



Lion's Lore

Littleton High School

Course Description Guide (grades 9 -12)

2022-2023

LITTLETON INDIVIDUAL CAREER AND ACADEMIC PLAN

Beginning with the Class of 2021, students will have three separate areas of graduation requirements including 22 credits, completion of an Individualized Career and Academic Plan and demonstration of academic competency in English and Math. As you plan your four years of study at Littleton, keep in mind not only the graduation requirements, but also your postsecondary goals. Most colleges and universities require much more than what is required for graduation. Use the provided materials to help plan your course of study.

Graduation Requirements	Grade 9	Grade 10	Grade 11	Grade 12
<u>Language Arts:</u> LHS: 4 Credits *CCHE: 4 years				
<u>Social Studies:</u> LHS: 3.5 Credits *CCHE: 3 years (at least one unit of U.S. or world history)				
<u>Mathematics:</u> LHS: 2.0 Credits *CCHE: 4 years (Must include Algebra I, Geometry, Algebra II or equivalents)				
<u>Science:</u> LHS: 2.0 Credits of Lab Science *CCHE: 3 years (two units must be lab-based)				
<u>Fine Arts</u> LHS: .5 or 1.0 Credits				
<u>Practical Arts:</u> LHS: .5 or 1.0 Credits				
<u>Physical Education:</u> LHS: 1.5 Credits Health and Swimming (1.0) Or Life Sports Required				
<u>World Language:</u> LHS: 2.0 credits *CCHE: 2 years				
<u>Additional Electives:</u> LHS: At least 7.5 to make Total Credits equal to or above 22. *CCHE: 2 years of Academic Electives				
Total: 22 Credits	Total:	Total:	Total:	Total:

*Colorado Commission on Higher Education College Entrance Requirements: The Colorado Commission on Higher Education has adopted the Higher Education Admission Requirements which are entry requirements for students planning to attend any of Colorado's public four-year colleges or universities. These students will need to complete these classes in order to fulfill the Higher Education Admission Requirements. [For more information click here.](#)

Individualized Career and Academic Plan (ICAP)

Students will complete their Individualized Career and Academic Plan over four years in Seminar. Littleton High School students will utilize two internet-based platforms, College in Colorado and Naviance. Successfully passing Seminar for eight semesters will indicate completion of the ICAP.

Academic Competencies

Students must demonstrate competency on at least one of the district adopted measures in both English and Mathematics. Students and parents should become familiar with the assessments on the district menu, as well as how state assessments taken as a freshman and sophomore align with these assessments.

9th Grade	10th Grade	11th Grade	12th Grade
PSAT English/Language Arts	PSAT Evidence-Based Reading and Writing (ERW)	SAT Evidence-Based Reading and Writing (ERW)	
PSAT Math	PSAT Math	SAT Math	

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EDUCATION IS OUR BUSINESS

The staff at Littleton High School lives by its belief that education is its highest priority. Mindful that the nature of society and education is rapidly being transformed by technology, the information era, and demographic shift, the staff is keeping abreast of the growing demands on its students and striving to prepare its youth for a fulfilling life in the 21st century. Despite adjustments and change, however, Littleton High School will continue to strive for quality education through its long tradition of a demanding curriculum, the number of hours students are required to devote to studies, and the examination system, combined with a healthy school environment and the crucial role of the home.

This handbook includes the listing of courses offered to students at Littleton High School during the 2020-2021 school year. The number of specific courses offered in a school at a particular time, as well as the courses themselves, reflect the educational priorities identified by the professional staff and the number of students requesting specific courses. Factors considered in course selection include course prerequisites, students' grade levels, students' ability levels, high school graduation requirements, career and college goals, and student/parent preferences.

Organizational theorist Terry Deal suggests organizations describe what their organization stands for in four words or less. According to the faculty and staff, the four words that best describe Littleton High School are:

Vision – A common research-based learning theory guides decision-making at the school, and there is some agreement about what teaching and learning should “look like.” Members of the professional staff believe that there is a desired state of affairs in today’s world that is worth striving for. Exploration and responsible risk taking in support of the school’s vision is not only encouraged but expected.

Excellence – Student achievement is job one. There is a clear definition of what students are supposed to know and be able to do, and about the level of performance that is expected, at the course, department, program, and school levels. Collective critical reflection is focused on student achievement.

Diversity - Differences, whether it be in the way people dress, their ethnicity and culture, or the activities in which they find enjoyment, are not just tolerated, they are valued. It is not necessary for everyone to fit the same mold. Littleton High School’s strength, and the richness of the school community, is due in part to the diversity of its people.

Personalization - The Littleton High School staff believes it is important that every student is known well by at least one adult in the school. Academic, social, and personal problems are resolved in ways that best meet the needs of the individual students involved to the extent that fairness to all students permits. Student ownership and choice, when in harmony with other school values and when feasible given the school’s limited financial resources, are promoted.

Littleton Public Schools does not discriminate on the basis of race, color, national origin, ancestry, creed, age, religion, sex (which includes transgender and gender identity), marital status, sexual orientation, disability, or need for special education services in its programs or activities. The following individuals have been designated to handle inquiries, reports and claims regarding non-discrimination, including Title IX and Section 504 inquiries. For inquiries related to staff: Mike Jones, Assistant Superintendent of Human Resources, 303-347-3375, 5776 S. Crocker St. Littleton, CO 80120, mdjones@lps.k12.co.us. For inquiries related to students: Melissa Cooper, Assistant Superintendent of Learning of Learning Services, 303-347-3395, 5776 S. Crocker St. Littleton, CO 80120, mrcooper@lps.k12.co.us.

VISION STATEMENT

The world needs young people who know how to learn, as well as how to read, write, speak, and compute. The world needs young people with strong interpersonal skills, the ability to contribute to economic productivity and social progress and justice. The world needs young people who can acquire, analyze, and apply information, so as to think creatively, and solve problems.

As workers, parents, citizens, and individuals, members of the next generation should know how to question, invent, anticipate and dream.

We of the Littleton High School community should work every day to help young people do these things, so that they can move, at last, beyond us, each prepared to make a living, make a life, and make a difference.

MISSION STATEMENT

Littleton High School is proud to be a diverse International Baccalaureate World School, where every student demonstrates the knowledge and skills necessary to thrive in an interdependent and ever-changing world. Committed students, staff, parents, and family, united with the greater Littleton community, share the responsibility of educating individuals equipped to engage fully and successfully in post-graduate experiences.

GRADUATION REQUIREMENTS

[Please click here for the detailed LPS Graduation Competency Menu for class of 2021 and after](#)

A student must earn a minimum of 22 credits in grades 9-12 to graduate from Littleton High School.

The minimum and maximum semester student loads shall be as follows (except as approved by the principal):

Grade 9 - 12

3.0 - 3.5 credits

Students enrolled in the Advanced Placement or International Baccalaureate programs may be granted exceptions regarding the maximum semester student loads. An exception to the maximum class load involving students enrolled in the area vocational school classes or other unusual circumstances must receive counselor approval.

