <br> healthcare professionals, ethical and legal implications, industry settings, and more. Students will compare and contrast OT and   <br> PT throughout the year while learning and exploring health and wellness, diseases/conditions, and injuries. A moderate amount   <br> of human anatomy and medical terminology is included. Clinical skills include ambulation, range of motion (ROM), manual   <br> muscle testing, adaptive dressing techniques, functional transfers, physical agent modalities, clinical communication, etc.   |

## PHARMACY TECHNICIAN

| GRADES: 12 | LENGTH: 1 YEAR | CREDITS: 1.0 CTE/ 1.0 LIFE SCI | EST. FEES: \$164 |
| :--- | :--- | :--- | :--- |

## Prerequisite: Algebra I

Suggested Prerequisite: Advanced Studies in Health Care
Certifications: Certified Pharmacy Technician (CPhT), Basic Life Support (BLS) CPR through American Heart Association Course Description: This course combines foundations of pharmacology, pharmaceutical care and knowledge with hands-on applications. Students will explore real-world application of a pharmacy technician working with a licensed pharmacist in a variety of clinical and retail settings. We explore pharmacy history and laws, federal and state regulations and ethics, medical and pharmaceutical terminology, pharmacy calculations and conversions, sterile and non-sterile compounding, and communicative customer service. Students will also examine essential medical topics such as body systems, common diseases and conditions, and medication errors. This course prepares students to sit for the nationally recognized Pharmacy Technician Certification Exams. This preparation includes learning the 200 most prescribed medications.


## PROSTART I / PROSTART II

## GRADES: 10-12 $\quad$ LENGTH: 1 YEAR $\quad$ CREDITS: 2.0 CTE $\quad$ EST. FEES: \$200

Prerequisite: *Grandview and Smoky Hill students must take ProStart I at home high school.
Dual Enrollment: ProStart I (RST 1550, 3 credits), ProStart II (RST 2550, 3 credits)
Certifications: ServSafe Food Handler, ServSafe Allergen, Colorado Restaurant Association Workforce Readiness Certificate and ProStart National Certification of Achievement. (additional certifications available upon request)
Course Description: This pre-apprenticeship course from the National Restaurant Association Educational Foundation and Colorado Restaurant Foundation introduces students to a competency-based foodservice \& hospitality management curriculum offered to students in grades 10-12. It is a study of culinary arts, restaurant and lodging management, employability skills, and business entrepreneurship coupled with paid mentored work internships in a broad spectrum of industry restaurant, foodservice, and lodging operations. Students who wish to obtain the national ProStart certification must complete a 400 - hour guided internship and pass the exams for both ProStart I \& II. Successful participants in the program will have the opportunity to receive college credits, earn industry certifications and credentials, compete in the ProStart Invitational Competitions, and apply for industry scholarships.
*Note: Students must pass the ServSafe Food Handler certification first semester in order to advance to second semester.

PROSTART III: ADVANCED CULINARY PRACTICUM (formerly Prostart Youth Apprenticeship) | GRADES: 11-12 | LENGTH: 1 YEAR | CREDITS: $\mathbf{2 . 0}$ CTE | EST. FEES: $\$ 200$ |
| :--- | :--- | :--- | :--- |

Prerequisites: ProStart I and/or ProStart II
Certifications: ServSafe Manager, ProStart National Certificate of Achievement, ServSuccess Certified Restaurant Professional, Certified Line Cook (additional certifications available upon request)
Course Description: This upper-level culinary program is an opportunity for students to put their culinary \& restaurant management knowledge to the test! Students are enrolled in the National Restaurant Association's "RYRA" (Restaurant Youth Registered Apprenticeship) program and can start earning hours towards the "Restaurant Line Cook Apprenticeship" starting at 17 years old. Students learn applicable industry skills through class instruction and can earn paid work hours outside of class time through an approved employer or through the CCICafé. In addition, students will be working alongside the Hospitality Management program to cater CCIC events, teaching them communication, leadership, cost analysis, teamwork, responsibility, and professionalism- skills they can apply to any industry they choose for their future.

# CCi 



## RESORT \& EVENT MANAGEMENT

| GRADES: $10-12$ | LENGTH: 1 YEAR | CREDITS: 1.0 CTE /1.0 ENG B | EST. FEES: \$165 |
| :--- | :--- | :--- | :--- |

Dual Enrollment: Hotel Industry Fundamentals (HTL 1010, 3 credits) \& Introduction to Hospitality (HLDR 1000, 3 credits)
Certifications: Certified Guest Service Professional (CGSP), ServSafe Food Handler, and Hospitality \& Tourism Specialist (HTS).
Course Description: This two-year industry-developed curriculum by the American Hotel and Lodging Educational Institute covers careers in hospitality and restaurant operations, customer service, sales, marketing, employability and soft skills, communication, guest experience cycle and food and beverage services. Successful participants in the program will have the opportunity to receive college credits, earn industry certifications and credentials, participate in a mentored internship off site and at our on-site café, and apply for industry scholarships. CCIC students will also have the opportunity to earn internship hours through our on-site cafe. Includes a 100-hour internship.

## HOSPITALITY LEADERSHIP EXPERIENCE

## GRADES: 11-12 $\mid$ LENGTH: 1 YEAR $\quad$ CREDITS: 1.0 CTE /.5 ENG C/.5 TECH WRITING $\mid$ EST. FEES: \$100

Prerequisites: One of the following: Resort \& Event Management or ProStart I/II
Concurrent Enrollment: Technical Writing I (ENG 1031, 3 credits)


Dual Enrollment: Resort Operations (HTL 1500, 3 credits) \& Organizational Leadership for Hospitality (HLDR 3600, 3 credits)
Certifications: AHLEI Hospitality Manager: Leadership Training, AHLEI Certified Front Desk Representative, ServSafe Unconscious Bias Training, ServSafe Sexual Harassment Training, ServSafe Manager
Course Description: This advanced program is for hospitality students who are ready for immersive work-based learning experiences within the hospitality industry. Students will start the year exploring hospitality career paths and developing their leadership styles using self-assessments and integrated mentorship experiences. Students will apply their different hospitality skills across authentic industry-directed problems of practice. In addition, students will develop goals and a plan for 150 hours of work-based learning experiences to be completed throughout the year. A digital portfolio will be utilized to showcase each student's industry experience(s) and skills they develop along with industry mentor and instructor feedback. Student's industry experience can be on campus (ex: CCIC events, CCICafé , CTE project management intern) or off campus (ex: hotel or restaurant internship or RYRA apprenticeship). The experience may be paid or unpaid (depending on the experience each student coordinates). Students should have access to transportation for off campus experiences.