Credits must be earned in the following subjects areas in order to meet graduation requirements:

LANGUAGE ARTS--4.0 credits distributed as follows:

- | | |
|--|---------------|
| (1) MYP 9th and 10th grade Language Arts | --2.0 credits |
| (2) Language Arts 11 | --1.0 credits |
| (3) 12th grade LA electives | --1.0 credits |

SOCIAL STUDIES--3.5 credits distributed as follows:

- | | |
|-----------------------|---------------|
| (1) MYP World History | --1.0 credits |
| (2) MYP U.S. History | --1.0 credits |

- | | |
|---------------|----------------|
| (3) Economics | -- 0.5 credits |
| Geography | -- 0.5 credits |
| (4) Civics | -- 0.5 credits |

MATHEMATICS--2.0 credits distributed as follows:

- | | |
|----------------------------|----------------|
| (1) MYP Algebra or higher | -- 1.0 credits |
| (2) MYP Geometry or higher | -- 1.0 credits |

SCIENCE--2.0 credits of lab science credit distributed as follows:

- | | |
|-----------------------------------|----------------|
| (1) MYP Integrated Science I-II | -- 1.0 credits |
| (2) MYP Integrated Science III-IV | -- 1.0 credits |

FINE ARTS/PRACTICAL ARTS--1.5 credits distributed as follows:

- (1) 0.5 credits Fine Arts: Instrumental Music/Band/Choir, Drama, Art
- (2) 0.5 credits Practical Arts: Technology Education/Business/
Family & Consumer Science/Career & Technical Education
- (3) 0.5 credits additionally must be taken in Practical Arts OR in Fine Arts

PHYSICAL EDUCATION--1.5 credits distributed as follows:

- (1) Health --0.5 credits
- (2) Swimming--0.5 credits. Students must take a swimming course unless they can demonstrate proficiency by passing the swimming skills test.
- (3) Electives-- In addition to the above each student must select other P.E. electives to complete the 1.5 required credits.

Physical Education Waiver

Starting with the Class of 2021, Littleton High School students who successfully complete a season in good standing of:

- CHSAA - sanctioned HS sport, or
- Unified Sports (as an athlete, not as a “coach”), or
- Marching Band

and are awarded a varsity letter or certificate of participation, may receive a waiver of one Physical Education credits for the season. During grades 9-12, students may request this waiver four times, for a cumulative total of four credits. This waiver may NOT be used to replace the district health or swimming requirements. Students wanting to request a waiver must complete the appropriate waiver request form and submit it to the Office of Instruction within nine weeks of the completion of the sport or marching band season.

ADDITIONAL ELECTIVES -- 7.5 credits

In addition to the above requirements, each student must select other electives from the above areas of study to complete the total of 22 credits required to graduate.

Colorado Academic Standards - According to the Colorado Department of Education, “the Colorado Academic Standards (CAS) are the expectations of what students need to know and be able to do at the end of each grade. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. State standards are the basis of the annual state assessment.” The standards have been developed in ten content areas: Colorado Arts (Music, Theatre, Dance and Visual Arts); Reading, Writing and Communicating; Math; Comprehensive Health and Physical Education, Science, Social Studies, and World Languages. At Littleton High School, we have worked collaboratively within each department listed above to align our curriculum with the CAS. You will find the “Standards at a Glance” for these departments listed at the beginning of each content area. Then, as you look at each individual course you will see the content-area standards which are covered in that course. For more detailed information related to the Colorado Academic Standards, visit www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards.asp

GENERAL INFORMATION

BUILDING YOUR SCHEDULE

Because course placement, teacher assignments and building needs are all dependent on student course selection, careful thought should be given to the selection of courses. This curriculum catalog describes courses offered at Littleton High School. Course selection should be made by students and parents, with the help and expertise of each student's counselor.

Once courses and alternates are chosen through the online course selection process, the administration, through the use of the Infinite Campus program will create the building schedule. The computer scheduling process determines the period and teacher a student receives for a particular course. Teacher and academic period requests cannot be considered at this point in the process, but can be requested during the schedule adjustment period as explained below.

ADDING AND DROPPING CLASSES/SCHEDULE CHANGES

Schedule adjustment opportunities are available just before each semester begins. The dates and times for schedule adjustment are published on the LHS website <http://littleton.littletonpublicschools.net>. After the semester has begun, ADDING OR DROPPING COURSES AND REQUESTING SCHEDULE CHANGES ARE NOT PERMITTED WITHOUT ADMINISTRATIVE APPROVAL THROUGH YOUR COUNSELOR. This policy minimizes class disruptions and maximizes the possibility of success for students. Students who do not choose to select courses in the spring will be scheduled for core graduation requirements but are not guaranteed schedule adjustments. Counselors will review individual cases in the event of serious extenuating circumstances, i.e., a student acquires a physical disability, experiences a personal trauma, has medically documented evidence of illness, was erroneously placed in a course (lacking a prerequisite or adequate preparation), etc.

Any student who wishes to change level, from honors to non-honors must do so with teacher, parent, counselor and administrative approval. This can occur up to the sixth week of the semester.

CREDITS FROM OTHER SOURCES

Students may earn credits for taking courses from a variety of sources. Any course taken outside LHS, with the exception of new students' transfer credits, must be pre-approved by administration. Forms and information are available in the Counseling Office. Other sources of credit include:

Non LPS Online Courses

Students need to have correspondence courses pre-approved by their counselor if they wish to receive credit. A form must be completed and approved prior to the start of the correspondence course. Generally, these courses are taken for credit recovery or to complete needed elective courses. These courses should cover state content standards. A maximum of 12 hours of credit are accepted toward graduation requirements from correspondence courses.

Transfer Credits

Credits from previous high schools will be evaluated by both the registrar and counselor when a student transfers to LHS. Senior transfer students must complete eight semesters in grades 9-12 before graduating. The option for early graduation is not open to students who transfer to LHS during their senior year.

Concurrent Enrollment Options

Juniors and seniors have the opportunity to take college courses while still attending high school. Students choosing this option receive both high school and college credit for these courses and may take up to two courses per semester. Information is available through the Counseling Office or Office of Instruction. College courses taken by Littleton High School students DO NOT count as "weighted grades" unless they exceed Advanced Placement standards. Forms for weighted grade approval must be completed and signed by the principal and student's counselor before coursework begins.

Study Abroad

Students may receive credits for approved certified foreign exchange programs, but arrangements must be made in advance of the student's departure. A student must discuss the academic program with his/her counselor and prepare a plan to be approved by the Assistant Principal for Instruction. A maximum of 2.0 credits may be earned

toward graduation for each semester of participation in a foreign travel program.

Waivers

There are times when a student may request a waiver of a required class in order to make way for another class in that student's chosen pathway. This pathway will be documented in the student's Individual Career and Academic Plan (ICAP) and approved by the student's parent and counselor. A waiver does not reduce the total number of credits (22) required for graduation. Waivers that students may currently request are listed below:

Additional credit-seeking opportunities may be considered by seeking prior approval from administration. Please see your counselor to discuss this option.

STUDENT WITHDRAWAL FROM A CLASS

Students must carry a minimum of 2.75 credits in each semester of enrollment. The following scenarios include how students will approach withdrawal procedures from classes **so long as** students remain above the requisite 2.75 credits:

1. 0 – 2 Weeks into the Semester: Students may drop classes with a counselor contact and parent approval.
2. 2 – 6 Weeks into the Semester: Students may drop classes only if a student is misplaced in an upper level (Honors or AP) class with teacher, counselor and administration approval. Otherwise, a withdrawal after two weeks results in an "F" grade.
3. After 6 Weeks: Students can no longer withdraw from a class without the penalty of a final grade of "F" on the permanent record (the option of W/P – Withdraw Pass will no longer be an option at this point).
4. Students can opt to take a class on a Pass/Fail basis up through the fourteenth week of a semester. Students can take the P/F option for a maximum of one course per semester; only if the course is **NOT** a graduation requirement.
5. Withdrawal requests after week 6 due to extenuating circumstances will be addressed by the assistant principal with the student and family.

Note: Freshmen must carry a minimum of 3.0 credits both semesters.

REPEATED COURSES

Any student in grades 10-12 may repeat a course in which he/she received an F. The grade for the repeated course will be averaged with the previous mark and will be used in determining overall GPA. Repeated courses can be taken on-line, in the building or through summer school. Courses must be approved by a building administrator.

GRADE OPTION: Pass/Fail

Students of any grade level have the option of taking a maximum of five credits per semester on a pass/fail graded basis; however, pass or fail options are not cumulative.

1. This option is open for all grades for **any course not required for graduation** up to a total of 0.5 credits per semester.
2. The Pass/Fail option can be exercised through the fourteenth week of the semester.
3. Students dropped for lack of attendance in a course taken with this grade option **will** receive an "F" for the semester.
4. A "P" passing grade will have no effect on GPA calculation; while an "F" grade will be used in the GPA calculation.
5. Students who produce quality work can have the option of changing a "Pass" to a letter grade. However, the grade can only be changed in accordance with a written agreement made with the cooperating teacher after a reasonable time following the semester final

RECOVERABILITY FOR FRESHMEN

Beginning with the class of 2013, N/C (no credit) will be applied to all courses failed by freshmen. This procedure places a value on what students know and can do, and not on past mistakes. The intent is to provide motivation for "starting new" after a poor freshman year, and provide another incentive to work towards graduation.

At the end of each semester, teachers will give grades as they always do, including F's. All students, including freshmen, will receive report cards with the F's indicated. The freshmen F's will be converted administratively to N/C (no credit)

after the report cards are printed. The N/C grades will not figure into the cumulative GPA. Repeated courses can be taken on-line, in the building or through summer school. Courses must be approved by a counselor or building administrator.

HOMEWORK POLICY

Homework, work that is assigned during class to be done outside the regular class meeting time (at home, during academic prep time or at some other location and time), is an integral part of the educational program. Homework should be meaningful and relevant both to the class work and to the student. It should help the student develop useful skills and gain increased insight into class work. All homework should contribute directly as well as indirectly to the student's performance evaluation. Although regular homework requires self-discipline and individual commitment on the part of the student, the best results occur when homework is a collaborative effort between school, teachers, students, and parents. Yet it is recognized that some time in a student's out of school life must be devoted to physical, social, religious, and other activities. Homework is an educational tool, not a disciplinary measure.

A high school student can reasonably expect to complete an average of 30 minutes of homework per academic class for each credit received for the class during each week. For a .5-credit class a student should receive approximately 150 minutes of homework per week; for a .25-credit class, 90 minutes, etc. A student with five academic classes of .5 credits each will have an average of 12 and one-half hours of homework each week, or an average of two and one-half hours per day. Clearly some classes will have more than 30 minutes of homework per class/credit hour per week while others will have much less; the average of 30 minutes should apply. Because this is an average amount, some students should expect to have more homework than this amount while others will have less.

LHS ACADEMIC HONESTY POLICY

Please [click](#) here for the Academic Honesty Policy.

Make Up Work

According to Board policy [JH](#), "Make-up work shall be provided for any class in which the student has an excused absence unless otherwise determined by the building administrator or unless the absence is due to the student's expulsion from school. Each school shall establish procedures for completing make-up work, in accordance with this policy, and shall communicate those procedures to students and their parents. It is the responsibility of the student to initiate requests for make-up work, and teachers are required to provide such work upon request".

Excused or unexcused absence — Credit for work missed during excused or unexcused absences shall be given when the required work has been satisfactorily completed. Make-up work following an unexcused absence shall be allowed with the goal of providing the student with an opportunity to keep up with the class and an incentive to attend school. However, the teacher, in their discretion, may give only partial credit, as a consequence for an unexcused absence."

Students shall have at least one day for every day of absence, generally not to exceed ten school days to make up any missed assignments. **It is the student's responsibility to obtain make up work.** Students who have unexcused absences (other than suspensions) will not be allowed credit for work missed.

Students who have an unexcused absence due to a suspension will be responsible for all work and assignments missed. It is the student's responsibility to request all make-up work and the teacher's responsibility to provide the make-up work. A grade of "0" will be recorded for any work not made up within the allotted time. Amount of credit assigned is based on teacher discretion.

FINAL EXAMINATIONS

Final exams are an integral part of most courses and are granted a value as high as 20 percent of the final semester grade. These exams are pre-scheduled for the last four days of the semester. In order to provide a valuable, consistent and fair opportunity for all students, it is expected that students attend all final exams during the scheduled time. Any student absent from an exam must have a pre-arranged absence approved by the administration or a physician's note excusing the student from attending school. Make-up exams must be arranged with the instructor, counselor or the administration.

SUMMER SCHOOL

Our school district conducts a summer school program. Specific information regarding the dates for registration is made in a summer school bulletin issued in April, available in the Counseling Office. Each student must check with his/her counselor to approve registration for the proper course.

GRADE POINT AVERAGE AND RANK

GPA and Rank will be based on grades 9-12. All students are included in class rank and all courses for which the student received an A-F are included in the GPA. Area Career & Technical School and Learning Support classes are graded and included in the GPA and Class Rank computations.

Honor Roll starts at 3.0 for SEMESTER grades

- Honorable Mention: 3.0-3.4
- Honor Roll: 3.5-3.79
- High Honor Roll: 3.8-4.0
- Highest Honor Roll: 4.1 and above

Academic Lettering:

Based on a CUMULATIVE GPA of 3.5 and above. Students must have attended LHS for 1 year prior to award.

Graduation: (determined at completion of 7th semester)

- Graduation with Honors: CUM GPA of 3.5-3.79
- Graduation with High Honors: CUM GPA of 3.8-4.0
- Graduation with Highest Honors: CUM GPA of 4.1 and above

WEIGHTED GRADES

The Littleton High School Accountability Committee determined the following weighted grading system:

Honors/Advanced Placement (AP)/IB course: A = 5; B = 4; C = 3; D = 1; F = 0

All courses not labeled Honors, AP, or IB: A = 4; B = 3; C = 2; D = 1; F = 0

Note: When a student transfers to Littleton High School, weighted credit will only be awarded to classes which are offered at Littleton High School.

GRADUATION RECOGNITION

The Valedictorian is the student with the highest cumulative weighted grade point average (GPA) in the class. The Salutatorian has the second-highest cumulative weighted GPA in the class. Starting with the Class of 2019, these students will be named at the end of *eight* semesters. This aligns with other high schools in the district, and it makes these highest honors the result of strong achievement all the way through high school.