## CONSTRUCTION I

## GRADES: 10-12 LENGTH: 1 YEAR $\quad$ CREDITS: 1.0 CTE/ 1.0 MTH A $\quad$ EST FEES: \$120

Prerequisite: Algebra I
Certifications: OSHA-10 Construction, Home Builders Institute (HBI) Pre-Apprenticeship Certificate Training (PACT)
MthA
Course Description: This is the foundation course to basic residential construction. Students will demonstrate competencies that are nationally recognized by the construction industry. Students will learn and practice structural framing of floors, walls, ceilings, and roofs. This course also includes the use of basic construction tools and machinery, applied math, and an introduction to blueprint reading. This course teaches students industry safety including the use of all machines and tools. In addition, topics will include electrical wiring, masonry, plumbing, carpentry, HVAC, drywall, foundations, footings, stairs, doors, and employability.
Note: Construction I students must be able to carry 20 lbs. across the classroom and lift 15 lbs. overhead. Construction I students must be able to lift, bend, twist, and work overhead, as well as under a structure. Construction I students must be able to climb a ladder and work from an elevated position.

## CONSTRUCTION II

GRADES: 11-12 $\quad$ LENGTH: 1 YEAR $\quad$ CREDITS: 1.0 CTE/ 1.0 MTH A $\quad$ EST FEES: \$120
Prerequisite: Construction I
Certifications: Home Builders Institute Pre-Apprenticeship: Carpentry, Electrical, Plumbing
Course Description: In Construction II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians or supervisors, or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will gain more complex practical experience with carpentry, electrical and plumbing. Working in conjunction with the Associated General Contractors of Denver, students focus on various skills in preparation for entry into trades apprenticeships. Students will be introduced to all facets of residential and commercial wiring, installation of fixtures, plumbing and exterior and interior finish work. Carpentry in Construction II will include a more comprehensive understanding of framing, drywall, exterior siding, roofing, insulation, windows, doors, trim and cabinet installation. Students are expected to work closely with people, do physical work and solve problems independently.
Note: Construction II students must be able to carry 20 lbs. across the classroom and lift 15 Ibs. overhead. Construction II students must be able to lift, bend, twist, and work overhead, as well as under a structure. Construction II students must be able to climb a ladder and work from an elevated position.


## CYBERSECURITY I: COMPUTER SYSTEMS <br> GRADES: 10-12 <br> LENGTH: 1 SEMESTER CREDITS: . 5 CTE/. 5 TECH WRITING

Concurrent Enrollment: Technical Writing I (ENG 1031, 3 credits)
Certifications: Google IT Support Professional
Course Description: This course will give students hands-on experience with computer hardware, operating systems, and software. Students will also learn the essentials of computer networks and how the internet works. Along the way, students will be exposed to a variety of security implications that impact our computer systems and society today. At the end of this course, students will be prepared to take the Google IT Support Professional exam, a credential that demonstrate their ability to be able to diagnose and troubleshoot a variety of IT-related issues. Cybersecurity I is a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion, proficient students will be able to demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system.

## CYBERSECURITY II: NETWORKS \& SECURITY

GRADES: 10-12
LENGTH: 1 SEMESTER CREDITS: . 5 CTE/. 5 MTH D
EST. FEES: \$0
Prerequisite: Cybersecurity I: Computer Systems
Concurrent Enrollment: Principles of Information Assurance (CNG 1031, 3 credits), Network Security Fundamentals (CNG 1032, 3 credits)
Certifications: CompTIA Security+, CompTIA Network+
Course Description: In this course, students will dive deeper into networking and security concepts. Students will learn to design, implement, and troubleshoot issues for both wired and wireless networks. Students will also learn more about cryptography as well as security in business operations including risk management and disaster recovery. Students will be prepared to take the industry-recognized CompTIA Network+ and CompTIA Security+ exams. Cybersecurity II challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies and organizational security. Upon completion of this course, proficient students will be able to demonstrate and understanding of cybersecurity ethical decisions, malware threats, how to detect vulnerabilities, principles of cryptology, security techniques, contingency plan techniques, security analysis, risk management techniques, and advanced methods of cybersecurity.

## IT PATHWAY

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ARTIFICIAL INTELLIGENCE I formerly Data Science I: Foundations)
GRADES: 10-12 LENGTH: 1 SEMESTER CREDITS: . 5 CTE/. 5 MTH C \(\quad\) EST. FEES: \(\$ 50\)
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Prerequisites: One of the following: Computer Programming I, AP Computer Science Principles or equivalent Suggested Prerequisite or Corequisite: Statistics or AP Statistics
Course Description: In this course students will be introduced to the concept of Artificial Intelligence (AI). Students will learn the basic concepts of AI and how to use it to efficiently answer questions about the world. More specifically, students will develop the fundamental computer science, mathematical reasoning, and user experience skills to eventually build AI software. This course is ideal for students who are interested in learning more about how Al can be better leveraged in careers, life and beyond.

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ART|FICIAL NTELLIGENCE II (formerly Data Science II: Machine Learning)
GRADES: 10-12 LENGTH: 1 SEMESTER CREDITS: .5 CTE/.5 MTH B 年 EST. FEES: $0
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Prerequisites: Artificial Intelligence I
Course Description: This course teaches students how to apply the skills learned in Artificial Intelligence I to build their own Als. More specifically, this course introduces machine learning, deep learning, and statistical pattern recognition techniques that are used to build systems that can predict outcomes and generate new content. This course is ideal for students who are interested in pursuing careers in computer science or IT, and is especially great for students who dream of creating a computer that can learn.

## AMAZON WEB SERVICES ACADEMY: INTRODUCTION TO CLOUD COMPUTING <br> GRADES: 10-12 LENGTH: 1 YEAR ${ }^{12}$ CREDITS: 2.0 CTE

Concurrent Enrollment: Technical Writing I (ENG 1031, 3 credits)
Certification: AWS Certified Cloud Practitioner
Course Description: AWS Academy: Introduction to Cloud is an exploration of cloud computing. In this course, students explore cloud computing services, applications, and use cases. Students dive into cloud computing best practices and learn how cloud computing helps users develop a global infrastructure to support use cases at scale while also developing and inventing innovative technologies. This course provides students with classroom instruction that introduces cloud computing skills and accelerates students toward the next steps in their educational journey. The content of this course is aligned to the K-12 Computer Science Framework Practices including computational thinking. The seven core practices of computer science describe the behaviors and ways of thinking that computationally literate students use to fully engage in today's data-rich and interconnected world.