These honors will not be announced until Senior Convocation, which is held just a day or two before graduation. As a result, the Valedictorian and Salutatorian will not automatically speak at graduation. While the Student Body President and the Class President will continue to address the Class, the remaining student speeches will be chosen through an audition process during the month of April. As is now the practice, any graduate may audition to speak through this process.

Graduation with honors (or high or highest honors) recognition will continue to be based on seven semesters. Honor students will continue to be recognized at Senior Convocation and will continue to receive gold honor stoles to be worn with cap and gown. Based on the cumulative weighted grade point average of the first seven semesters, students will be designated as graduating with distinction based on the following: Honors: 3.5 – 3.79; High Honors: 3.8 – 4.0; Highest Honors: 4.1 – higher.

EARLY GRADUATION

Early graduation is appropriate for a small number of students each year. The academic rigor is an essential component at a high school such as Littleton where we have an array of courses and programs designed to prepare students for post-secondary opportunities. Occasionally, students will plan to have all graduation requirements completed by the end of the first semester of the senior year. Students making a request for early graduation must first make an appointment to see their counselor. A letter from the student and a letter from the parent must then be submitted. The letter must include specific reasons and rationale for requesting early graduation. All requests must be submitted prior to the first day of school senior year and must be signed by parents and the student. If the request is approved, the student will be issued a diploma at the end of the school year. The graduation ceremony is held only once a year in May, and all December graduates are encouraged to participate. A full-year early graduation is a true exception and requires approval of the principal. Students interested in graduating a full year early must work with their counselor to complete this approval process. Students who transfer into Littleton during, or just prior to, their senior year cannot graduate early.

ELIGIBILITY: CHSAA

In order to maintain athletic eligibility for the next semester, a student-athlete cannot fail more than 0.5 credits in the semester in which he/she is currently enrolled. If a student-athlete fails more than 0.5 credits in a semester, he/she will be ineligible to participate in any athletic program until the sixth Thursday following Labor Day for the first semester and on the Friday immediately prior to March fourth for the second semester. At that time, grades will be checked to see if they meet LHS and CHSAA academic standards. If the student-athlete's grades meet the eligibility requirements at this time, then eligibility will be reinstated.

ELIGIBILITY: NCAA

Students who wish to participate in Division I and II college athletics must be registered with the NCAA Initial Eligibility Center. Students must submit the Student Release Form, a final high school transcript, and ACT or SAT scores.

Where to find information

- a. See the Quick Reference Guide or the Initial Eligibility Brochure found in the school counseling office.
- b. See the NCAA Guide for the College-Bound Student-Athlete, available on the Resources page at <http://www.ncaa.org/student-athletes/future/eligibility-center>
- c. Register for a NCAA Eligibility Center Student Account: <https://web3.ncaa.org/ecwr3/>

ACTIVITY FEES FOR CO-CURRICULAR COURSES

Littleton High School appreciates our students' participation in LHS activities. The school recognizes that extra and co-curricular activities provide unique learning opportunities for students and strengthen our school and community.

Co-curricular courses in the LHS curriculum are those that involve students in both an instructional and an activity, performance or competitive setting. While the district does provide the school with some funds, maintaining outstanding programs requires significant resources. In order to provide the most enriching and safe experience for our students, the school district must pay equipment, materials, training, uniforms or costumes, transportation, performance or competition costs, as well as stipends for teachers/sponsors for their after-school commitments.

To offset some of these costs, the LPS school board implemented a \$40 activity fee. Students who participate in any of the activities listed below are required to pay the fee. Fees will be reflected in each student's Infinite Campus account. Once fees have been posted in IC, payment can be made to Littleton High School with cash, check or credit card. Any student needing financial assistance with any fees, should contact their counselor or assistant principal.

Students who participate in more than one activity (for example, if a student is in Wind Ensemble *and* Concert Choir) only have to pay the activity fee once. No student will pay more than \$40 to participate in any or all of the following co-curricular activities:

- | | |
|--------------------------------------|---|
| * Chamber Orchestra | * Marching Band |
| * Concert Band | * Troubadours, Manwich, Syrens, Cordially Yours |
| * Concert Choir | * Vocal Jazz |
| * <i>Corlionis</i> (Yearbook) | * Wind Ensemble |
| * Drama | * Women's Choir |
| * Flags | * Women's Ensemble |
| * Jazz Band | * Women's Select Choir |
| * <i>The Lions' Roar</i> (Newspaper) | |

LHS INTERNATIONAL BACCALAUREATE COURSE SEQUENCE

2021-2022					
Subject	Grade 9	Grade 10	Grade 11	Grade 12	IB exam name 3 or 4 HLs; 3 or 2 SLs
Group 1: Language A (English)	MYP Language Arts 9 regular or Honors	MYP Language Arts 10 regular or Honors	IB Language and Literature year 1	IB Language and Literature year 2	IB Language and Literature HL
Group 2: Language B (World Language)	MYP French 1 or French 2 Honors or MYP Spanish 1 or Spanish 2 Honors	MYP French 2 or 3 Honors or MYP Spanish 2 or 3 Honors	Fr 3 H or Fr 4 IB (test) or Sp 3 H or Sp 4 IB (test)	French 4 IB or Spanish 4 IB	IB Language B SL
Group 3: Individuals & Societies (Social Studies)	MYP World History Honors	MYP US History regular or MYP US History Honors	IB European History SL (course candidates can test at the end of junior year)	IB 20th Century History (diploma program students take both years of history and test HL)	IB History of Europe HL
Group 4: Experimental Sciences	MYP Integrated Science 1-2 Honors (must exempt IS 3-4 for 10th grade)	General Chemistry	IB Biology year one and/or IB Chemistry* or IB Environmental Systems and Societies SL or IB Sports, Exercise and Health Science SL *1-year course	IB Biology year two and/or IB Chemistry* or IB Environmental Systems and Societies SL or IB Sports, Exercise and Health Science SL *1-year course	IB Biology HL and/or IB Chemistry SL or IB Environmental Systems and Societies SL, or IB Sports, Exercise, and Health Science SL
Group 5: Mathematics	MYP Algebra 1 regular or Honors	MYP Geometry regular or Honors	Algebra 2 regular or Honors	IB Math Applications SL	IB Math Applications SL
	MYP Geometry regular or Honors	Algebra 2 regular or Honors	Trig/Pre-Calc regular or Honors	IB Math Analysis SL	IB Math Analysis SL
	Algebra 2 regular or Honors	Trig/Pre-Calc regular or Honors	AP Calculus BC take AP exam	IB Math Analysis HL	IB Math Analysis HL
Group 6: Fine Arts	Art Foundations, Drawing and/or Art History	Drawing, Ceramics, Photography, Painting, Sculpture or Animations	IB Studio Art year 1	IB Studio Art year 2	IB Visual Arts SL or HL
	Choice music elective	Choice music elective	AP Music Theory take AP exam	IB Music year 2	IB Musical Arts SL or HL
Other IB elective options that count as a sixth subject					
	MYP Design Technology	Choice Tech elective	IB Design Tech 1-2	IB Design Tech 3-4	IB Design Technology SL or HL
			IB Psychology (one-year course) take either junior or senior year		IB Psychology SL
Other IB elective options that counts as a sixth subject			IB Business Management (one-year course) take either junior or senior year		IB Business Management SL
			IB Global Politics (one-year course) take either junior or senior year		IB Global Politics SL

Juniors and Seniors may take any IB course without being enrolled in the IB Diploma Program. These courses can be taken a la carte, similar to AP courses. Students may earn college credit, depending on the score earned and the college policy. To find out more about IB credit acceptance, see [Earn College Credits in the LHS IB Program](#).