## STEAM PATHWAY - PRODUCT DESIGN \& FABRICATION



Product Design II 10th-12th grade Solve design problems by using the latest applications for direct digital fabrication.

Product Design III 10th-12th grade Advanced work in any Drafting and Design Program of study.

## PRODUCT DESIGN I

GRADES: 10-12
EST. FEES: \$100
Suggested Prerequisite: Computer Aided Design (CAD) or similar design course
Dual Enrollment: Introduction to Industrial Design (IND 1000, 1 credit) \& Technical Drawing \& CAD (IND 1450, 3 credits

Certifications: Society of Manufacturing Engineers Additive Manufacturing Fundamentals, Certified Associate - CSWA-AM Additive Manufacturing, SOLIDWORKS Certified Associate - CSWA Mechanical Design
Course Description: Students that are interested in careers involving design, engineering and innovation. Students will utilize design thinking and the design process to research, conceptualize, design, prototype, and evaluate physical products. Students will develop their digital fabrication skills utilizing production machines. Students will design and create both as an individual and in collaborative groups, including working on/with projects directly from industry. This course is the professional practice of creating products that enhance the function, usability, value, and appearance of products with the goal of benefiting the user, manufacturer, community, and the environment. Also known as product design, industrial design education prepares students to design systems and tangible artifacts including, consumer and recreational products, medical and computer equipment, and transportation and environments. Both generalist and specialist, industrial designers tend to be part artist, part entrepreneur and engineer. This course is designed for students interested in careers in Industrial Design, Packaging Design, or Design Arts industry sector. Students will be introduced to industry standard tools, skills, and materials that they can manipulate as the primary means of manufacturing and package design. Students will explore basic applications of various tools to create projects in both digital and 3D format.

## PRODUCT DESIGN II

GRADES: 10-12 $\quad$ LENGTH: 1 SEMESTER $\quad$ CREDITS: . 5 CTE/. 5 PHY SCI $\quad$ EST. FEES: \$100
Prerequisite: Product Design I
Dual Enrollment: Computer Aided Modeling (IND 3660, 3 credits)


Certifications: SOLIDWORKS Certified Associate - CSWA Mechanical Design, SOLIDWORKS Certified Professional CSWP Mechanical Design, SOLIDWORKS Certified Expert - CSWE Mechanical Design
Course Description: Students that are interested in careers involving design, engineering, and innovation. Students will explore and use the latest applications of direct digital fabrication. Emphasis will be placed on practical experience in utilizing departmental equipment to produce digital 3D files and output them to appropriate direct digital fabrication equipment. Students will solve design problems by applying knowledge of material properties, ergonomics, form vs. function, additive manufacturing (3D printing), principles of design, and elements of art. Students will design and create both as an individual and in collaborative groups, including working on/with projects directly from industry. This course prepares students to design systems and tangible artifacts and deepen understanding of manufacturing and marketing processes. Students will advance development of industry-standard tools, skills, and material usage for product manufacturing and design in Industrial Design, Packaging Design, or Design Arts industry sector.

## STEAM PATHWAY - PRODUCT DESIGN \& FABRICATION

| PRODUCT DESIGN III |
| :--- |
| GRADES: 10-12 LENGTH: 1 SEMESTER CREDITS: 5 CTE/. 5 PHY SCI |
| Prerequisite: Product Design II |
| Certifications: SOLIDWORKS Certified Associate - CSWA-Mechanical Design, SOLIDWORKS Certified Professional - <br> CSWP Mechanical Design, SOLIDWORKS Certified Expert - CSWE Mechanical Design, Stratasys Additive Manufacturing <br> Certification |
| Course Description: This course allows for advanced work in any Drafting and Design Program of Study. This advanced <br> work can be individualized to the specific program of study to allow for specialized study for the student. It may include <br> project-based learning or preparation for the end of program industry certification. Specific content and course design <br> will be determined by the instructor in collaboration with the individual student. |

## PRODUCT DESIGN IV

## GRADES: 11-12 LENGTH: 1 SEMESTER

CREDITS: . 5 CTE/. 5 TECH WRITING
EST. FEES: \$100
Prerequisites: Product Design III
Concurrent Enrollment: Technical Writing I (ENG 1031, 3 credits)
Certifications: SOLIDWORKS CSWA+, Stratasys Additive Manufacturing Certification
Course Description: Students who have completed Product Design III, will team with other students from various CCIC pathways to solve real world problems faced by our business \& industry partners. The teams will initiate, plan, execute, monitor and control, and close the project by presenting the sponsor with the deliverable and/or solution. The STEAM students will bring their design and fabrication skills to this process and help produce the prototype or functional product. All students enrolled in this course must be willing to improve their skills in collaboration, leadership, time management, teamwork, commitment, and perseverance. This course can be repeated for credit.


## CCE

## AUTOMOTIVE TECHNOLOGY ○-



## AUTOMOTIVE TECHNOLOGY I

## GRADES: 10-12 LENGTH: 1 YEAR

## CREDITS: 1.0 CTE/ 1.0 PHY SCI EST FEES: \$95

Concurrent Enrollment: Auto Shop Orientation (ASE 1001, 2 credits), Auto Maintenance I (ASE 1003, 2 credits), Basic Automotive Electricity (ASE 1020, 2 credits), Automatic Transmission/Transaxle Service (ASE 2050, 1 credit)

Certifications: Snap-on Certifications (Multimeter, Torque, Precision Measurement, Scanner and Diagnostics), Ford ACE Training

Course Description: Automotive Technology I explores automotive industry standards and terminology, career opportunities and classifications, shop operations and safety, tool identification and usage, diagnostic equipment identification and usage, automotive systems, tires and wheels, hydraulic braking systems, cooling systems, lubrication systems, and preventative maintenance. Also included is basic operation of automotive braking systems, operation, diagnosis and basic repair of disc, drum, and basic hydraulic braking systems. The basics of electrical systems, electronic systems, batteries, starting systems, charging systems, lighting systems, electrical instruments and accessories, and ignition systems will also be studied. This course focuses on the diagnosis and service of suspensions and steering systems and their components. Students who successfully complete all Automotive Technology courses will have the knowledge needed to pass the ASE certification exam for MLR. Students who pass the exam and meet the work-based requirement will be eligible and encouraged to enter the workforce as an ASE-Certified MLR Technician.

## AUTOMOTIVE TECHNOLOGY !-0.

## AUTOMOTIVE TECHNOLOGY II


Prerequisite: Automotive Technology I; secondary application \& skills assessment required

Concurrent Enrollment: Automotive Brake Service I (ASE 1010, 2 credits), Suspension \& Steering I (ASE 1040, 2 credits), Automotive Electrical Safety Systems (ASE 1022, 1 credit), Introduction to Automotive Heating and Air Conditioning (ASE 2064-1 credit) - only available to students who completed concurrent enrollment in Auto Tech I

Certifications: Snap-on Certifications (Wheel Service \& Alignment, Advanced Scanner Diagnostics, Pro-Cut on-car Rotor Machining, Battery Starting and Charging), ASE Student Automobile Certifications (Brake Systems, Suspension \& Steering Systems, Electrical/Electronic Systems, and Engine performance), ASE Maintenance \& Light Repair (MLR), Ford ACE Training, Subaru University Level I, Toyota TECS Elite
Course Description: Automotive Technology II is the second course in the Automotive Technology program of study and covers important skills and knowledge on becoming a professional service technician. The Automotive Technology II course prepares students for entry into Automotive Technology III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories. Students who successfully complete all Automotive Technology courses will have the knowledge needed to pass the ASE certification exam for MLR. Students who pass the exam and meet the work-based requirement will be eligible and encouraged to enter the workforce as an ASE-Certified MLR Technician.

## AUTOMOTIVE TECHNOLOGY III


Prerequisites: Automotive Technology I and II; secondary application and skills assessment required
Certifications: Continuation of Snap-on Certifications (Wheel Service \& Alignment, Advanced Scanner Diagnostics, Pro-Cut on-car Rotor Machining, Battery Starting and Charging), ASE Student Automobile Certifications (Brake Systems, Suspension \& Steering Systems, Electrical/Electronic Systems, and Engine performance), Ford ACE Training
Course Description: Students learn advanced diagnostic techniques including high performance concepts. Do you love automotive technology, but want to know more about how to make cars go fast? Do you have a mechanical mind, and don't just love working with cars, but want to maximize horsepower to achieve top speed at the race track? Does this sound like you? In Automotive Technology III you will be part of a team that: Builds a high-performance engine and runs it on a specialized test stand, is exposed to all aspects of engine machining, learns how to tune engines for maximum output and drivability using various data acquisition tools, learns to improve performance of engines and maintain peak performance of racing engines, and learns aspects of high-performance chassis, brake and suspension modifications including those on our in-house NASCARs. In addition, students will have opportunities to compete in our SkillsUSA program. Students study and service suspension and steering systems and brake systems. Students who successfully complete all Automotive Technology courses will have the knowledge needed to pass the ASE certification exam for MLR. Students who pass the exam and meet the work-based requirement will be eligible and encouraged to enter the workforce as an ASE-Certified MLR Technician.

## AVIATION MAINTENANCE

## TWO YEAR ACCELERATED AVIATION MAINTENANCE PATHWAY

YEAR 1

| Accelerated |
| :---: |
| General Aircraft Maintenance I \& II |
| (Half Day, Every Day, 1 Yr ) |
| 11th-12th grade |
| Foundation of the Aviation |
| Maintenance program. |

SUMMER

| Airframe I |
| :---: |
| (7.5 Hrs, Every Day, 20 days) |
| 11th-12th grade |
| Introduction to |
| Airframe Studies. |

YEAR 2
Airframe II \& III
(Half Day, Every Day, 1 Yr) 11th-12th grade
Continuation of aircraft structures and systems.

| Airframe II \& III |
| :---: |
| (Half Day, Every Day, 1 Yr) |
| 11th-12th grade |
| Continuation of aircraft structures |
| and systems. |

## SUMMER <br> SUMMER

Airframe IV
(7.5 Hrs, Every Day, 20 days) 12th grade
Completion of the Airframe education and exam preparation.

## THREE YEAR AVIATION MAINTENANCE PATHWAY

YEAR 1

General Aircraft Maintenance I
(Half-Day, Every Other Day, 1 Yr) 10th-12th grade

Foundation of the Aviation Maintenance program.

YEAR 2

General Aircraft Maintenance II (Half-Day, Every Other Day, 1 Yr) 11th-12th grade

Continuation of General Aircraft Maintenance I.

SUMMER

Airframe I
(7.5 Hrs, Every Day, 20 days)

11th-12th grade
Introduction to Airframe Studies.

YEAR 3

Airframe II \& III
(Half Day, Every Day, 1 Yr) 11th-12th grade

Continuation of aircraft structures and systems.

## SUMMER

Airframe IV
(7.5 Hrs, Every Day, 20 days)

12th grade
Completion of Airframe education and exam preparation.

## ACCELERATED GENERAL AIRCRAFT MAINTENANCE I \& II

Suggested Prerequisite: Algebra I
Certifications: Snap-on Multimeter, Snap-on Torque, Snap-on Precision Measurement
Course Description: This course covers basic subjects, such as mathematics for aviation, basic physics for aviation, and basic electricity. In addition, this course will provide a foundation for further studies in the aviation maintenance pathway including the FAA coursework for General Aviation Mechanics. With successful completion of this class, the student may sit for the General Knowledge Exam portion of the FAA written tests.

## GENERAL AIRCRAFT MAINTENANCEI

## THREE YEAR

GRADES: 10-12 LENGTH: 1 Year
CREDITS: 1.0 CTE/ 1.0 MTH B
Suggested Prerequisite: Algebra I
Certifications: Snap-on Multimeter
Course Description: This course is an introduction to foundational subjects, such as mathematics for aviation, physics for aviation, and basic electricity. In addition, this course will provide for further studies in the aviation maintenance pathway including the FAA coursework for General Aviation Mechanics.

## GENERAL AIRCRAFT MAINTENANCE II

## THREE YEAR

GRADES: 11-12 LENGTH: 1 Year
Prerequisite: General Aircraft Maintenance I
Certifications: Snap-on Torque, Snap-on Precision Measurement
Course Description: This course builds on the subjects addressed in General Aircraft Maintenance I and prepares students for future studies in the program. This class includes Regulations, Maintenance Forms, Records, and Publications, Fluid lines and fitting, weight and balance, aircraft materials, aircraft ground operation, cleaning and corrosion, aircraft drawings, and inspection techniques. Many of these subject areas afford the student opportunities to work on the program's aircraft in the hangar. With successful completion of this class, the student may sit for the General Knowledge Exam portion of the FAA written tests.