Other IB Diploma Program Requirements	Other Littleton High School Graduation Requirements
<p>Theory of Knowledge Course (ToK)</p> <ul style="list-style-type: none"> * Class meets one evening a week -- second semester junior year and first semester senior year. * 100 hours of class time = two semesters <p>Extended Essay (EE)</p> <ul style="list-style-type: none"> * 4,000-word research essay on a topic of student's choice * Students begin the process in the spring of junior year and complete the essay in the fall of senior year. * Each student works with a teacher-advisor. <p>Creativity, Activity and Service (CAS)</p> <ul style="list-style-type: none"> * 150 hours including a student-designed 50-hour service project. * The remaining hours are divided among a variety of creativity, activity and service experiences. * Students undertake activities at the start of junior year and complete all experiences, reflections, and supervisor reviews before March 1 of senior year. <p>IB Diploma Program students can only test in a maximum of two subjects (included in their six total subjects) as juniors</p>	<p>Students must earn 22 credits in grades 9-12 Most semester courses are 0.5 credits</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>Language arts: 4.0 credits</p> <p>Social studies: 3.5 credits</p> <p>Mathematics: 2.0 credits</p> <p>Science: 2.0 credits</p> </div> <div style="font-size: 4em; margin-right: 20px;">}</div> <div> <p>Students on the IB track automatically fulfill these credits</p> </div> </div> <p>Fine arts/practical arts -- 1.5 credits distributed as follows:</p> <ul style="list-style-type: none"> Fine arts: 0.5 credits Practical arts: 0.5 credits Another fine or practical arts course: 0.5 credits <p>Physical education -- 1.5 credits distributed as follows:</p> <ul style="list-style-type: none"> Health: 0.5 credits Swimming: 0.5 credits Another PE elective course: 0.5 credits <p>Students are advised to spread out their fine arts, practical arts and PE credits over the course of four years.</p>

HL=Higher Level (2-year, 240-hour course), **SL=Standard Level** (1-year, 150-hour course)

Sixth Subject

Besides Groups 1-5, students choose a Sixth Subject to complete the Diploma Program: This can be from The Arts, or: Sports Exercise and Health Science (if it is not the student's science course); Chemistry SL (if it is not the student's science course); Psychology SL; IB Business Management SL; Global Politics SL; Design Technology SL or HL; or a second World Language.

Theory of Knowledge (TOK) 100 hours

An interdisciplinary class designed to stimulate critical thinking through asking questions, examining truth, and understanding knowledge. The course meets junior year, second semester, once a week AND senior year, first semester, once a week.

Diploma requirements: attend class every week, write a 1,600-word essay (the external assessment), and prepare an exhibition (the internal assessment).

Extended Essay (EE) 4,000 words

An independent and original, in-depth research project supervised by an LHS teacher-adviser.

Process begins spring of Junior year

A working draft is due the first day of school senior year; final draft is due in late October.

Diploma requirements - submit essay for external assessment

Creativity, Activity, Service (CAS) 150 hours

CAS broadens students' education beyond the classroom and encourages respect and concern for other people and the world. Students must stretch themselves to develop a project for which they have passion, with the hope they will become involved in the world around them for life.

Creativity: 33 hours *Should be interpreted as imaginatively as possible to cover a wide range of arts and other activities including creativity by the student in designing and carrying out projects at school or in the community.*

Activity: 33 hours *May include physical activities, both team and individual, and also training for service.*

Service: 33 hours *Encompasses community and social service but may also include environmental and international projects.*

Integrated project *A minimum of 50 hours must be devoted to a project of the student's own design. The project must encompass at least 25 hours of service as well as some creative and/or active hours.*

Sophomores *receive CAS instruction in the spring and may begin collecting hours after August 1.*

ManageBac *is the online platform for documenting CAS.*

Juniors *collect 33 hours in each of the creative, active, and service strands, and develop their 50-hour service project, pre-approved by the CAS Coordinator. The project must be completed before the first day of school senior year.*

Seniors *continue with creative, active, service efforts, write reflections and secure supervisor reviews. **March 1** is the CAS completion deadline.*



The International Baccalaureate® (IB) Middle Years Programme (MYP) emphasizes intellectual challenge. It encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life.

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

Curriculum

The International Baccalaureate® (IB) Middle Years Programme (MYP) comprises eight subject groups:

- [Language acquisition.](#)
- [Language and literature.](#)
- [Individuals and societies.](#)
- [Sciences.](#)
- [Mathematics.](#)
- [Arts.](#)
- [Physical and health education.](#)
- [Design.](#)

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, students in the MYP also engage in at least one collaboratively planned [interdisciplinary unit](#) that involves at least two subject groups.

MYP students also complete a [long-term project](#), where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.

Our approach to teaching and learning

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.

Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural expression
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

Conceptual understanding

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts represent understandings that reach beyond the eight MYP subject groups from which they are drawn.

MYP Key Concepts

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Approaches to learning

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

Inclusion and learning diversity in MYP

As part of the MYP curriculum, schools address differentiation within the written, taught and assessed curriculum.

This is demonstrated in the unit planner and in the teaching environment, both of which are reviewed during programme authorization and evaluation.

The MYP allows schools to continue to meet state, provincial or national legal requirements for students with access needs. Schools must develop an inclusion/special educational needs (SEN) policy that explains assessment access arrangements, classroom accommodations and curriculum modification that meet individual student learning needs.

STEM education in the MYP

The MYP curriculum focuses on STEM as an important perspective from which to consider integrated teaching and learning in concepts and skills related to science, technology, engineering and mathematics.





ADVANCED PLACEMENT PROGRAM®

The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.

The Program's success is rooted in the collaborative efforts of motivated students, dedicated teachers, and committed schools. By participating in the Program, secondary schools make the commitment to organize and support at least one class that is equivalent to a first-year college course.

At Littleton High School, we offer many Advanced Placement courses and students can take any of the 33 Advanced Placement tests offered by College Board. Please see Mrs. Zerr; or go to collegeboard.com if you have questions regarding Advanced Placement.

ADVANCED PLACEMENT-HONORS

Some classes at Littleton High School are grouped so that individual students may progress at a rate different from that of the regular classes. Decisions involving grouping in these classes are based on interest, standardized test results, teacher and counselor recommendations, and previous grades.

a. Honors Courses: The methods and materials are designed to provide enrichment and depth to the courses. In some cases, students may enroll in honors courses one or more years earlier than would be the normal period for instruction.

b. Advanced Placement Courses: Littleton High School implemented the Advanced Placement Program in the fall of 1975. Some specific subject matter requirements for graduation may be waived. Students may cross-enroll in AP courses among the three high schools in the district. AP classes offered at LHS are English Literature, Calculus AB and BC, Biology, Chemistry, Environmental Science, Physics I, Spanish Language, US History, Statistics, Music Theory, Computer Science, and Government.