## CC: TRANSPORTATION

## AVIATION MAINTENANCE

## AIRFRAME I (SUMMER)

 TWO \& THREE YEAR GRADES: 11-12 LENGTH: 7.5 hrs/day, 20 days CREDITS: 1.0 CTEPrerequisites: General Aircraft Maintenance I \& II
Course Description: This course builds on General Aircraft Maintenance I \& II. This course will cover wood structures, aircraft coverings, non-metallic structures, and aircraft finishes.
AIRFRAME I| \& III
GRADE: 11-12 $\quad$ LENGTH: 1 Year (meets daily) CREDITS: 3.0 CTE/ 1.0 MTH B EST.FEES: \$ 150
Prerequisites: General Aircraft Maintenance I \& II, Airframe I is recommended for class / required if pursuing certificationCourse Description: In Airframe II \& III, students will continue their study of Airframe Maintenance. Topics includeaircraft sheet metal, electrical systems, hydraulic and pneumatic power systems, fuel systems, water and wastesystems, and landing systems.
TWO \& THREE YEAR

## AIRFRAME IV (SUMMER)

Prerequisites: General Aircraft Maintenance I \& II, Airframe I, II, \& III
Certifications: After completing this final course in the pathway, Airframe IV, students may be eligible to take 2 FAA written tests: General and Airframe. Once the written tests are passed, students may be eligible to take an oral and practical test with a Designated Mechanic Examiner (DME). Contact instructor for further details.

Course Description: This course is the conclusion of Airframe Maintenance required by the FAA prior to testing. Topics for the class include instrument systems, communication and navigation systems, and inspection processes.


## CC TRANSPORTATION

AVIATION FLIGHT PATHWAY

## PRIVATE PILOT GROUND SCHOOL

GRADES: 10-12 LENGTH: 1 SEMESTER
CREDITS: . 5 CTE/. 5 MTH B
EST. FEES: \$105
Dual Enrollment: Aviation Fundamentals (AES 1100, 4 credits)

## Certification: FAA Private Pilot Knowledge Examination

Course Description: This course presents the fundamentals of aviation for the beginning student which includes a study of the airplane and its components, aerodynamics, basic aircraft systems, the airport environment, air-traffic control procedures, Federal Aviation Regulations, the basic elements of air navigation including radio navigation, and a review of aviation weather. At the end of the course students will be prepared to take the FAA Private Pilot Knowledge Test (aka "Written Exam"). Students wishing to complete their Private Pilot Certificate will need to find an FAA certified flight instructor and receive flight instruction to prepare for the FAA Private Pilot Practical Test. Passing the Knowledge Test ("written"), together with passing the Practical Test ("FAA check ride"), are required to earn a Private Pilot Certificate.

## DRONE PILOT

GRADES: 10-12 $\quad$ LENGTH: 1 SEMESTER $\quad$ CREDITS: . 5 CTE/. 5 MTH B $\quad$ EST. FEES: $\mathbf{\$ 1 0 5}$
Dual Enrollment: Introduction to Unmanned Aircraft Systems (AES 1040, 3 credits)
Certifications: FAA Remote Pilot Certification (Part 107)

MthB

Course Description: Concepts in this course include drone components, drone operation, drone pilot skills, drone pilot careers, airspace, weather, airport operations, authorizations and waivers and the regulations governing drone operations. At the end of the course students will be prepared to take the FAA Remote Pilot Exam (Part 107). This course would be an applied applications course and could include instruction in aerial photography for commercial purposes, recording instrumentation, topics in inspection for industrial purposes, and data analytics.


## CCSD Work-Based Learning

## How does it work?

Internships and Apprenticeships provide students 1.0 Elective/Practical Fine Arts credits per semester to experience work-based learning during the school day. Students must apply for opportunities in the spring and be selected by a company to be placed in a CCSD Internship or Apprenticeship.

## CTE Internships

Internships are for exploration. If you are interested in an industry, this is a great way to shadow and experience a career in real life. Internships are a short-term commitment that can help you decide if a path after high school is really for YOU.

- Juniors that have completed at least 1 related CTE course can apply

Scan here to view CTE courses offered at your school


- Can be paid or unpaid
- Short-term commitment (about 100 hours at the internship site)
- Get real-world exposure to an industry
- Shadowing industry professionals
- Internship would begin the summer before senior year or during 1 semester of senior year


## Apprenticeships

Apprenticeships are for students who are currently committed to a specific career path. This is an opportunity to gain relevant experience and grow in your field while still in high school. This is a real, long-term, job commitment. Get ahead of your peers by starting work
early.

- Must be 16 by the start of upcoming summer to apply
- Always a paid employee of company fulfilling a real job position
- Long-term commitment (between 2-to3 years)
- Always begin working in high school and stay with company 1-to-2 years after graduation
- Mentorship from industry professionals
- Begin in entry-level position and gain skills necessary to advance in career
- Company will support obtainment of certifications and/or some relevant college credit
- Some apprenticeships begin summer before junior year, some begin summer before senior year

Internship and Apprenticeship opportunities vary each year (just like a real-life job board). Industries each year will be related to CTE Pathways.

## How to apply:

Internship and Apprenticeship opportunities will be released in the spring of each school year. Check back to the CTE Work-Based Learning page in spring for more information.

## GHERRY CREEK'S OWN



Did you know that you can get paid to work in a Cherry Creek School District elementary school while also attending high school?

Additionally, you can earn up to 24 hours of FREE college credit hours through UCD, AND build your teamwork, communication and leadership skills!


Future Educator Pathway
3

Scan the QR code to learn more!


## WHAT IS THE TREP PROGRAM?

The Teacher Recruitment Education and Preparation (TREP) program exists to create opportunities for qualified students, in an educator career pathway, to enroll in postsecondary courses for up to two years after the 12th grade year. Students might be interested in teaching, counseling, special education or other education related fields.

Students accepted into the TREP program will have tuition, fees and books paid for Fall 2024, Spring 2025, Fall 2025, and Spring 2026 at participating community colleges/universities as identified by CCSD for courses in the educator career pathway. Students take all of their coursework at the college.

Students accepted into the TREP program remain a CCSD student, as a senior, for two additional academic years. Students will receive their high school diploma upon completion of the TREP program with the graduation date of 2026. They can graduate "socially" (walk in graduation ceremony with their original graduating class) in 2024. The State of Colorado caps the number of TREP students each year; those decisions are made in April or May each year.

Part time (3-11 credit hours) and full time (12-16 credit hour) options are available.

## A STUDENT IS ELIGIBLE FOR TREP IF THE STUDENT:

Has taken one applicable concurrent enrollment course during senior year and earned college credit. Plans to pursue postsecondary studies in the field of education. (See QR code below for a list of courses.)

Is college ready, and not in need of developmental education coursework in accordance with the education career pathway in which they enroll.

Completes an Individual Career and Academic Plan (ICAP) prior to declaring intent to participate in TREP.

Applies to, and is accepted into, a postsecondary program to continue on an approved educator pathway at a Colorado institution of higher education approved by CCSD. (Metro, ACC, CCA, CCD, RRCC)

Is entering the TREP program in the year immediately following the student's 4th year of high school.

Upon entry to the TREP program, has not been designated a TREP program participant in any prior year (can only participate in TREP for 2 academic years).

Is in good academic standing (minimum Grade Point Average of 2.0 in postsecondary coursework) and remains enrolled in an applicable educator pathway in order to participate in year 2 of the TREP program.


Scan to apply, opens in Nov 1. and closes March 1


Updated 11/20/2023

Scan to see required coursework for the TREP program.
Seniors in the FEP program meet the coursework requirement.


www.cherrycreekschools.org/Page/14839


## WHAT IS ASCENT?

Accelerating Students through Concurrent Enrollment (ASCENT) is a fifth-year high school program that allows students to take concurrent enrollment courses at college/university the year after 12th grade. It is a free program paid for by the State of Colorado and Cherry Creek School District. ASCENT provides a unique opportunity for students to earn a postsecondary credential, helping students develop the knowledge, skills, and abilities necessary to be postsecondary and workforce ready.

## ASCENT QUALIFICATIONS:

## A student is eligible if the student:

Has completed, or is on schedule to complete at least 9 credit hours (semester hours or equivalent) of transcripted, credit-bearing, collegelevel postsecondary coursework* prior to completing their 12th grade year. Developmental education college courses do not qualify as part of the 9 required credits.

Is college ready, and not in need of developmental coursework in accordance with the pathway in which they enroll.

Has not been designated an ASCENT program participant in any prior year (a student can only participate in ASCENT for 1 academic year).

Applies to and is accepted into a postsecondary degree program at a qualified Colorado institution of higher education.
*Does not include International Baccalaureate (IB), College Level Education Program (CLEP), prior learning, or experiential courses, unless these exams/experiences have been converted to transcripted credits on a college transcript. The home high school counselor will help students with credits that need to be transcribed.

## HOW DOES IT WORK?

Students accepted into ASCENT will have tuition, fees and books paid for Fall 2024 and Spring 2025 at a Colorado post-secondary school approved by CCSD.

Current schools include Metro State University/Denver, Community College of Aurora, Community College of Denver, Arapahoe Community College, Red Rocks Community College as well as Emily Griffith and Pickens Technical Colleges.

A student accepted remains in the CCSD system as a senior for one additional academic year following 12th grade. They will then enroll in a postsecondary degree program. ASCENT credits and grades will be added to the high school transcript and the college transcript.

Students will receive their high school diploma after completion of the ASCENT year with the graduation date of May 2025 AND they can walk in graduation with the class of 2024.


## Concurrent \& Dual Enrollment

C HER R Y CR E E K S C H O O L D I S T R I C T


Successfully complete college classes at your high school and earn high school credit \& college credit at the same time!

## SAVE ON COLLEGE TUITION

## Concurrent Enrollment Classes $=$ FREE*

Compare to tuition costs at local universities/ colleges:
15 hours \$6812 @ CU Boulder
\$6889 @ CSU
\$6174 @ Metro State
\$5985 @ Mesa University
\$4203 @ Community College of Aurora
\$4203 @ Arapahoe Community College

## EARN COLLEGE CREDIT

- Accumulate college credits while in high school
- Credits may transfer to most colleges/universities
- Many are guaranteed transfer credits to public, in-state schools. Also transfer as credits out of state (check with the college.)
*Concurrent Enrollment courses are offered through Colorado Community College System: ACC, CCA, RRCC, CCD and PCC

A WIDE VARIETY OF

## CLASSES

Core academics, electives, Career \& Technical Education classes
Listed in your school's course guide and website

TAUGHT AT YOUR CCSD HIGH SCHOOL
Taught by accredicted CCSD teachers at CCSD high schools.
Classes are in conjuction with local community colleges.

## LEARN MORE

Talk to your counselor to find out if you qualify and how to sign up

The below CTE Districtwide courses are available to all Cherry Creek School District students and take place at various locations. The registration process for CTE Districtwide courses vary. Please see the course descriptions for more information.

## Cosmetology

Scan Me

## Cosmetology I

Grade: 11, 12
Concurrent/Dual Enrollment: Multiple opportunities available Location: Colorado's Finest High School of Choice in Englewood

Year: 6.0 credit
Prerequisite: N/A

This course takes place at Colorado's Finest High School of Choice in Englewood. Students are responsible for their own transportation. The Cosmetology program is a robust program that will prepare you to provide beauty services such as shampooing, cutting, coloring, styling, facials, manicures and pedicures. To be considered for this program, you must attend a parent meeting and orientation, as well as be on track to graduate in terms of credit hours. After applying, you will be contacted with more information. Multiple Concurrent Enrollment opportunities are available in this course. More information will be provided by the instructor. Course begins approximately August 15, 2024. The $\$ 650$ course fee includes cosmetology kit (used 1st and 2nd year; student keeps at completion of program), and consumables. Students will be responsible for purchasing uniform scrubs for the program. Anticipated session times: Option 1: Monday - Friday Morning Session (7:30-11:30am) OR Option 2: Monday - Friday Afternoon Session (12:00-4:00pm).
${ }^{* *}$ Summer session runs during the month of June and is required in order to enroll in Cosmetology II. Dates are to be determined, Monday - Thursday from 7:30am-5:30pm.

To register for this course, scan the QR Code at the top of the page or visit www.cherrycreekschools.org/Page/11161 and click on the link for the CCIC Application.