SUGGESTED SEQUENCE OF CORE COURSES FOR ADVANCED PLACEMENT

<u>Typical</u> <u>9th Grade</u>	<u>Honors</u>	<u>Typical</u> <u>10th Grade</u>	<u>Honors</u>
MYP Language Arts 9	MYP Language Arts 9 Honors	MYP Language Arts 10	MYP Language Arts 10 Honors
MYP World History	MYP World History Honors	MYP U.S. History	MYP U.S. History Honors
MYP Integrated Science I-II	MYP Integrated Science I-II Honors	MYP Integrated Sciences 3-4	Chemistry (if student exempted from Integrated Science 3-4)
MYP Algebra I	MYP Algebra I Honors MYP Geometry Honors MYP Algebra II Honors	MYP Geometry	MYP Geometry Honors Algebra II Honors
MYP World Language I	MYP World Language II or II Honors	MYP World Language II	MYP World Language II or III Honors
<u>Typical</u> <u>11th Grade</u>	<u>Honors</u>	<u>Typical</u> <u>12th Grade</u>	<u>Honors</u>
Language Arts 11	IB Language & Literature	Language Arts Electives	IB Language & Literature OR AP English Literature
Geography & Economics	IB European History	Civics	AP Government
Science Electives	Science Electives or AP Sciences*	Science Electives	AP Sciences*
Algebra II	Trig/Pre-Trig/Pre-Calculus Calculus Honors	Trig/Pre-Calc or Statistics or AP Statistics	AP Calculus AB or AP Calculus BC or
World Language III	World Language III Honors. World Language IV IB	World Language IV	World Language IV IB AP World Language

*AP Sciences: Chemistry, Physics or Biology (may be offered alternate years)

STEM at LHS

Science, Technology, Engineering and Math

Littleton High School has many opportunities for students interested in the fields of science, technology, engineering, and math. We know that there is a high demand for graduates with these skills and we want students to be aware of the pathways that will prepare them for careers and advanced studies in this area. LHS is proud to offer students the opportunity to earn certification upon graduation in STEM.

21st Century Learning Environment

- In 2013, LHS partnered with the Littleton Public Schools Foundation to fund a new learning space, the “Center for Creativity and Collaboration.” This \$67,000 retrofit allows students in computer science courses as well as students in other departments to solve problems on multiple platforms (PC and Apple) in a highly flexible environment.
- In 2015, the Littleton Public Schools bond project constructed a new space for high-tech learning and expanded our wood shop in the area adjacent to our current technology lab.

Science

- LHS offers a comprehensive science program.
- College-bound students should complete four years of science.
- Advanced Placement and International Baccalaureate classes which expose students to college-level coursework are an excellent preparation for college-bound students and will help them be “college-ready.”
- Students have access to applied science experiences through our Area Career and Technical School (ACTS) program. Courses include Health Sciences, Fire Science, Agriscience, Equine Science and Alternative & Renewable Energy.

Technology and Engineering

- LHS offers four years of Technology Studies onsite in our technology lab.
- LHS offered the first Animation course in the district through our Art department in Fall 2015.
- LHS students have access to applied technology and engineering courses through our ACTS program. Courses include Automotive Technology, Aviation Fundamentals, Cabinet and Furniture Construction, Digital Commercial/Comprehensive Commercial Photography, Basic/Comprehensive Graphic Design, and Architectural Design.

Math

- LHS offers a comprehensive mathematic program, including Computer Science I and II, plus AP Computer Science.
- College-bound students should complete four years of math.
- Advanced Placement and International Baccalaureate classes which expose students to college-level coursework are an excellent preparation for college-bound students and will help them be “college-ready.”

Business and Community Partnerships

- Since 2013, hundreds of Littleton Public Schools students have enrolled in free Saturday morning engineering workshops sponsored by LHS and offered by our community partner, Shades of Blue.
- LHS partners with Arapahoe Community College to offer students who have completed Computer Science I and II extended coursework in network management. Littleton Public Schools pays tuition for these courses.
- Additional strategic partners include the University of Colorado at Denver (UCD), School of Engineering & Applied Science, the UCD chapter of the Society of Women Engineers and the American Association of University Women, Denver Water and The Keystone Science School.

STEM Certification at Littleton High School

LHS is pleased to offer students who complete an approved pathway of coursework and high school experiences in Science, Technology, Engineering, and Math (STEM) the opportunity to receive STEM certification upon graduation. Students will receive STEM certificates at Spring Convocation and will earn either a purple or a gold honor cord. Certification will be noted on transcripts (not diplomas). To receive certification, students will need to complete coursework well beyond minimum graduation requirements.

Additional STEM Certification Requirements

To earn STEM Certification, students meet requirements in four areas: cumulative grade point average (GPA), extra-curricular participation, completion of a portfolio, and completion of math and science coursework beyond the minimum distribution requirements while completing a four semester-long STEM elective courses. Students may earn STEM Certification at two levels: purple or gold. Certification program cost is \$15.00.

Area 1: Grade Point Average – the cumulative GPA from all LHS classes is required at the end of seven semesters. A GPA of 3.0 is required for purple certification. A GPA of 3.5 is required for gold certification.

Area 2: Extra-curricular participation – students complete 100 hours of STEM-oriented activities and participation by the time of graduation for both purple and gold certification. These hours complement and enhance their classroom experiences. Some of these activities may be structured and organized by LHS, while others will be developed by the individual student. Extra-curricular participation will be documented by students in their personal Hours Tracking Spreadsheet. We expect school-sponsored activities for 2022-2023 to include Technology Student Association, college campus visits, Shades of Blue Engineering Workshops (Saturday mornings), Lockheed Martin Tutoring, field trips, and guest speaker industry expert lunches.

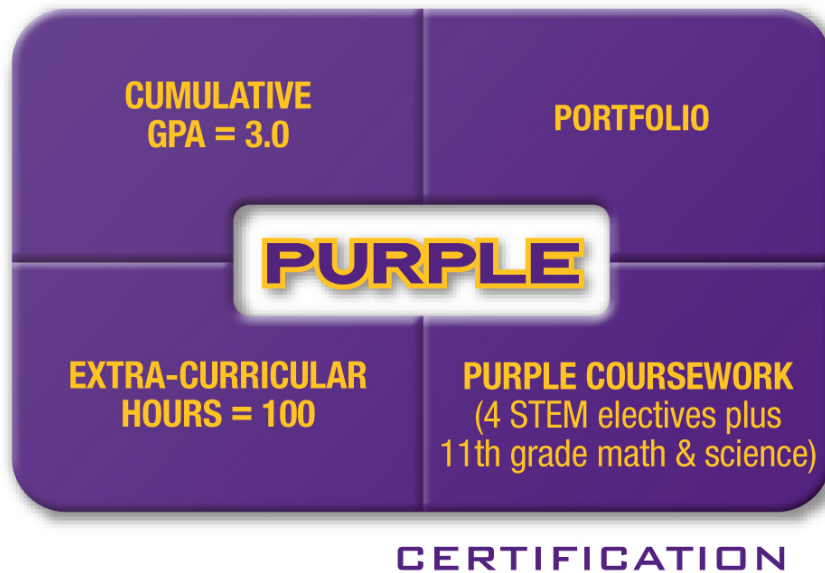
Area 3: Portfolio – STEM certificate students at both the purple and gold levels will complete a digital portfolio as part of participation in each STEM elective course. This portfolio will document their academic learning and their post-high school plans.