## Cosmetology II

Grade: 12
Concurrent/Dual Enrollment: Multiple opportunities available Location: Colorado's Finest High School of Choice in Englewood

This course takes place at Colorado's Finest High School of Choice in Englewood. Students are responsible for their own transportation. Cosmetology II is a certificate program requiring 1,500 hours which equals 50 credits in cosmetology, hairstyling, nail technology and esthetics. Students will learn theory, practice in hair care, cuts, color, perms, styling, nail technology and skin care. Students are prepared for supervised clinical practice and entry-level jobs in the cosmetology field. Students also explore career pathways, post-secondary options and career research techniques such as application preparation, resume/letter writing, and interviewing process. This program prepares students to pass the state-licensing exam given by the Department of Regulatory Agencies Office of Barber and Cosmetology (DORA). Multiple Concurrent Enrollment opportunities are available in this course. More information will be provided by the instructor. Course begins approximately August 15, 2024. The $\$ 75$ course fee includes consumables. Students will be responsible for purchasing uniform scrubs for the program. Anticipated session times: Option 1: Monday - Friday Morning Session (7:30-11:30am) OR Option 2: Monday - Friday Afternoon Session (12:00-4:00pm).

To register for this course, scan the QR Code at the top of the page or visit www.cherrycreekschools.org/Page/11161 and click on the link for the CCIC Application.

## Esthetics

Grade: 12
Concurrent/Dual Enrollment: Multiple opportunities available
Year: 5.0 credit
Estimated Course Fees: $\$ 350$ and cost of uniform scrubs
Location: Colorado's Finest High School of Choice in Englewood
This course takes place at Colorado's Finest High School of Choice in Englewood. Students are responsible for their own transportation. Estheticians, also called skin-care specialists, strive to make their clients look and feel younger and more attractive. They cleanse and beautify skin with facials and full-body treatments, apply makeup, remove facial or body hair with hot wax, give head and neck massages and may, with special training, perform microdermabrasion to remove imperfections and signs of age. Students are required to sell skin care products like those who run their own shops as entrepreneurs, involved in all phases of business management and marketing. To be considered for this program, you must attend a parent meeting and orientation, as well as be on track to graduate in terms of credit hours. After applying, you will be contacted with more information. Multiple Concurrent Enrollment opportunities are available in this course. More information will be provided by the instructor. Course begins approximately August 15, 2024. The $\$ 350$ course fee includes: esthetics kit (student keeps at completion of program) and consumables. Students will be responsible for purchasing uniform scrubs for the program. Anticipated session time is Monday-Friday, 12-3:30PM.

To register for this course, scan the QR Code at the top of the page or visit www.cherrycreekschools.org/Page/11161 and click on the link for the CCIC Application.

## Future Educator

The Future Educator Pathway is a CTE Pathway that includes innovation, dual enrollment course work, and an apprenticeship in a CCSD elementary school. University of Colorado at Denver (UCD) dual enrollment coursework counts directly towards a postsecondary teaching degree. Courses follow the hybrid model combining asynchronous and synchronous learning. For additional Future Educator Apprenticeship information, please see "Future Educator Apprenticeship" under the "Work-based Learning" section in the CTE District wide Course Guide. For more information about this program, please check the Cherry Creek Schools CTE website for schedules and links to upcoming informational sessions at www.cherrycreekschools.org/cte.


## Future Educator - Year 1

Students will select "Future Educator - Year 1" in the CTE/CCIC Application and be automatically enrolled in the following courses:

Grade: 11, 12
Concurrent/Dual Enrollment: 12 credit hours total
Location: Hybrid

Year: 2.0 credits (each course 0.5 ) Estimated Course Fees: may be applicable Prerequisite: N/A

## EDHD 1030 - Early Ed Field Experience

Working within the community to support children's learning requires competencies explored in this course. The experiences of seminar, paired with working at a local school or community-based context, will help students develop theoretical grounding as a community based educator. This course requires the student to be placed at a CCSD elementary school for observation hours. Students will be required to provide their own transportation to and from observation hours.

## STEM 1000 - STEM Methods

This course provides an overview of STEM practices and philosophies in PK-12 education. STEM trends, foundations of practice, and resources are examined.

## LCRT 2000 - Rebels, Villains, \& Superheroes: How Children's Literature Shapes Our Identities

This course explores both classic and contemporary children's and adolescent literature and media in traditional and digital texts, specifically focusing on developing literary understandings, exploring perspectives and personal responses to literature, and inquiring into trends and issues.

## HDFR1010 - Life Span Development in Ecological Settings

This course is designed to introduce students to human development in ecological settings in particular family, school and community contexts as it occurs across the lifespan, including emotional, physical, and cognitive development, and emphasizes personal adjustment and achievement.

## Future Educator - Year 2

Students who have successfully completed Future Educator - Year 1 courses, will select "Future Educator - Year 2" in the CTE/CCIC Application and be automatically enrolled in the following courses:

Grade: 11, $12 \quad$ Year: 2.0 credits (each course 0.5 ) Estimated Course Fees: may be applicable
Concurrent/Dual Enrollment: 12 credit hours total
Location: Hybrid
Prerequisite: N/A

## CLDE 1000 - Language, Power, \& Identity

This course explores the relationship between language, identity, and power in various international contexts. The course considers how legacies of inequality for particular communities are reflected in societal attitudes about languages and language users and subsequent language planning.

## SPED 1030 - Understanding (dis)Ability in Contemporary Classrooms

This course provides an overview of special education by examining the history of special education, construction of dis/ability, characteristics of individuals with disabilities, aspects of disproportionality, and introduction to evidence-based instructional practices.

## SPED 1400 - Universal Design for Learning

This course will introduce Universal Design for Learning (UDL), an important, contemporary educational philosophy, with an emphasis in a set of principles \& techniques that focus on strategies and tools to help ALL students by accommodating their differences in inclusive classroom settings. Candidates will also be exposed to foundational information about children with disabilities who are included in today's classroom.

## INTE 2000 - Digital Teaching and Learning

Survey of technology for: (1) your own learning, informally and in classes; (2) your students' learning when you become a teacher; and (3) sharing with peers and colleagues. Use tools to address problems of equity, access, and learning needs.

## Work-Based Learning

The Cherry Creek School District Work-Based Learning program is designed to connect students with career pathways of interest by partnering with businesses in the community. Through these experiences, students will have the opportunity to explore career pathways and develop career readiness skills.