Area 4: STEM Coursework: Science and Math –STEM certificate students will complete additional math and science beyond our two-year graduation requirement. Purple level certification requires completion of 11th grade math and science. Gold certification requires completion of 11th and 12th grade math and science.

STEM Coursework: Electives - students will also complete four semester-long STEM courses beyond our current distribution requirements. Each meets a set of requirements established by the faculty, and all include a portfolio component. The following elective courses have been designated as STEM courses and more can be expected:

- MYP Design Technology
- Woods
- Engineering and Technology I
- Engineering and Technology II
- IB Design Technology
- Introduction to Computer Science
- Computer Science 2
- AP Computer Science Principles
- Animation
- Art Photography
- Psychology
- IB Psychology
- Stagecraft
- Computer networking courses through Arapahoe Community College
- Year-long courses through the Area & Career Tech Education (ACTS) program including:
 - Automotive Technology
 - Cabinet & Furniture Making
 - Architectural Design
 - Health Sciences

Purple and Gold STEM Certification Levels



POST-SECONDARY PLANNING

At Littleton High School, every student is encouraged to create a post-secondary plan which could include attending a trade or technical school, enlisting in the military or attending a two or four-year college. Students and their families have access to a variety of resources as they collaborate to develop this plan.

Littleton High School's Post Grad Center

The LHS Post Grad Center is a vibrant resource open to all students and their parents. Post Grad Center staff and trained volunteers work with students to develop an individual plan for his or her own "Life After Littleton." Each student meets with PGC staff members several times during their years at Littleton – in classroom-sized groups and in scheduled one-on-one meetings.

The Post Grad Center is open during school hours every day except Fridays. Students are welcome to drop in or set up an appointment with a staff member. Parents may also email, call or set up a time to meet with a staff member any time throughout the school year. This adds up to an amazing resource for students to get the information, access to tools and resources, and the coaching they need to maximize their post-LHS opportunities.

Online Resources

A huge variety of information related to post secondary planning is available online. The [LHS Post Grad Center website](#) is a great place to begin. Every LHS student also has their own personal account on Naviance, an online platform which students, high schools and colleges use extensively to research and apply to thousands of two- and four-year colleges as well as many certificate programs and trade schools.

High School Course Requirements for College Admissions

All students who graduate from high school can be considered for college acceptance. However, the requirements for earning a high school diploma are not adequate preparation for college admissions or academic success in 4-year or selective colleges. Admissions standards vary widely among colleges and are related to the purposes of the college, particular fields of study, and the degree of selectivity of the admissions process. General guidelines for college academic preparations and fulfilling admissions requirements include the following:

MINIMUM REQUIREMENTS FOR 4-YEAR COLLEGE ADMISSIONS

160-200 academic credit hours in grades 9 through 12 including:

1. 40 credit hours of Language Arts (including literature and writing courses recommended for 11th/12th grade)
2. 30-40 credit hours of Social Studies (including 10 credit hours of U.S. History, 10 credit hours of World History, and 5 credits of World Geography)
3. 30-40 credit hours of laboratory Science (10 credit hours should be at the 11th or 12th grade level)
4. 20-40 credit hours of World Language for selective colleges or for specific majors
5. 40 credit hours of Mathematics (Algebra/Geometry and more advanced courses)

****STUDENTS WHO PLAN TO APPLY TO SELECTIVE COLLEGES NEED
4 YEARS OF ALL 5 ACADEMIC AREAS****

Students are urged to consult college websites for recommendations and/or requirements of particular institutions and specific majors. Admissions requirements may range from just a high school diploma, such as for two-year community colleges, to four years of all five core subjects, such as for selective colleges or majors. Additionally, some colleges may require specific electives, such as schools in the University of California system, which requires two electives in the arts.

Littleton High School highly recommends that students take core math and science classes beyond the two-year LHS requirement, regardless of their choice of community college, four-year college or selective schools. To meet college readiness standards and NOT test into remedial coursework* at the college level, take as many core classes with rigor as possible.

*Remedial coursework means a student tests into a level at college that is beneath the school's basic requirements. The student must take the remedial course(s) at cost, but these classes do not count towards an Associate's or Bachelor's degree.

GENERAL REQUIREMENTS FOR COLLEGE ADMISSIONS

Requirements may vary according to the prospective college major as well as the degree of selectivity of the college.

TYPE OF COLLEGE:	Community & Junior College	4-year Colleges	Universities	Selective College or Competitive Majors
GRADES 9-12 BASIC ACADEMIC COURSES TO MEET COLLEGE REQUIREMENTS	Courses necessary to earn high school diploma	Language Arts - 4 yrs. Social Studies - 3-4 yrs. Math - 4 yrs. Science -3 yrs.	Language Arts - 4 yrs. Social Studies 3-4 yrs. Math – 4 yrs. Science – 3-4 yrs. World Language - 2-3 yrs. for some majors	Language Arts - 4 yrs. Social Studies - 3-4 yrs. Math - 4 yrs. Science - 4 yrs. World Language - 4-5 yrs.
CLASS RANK	Only requirement is graduation from high school or GED	Upper 2/3 - 1/2 of senior class. LHS GPA: 3.0+	Upper 1/2 - 1/4 of senior class. LHS GPA: 3.2+; higher for certain majors	Upper 1/4 - 1/10 of senior class. LHS GPA: 4.0 weighted GPA or higher
COLLEGE ENTRANCE TEST	ACT used for placement only	SAT or ACT 50th percentile and higher	SAT or ACT (usually with writing) - 70th percentile and higher	SAT , SAT subject tests, ACT with writing - 90th percentile or higher
HONORS, ADVANCED PLACEMENT, AND/OR IB CURRICULUM	Not necessary for admission	Recommended	Recommended	Necessary in subject areas of strength
ACTIVITIES (extra-curricular sports, clubs, and community service, including leadership experience)	Not necessary for admission	Recommended	Recommended	Very important
LETTERS OF RECOMMENDATION (from academic teachers in Grades 11 or 12 and/or a school counselor)	Not necessary for admission	Recommended – consult college website	Recommended – consult college website	Required

GUIDE TO COURSES

The following courses illustrate classes that would meet the expectations of a pre-collegiate curriculum as defined by the Colorado Commission on Higher Education. The CCHE's combination of courses represents those needed to qualify for admission to Colorado's 4-year public colleges and universities.