## Career and Technical Education (CTE) Internship

Grade: 12 Semester: 1.0
Concurrent/Dual Enrollment: N/A
Location: Based on Internship
Semester: 1.0
Estimated Course Fee: Summer School Fees Only
Length: 100 Internship hours during Fall, Spring or Summer Semester
The CTE Internship program will provide an opportunity for selected students to have experience in a career field that they would like to pursue after graduation. An internship is a form of firsthand learning that integrates knowledge and theory learned in the CTE classroom with practical application and skill development in a professional setting. This work/learning arrangement is overseen by the Work-Based Learning Instructor for CCSD. Within the internship, students can expect to do various work assignments, attend meetings, and complete projects. Professional success also depends on the level of student's maturity, responsibility and reliability. Internships can be paid or unpaid depending on the sponsoring company. Transportation is the responsibility of the student. This program is selective. To apply, the student must have taken a CTE course in the pathway they are pursuing. Students must apply and interview and be selected for an available CTE Internship. The student will then be enrolled in the course.

Applications for CTE Internship will be open during the second semester. Information on unique applications for each job will be available on the Cherry Creek School District Work-Based Learning page: https://www.cherrycreekschools.org/domain/6101; (or scan the QR code above). After applying, the Work-Based Learning team will follow up with next steps.

## Apprenticeship - Year 1

$\begin{array}{lll}\text { Grade: } 11,12 & \text { Year: } 2.0 \text { credit } & \text { Estimated Course Fee: N/A } \\ \text { Concurrent/Dual Enrollment: N/A } & \text { Length: } 12-16 \text { hours per week } & \end{array}$
Location: Based on Apprenticeship
Through CCSD Apprenticeships, students earn a wage while receiving hands-on work experience where they can apply their high school CTE classroom learning each week. All apprenticeships take place during part of the school day while also taking courses needed for graduation. An apprenticeship lasts between 2-to-3 years to ensure that students have the experience to either enter the workforce upon completion and pursue relevant higher education if necessary to meet their career goals. All CCSD Apprenticeships begin during junior or senior year and span 1 -to-2 years after graduation. This course is for first year apprentices who are hired into a CCSD Apprenticeship during their junior or senior year. Cherry Creek School District works collaboratively with industry partners each year to bring in new apprenticeship opportunities in CTE Pathways. In addition to the onsite apprenticeship, students will be responsible for attending seminars and completing weekly online activities throughout the duration of their apprenticeship. Eligibility depends on the application and interview process, in accordance with the student's maturity, reliability, commitment, and graduation status. Transportation is the responsibility of the student (free monthly RTD passes are available). This program is selective. Additional application materials and an interview are required.

Applications for CCSD Apprenticeship opportunities will be open during the second semester. Information on unique applications for each job will be available on the Cherry Creek School District Work-Based Learning page: https://www.cherrycreekschools.org/domain/6101 (or scan the QR code above).
After applying, the Work-Based Learning team will follow up with next steps.

## Apprenticeship - Year 2

| Grade: 11,12 | Year: 3.0 credit | Estimated Course Fee: N/A |
| :--- | :--- | :--- |
| Concurrent/Dual Enrollment: N/A | Length: $16-20$ hours per week |  |

Location: Based on Apprenticeship
This course is for Apprentices as they continue the second year of their CCSD Apprenticeship. Current CCSD Apprentices will be given specific instructions from the Work-Based Learning team to register for this course.

## Future Educator Apprenticeship

Students in the Future Educator Pathway have the opportunity to be a Future Educator Apprentice (see Future Educator Pathway above - Year 1 \& 2 courses for course descriptions). As an apprentice, students earn valuable experience and work hours in the Education Pathway working as a paraprofessional in an elementary school within Cherry Creek School District. Students can earn college credits, wages, additional certification, classroom hours, and access to a professional network. In addition to the onsite apprenticeship, students will be responsible for attending seminars and completing weekly online activities throughout the duration of their apprenticeship. Transportation is the responsibility of the student (free monthly RTD passes are available).

Please see Future Educator Pathway course information (above) for students to register for Future Educator Pathway Year 1 or Year 2; students will indicate interest in being an apprentice in the application after selecting Future Educator Pathway Year 1 or Year 2 courses.

# Automotive Technician Apprenticeship - Year 1 

Grade: 11, 12

Concurrent/Dual Enrollment: N/A
Length: 12-16 minimum work hours per week
Prerequisite: Automotive Technology I or similar demonstration of skill, Automotive Technology II recommended
Location: CCSD Transportation Department

The Automotive Technician Pathway Apprenticeship is offered by CTE in collaboration with our CCSD Transportation department. As an apprentice, students earn valuable experience and work hours in the Automotive Service pathway. Job duties include: assisting the vehicle maintenance department in beginning level inspection and maintenance and repairs on District equipment, vehicles and school buses. Students will earn wages and access to a professional network. In addition to the onsite apprenticeship, students will be responsible for attending seminars and completing weekly online activities throughout the duration of their apprenticeship. Transportation is the responsibility of the student (free monthly RTD passes are available). This program is selective. Additional application materials and an interview are required.

Applications for CCSD Apprenticeship opportunities will be open during the second semester. Information on unique applications for each job will be available on the Cherry Creek School District Work-Based Learning page: https://www.cherrycreekschools.org/domain/6101 (or scan the QR code above).
After applying, the Work-Based Learning team will follow up with next steps.

## Automotive Technician Apprenticeship - Year 2

Grade: 12 Year: 3.0 credit Estimated Course Fee: N/A

Concurrent/Dual Enrollment: N/A
Length: 12-16 minimum work hours per week
Prerequisite: Automotive Technician Apprenticeship - Year 1
Location: CCSD Transportation Department

This course is a continuation of the Automotive Technician Apprenticeship - Year 1 and provides additional experience working with the CCSD Transportation department.

Current CCSD Apprentices will be given specific instructions from the Work-Based Learning team to register for this course.


[^0]:    *Students who take AP courses are required to take the corresponding AP exam. Requests for exemption to this policy must be reviewed by the AP Coordinator. AP exams cost approximately $\$ 94.00$ per exam and there are late fees associated with each late exam registration. Financial assistance is available.

[^1]:    **Concurrent Enrollment college credit is subject to course and teacher approval and completion of all required registration steps by the majority of the class within the designated semester deadline. Courses may be subject to cancellation for Concurrent Enrollment college credit due to unforeseen changes.

[^2]:    * Students who meet the Benchmark have approximately a $50 \%$ chance of earning a B or better and approximately a $75 \%$ chance or better of earning a C or better in the corresponding college course or courses by the time they graduate high school. - ACT.org