ENGLISH: (4 units required)

To meet the pre-collegiate curriculum, at least two of the required four units must emphasize writing, grammar and composition skills. Examples of acceptable courses are:

- English
- Integrated English (such as English and social studies)
- Literature
- Literature/composition (in which freshman English is a core English credit)
- Speech
- Debate
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed
- Honors, Advanced Placement, and/or International Baccalaureate courses
- Any college level English course

Examples of unacceptable courses include:

- Pre-freshman level English
- Remedial and developmental English
- Business English
- School publications
- Yearbook
- Drama (Appropriate as academic elective)
- Journalism (Appropriate as academic elective)

Note: 2 units of ELA English may count for the pre-collegiate curriculum when combined with 2 units of successfully completed college preparatory English.

MATHEMATICS: (4 units required)

To meet the pre-collegiate curriculum, mathematics must be at the level of algebra I and higher. Pre-collegiate courses completed prior to 9th grade are acceptable. Examples of acceptable courses are:

- Algebra I
- Geometry
- Algebra II
- Trigonometry/Pre-Calculus
- Pre-calculus
- Trigonometry
- Probability and Statistics
- Discrete Mathematics
- Integrated mathematics which includes Algebra I and Geometry or higher and provides a foundation for higher level mathematics. Students are expected to complete the entire sequence whenever possible.
- Computer science courses that have a prerequisite of at least Algebra I and cover programming.
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed: Honors, Advanced Placement, and/or International Baccalaureate courses. Including any college-level mathematics course.

Examples of unacceptable courses include:

- Pre-algebra
- Remedial and developmental mathematics
- General math
- Business math
- Consumer math
- Accounting (Appropriate as academic elective)

Note 1: When Algebra I content is extended beyond one year, only one unit of the pre-collegiate curriculum is met.

Note 2: While the required three or four units of mathematics may be completed prior to the 12th grade, it is recommended that students take a mathematics course in 12th grade to retain student proficiencies.

Note 3: College-preparatory ELA mathematics courses that include content and academic rigor/level comparable to acceptable courses listed may satisfy the pre-collegiate curriculum.

NATURAL & PHYSICAL SCIENCE: (3 units required)

To meet the pre-collegiate curriculum, at least two of the three required units must have laboratory work. Laboratory work may be in separate labs or embedded in classroom activities. Examples of acceptable courses are:

- Biology
- Chemistry
- Physics
- Earth, space, or geophysical science
- Physical Science that is a prerequisite course to higher level science courses, especially chemistry and/or physics
- Integrated science course sequences that provide a foundation for higher level science
- Students are expected to complete the entire sequence whenever possible
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed. Honors, Advanced Placement, and/or International Baccalaureate courses. Any college level natural/physical science course

Examples of unacceptable courses are:

- General science
- Remedial and developmental science
- Outdoor education
- Environmental studies, when not a standards-based science course

Note: College-preparatory ELA science courses that include content and academic rigor/level comparable to acceptable courses listed may satisfy the pre-collegiate curriculum.

SOCIAL SCIENCE: (3 units required)

To meet the pre-collegiate curriculum, at least one of the three required units must be U.S. history or world civilization.

Examples of acceptable courses are:

- U.S. history
- World history
- World civilization
- State history
- Civics/American Government
- Principles of democracy
- Geography
- Economics
- Psychology
- Sociology
- Courses that are part of a college-preparatory sequence with comparable content and academic rigor/level as those listed
- Honors, Advanced Placement, and/or International Baccalaureate Courses
- Any college level social sciences course

Examples of unacceptable courses are:

- Family living
- Marriage and family
- Consumer education

ACADEMIC ELECTIVES: (2 units of academic electives and 2 units of foreign language required)

Acceptable courses include additional courses in English, mathematics, natural/physical sciences and social sciences beyond the minimum units listed above, or foreign languages (two units of foreign languages must be from the same language), art, music, journalism, drama, computer science, honors, Advanced Placement, and International Baccalaureate courses.

Approved career and technical education courses with content comparable to courses meeting Colorado's Model Content Standards and industry specific/CTE standards are counted as academic electives.

Foreign language becomes a separate academic area and is included as part of academic electives only when a third or fourth year is completed (only two units of foreign languages need to be in the same language). Except for the special requirement pertaining to foreign languages, students may "mix and match" academic electives if they choose (e.g., 1 unit of music; ½ unit of art; ½ unit of journalism, etc).

Other Considerations for Becoming College-Ready

Challenge yourself – Students who plan to further their studies at a 4-year college or university will not only need to take a pre-collegiate curriculum in high school, but also take the most rigorous courses they can, and do well in those courses. Most colleges give preference to students who challenge themselves throughout high school over those who take easier classes and get a higher grade point average. Explore whether you want to take Advanced Placement courses or pursue an International Baccalaureate diploma program. You also may want to enroll for dual credit classes that allow you to earn college credit while in high school through the Concurrent Enrollment Program. Your school counselor can provide you with details on each of these opportunities.

Become involved – Your involvement in activities such as clubs, music, sports, and/or volunteer work will show a prospective college that you pursue interests outside of class, too. When you have an opportunity, try some leadership roles in these activities. Colleges also consider working a paying job as a productive, responsible use of out-of-school time.

Plan ahead – Visit the Post Grad section under the Counseling tab on Littleton High School's website (www.littleton.littletonpublicschools.net) to find out everything you need to know to prepare for life after high school. Click on the different links to access information regarding:

- Junior and Senior college planning timeline
- College entrance exams
- How to utilize Naviance, the LHS online college planning program
- College admissions representatives visits to our school
- Writing a winning college essay
- Processes for applying for financial aid
- Tips on building your list of colleges
- Non-college options after high school

BUSINESS & MARKETING

Available to grades
9, 10, 11, 12

Business
Communications

MYP
Business/Marketing
Principles

Business
Technology

Marketing I-II

Available to grades
10, 11, 12

Entrepreneurship

Available to grades
11, 12

Personal
Finance-
Professional
Employment
Training

Community
Employment
Experience

IB Business
Management

Courses By Grade

9th

Business
Communications

MYP Business
Principles

Business
Technology

Marketing I-II

10th

Business
Communications

MYP Business
Principles

Business Technology

Marketing I-II

Entrepreneurship

11th

Business
Communications

MYP Business Principles

Business Technology

Marketing I-II

Entrepreneurship

IB Business Management

Personal Finance/PET*

Community Employment
Experience (OJT)

12th

Business
Communications

MYP Business Principles

Business Technology

Marketing I-II

Entrepreneurship

IB Business Management

Personal Finance/PET*

Community Employment
Experience (OJT)

*Concurrent enrollment in Personal Finance/PET or
Career Success is required

All Business and Marketing classes are based on the National Business Industry standards and are aligned with Colorado Academic Standards in Social Studies, Math and Reading, Writing and Communicating.

MYP Business/Marketing Principles

Semester Course / Credit: 0.5 per semester

*Recommended Course for continuation to upper-level Business & Marketing Courses

Recommended course for students interested in pursuing a pathway at [Explorative Pathways for Innovative Careers Campus](#) opening Fall 2023.

Course Description: Do you have what it takes to run your own business, survive your next job, or climb the corporate ladder? Broaden your understanding of business inner-workings in this class! Use your entrepreneurial spirit to create your own business in a project based environment as you study marketing, finance, operations, human resources, economics, entrepreneurship, international business, and business ethics.

* Students have the opportunity to become members of Future Business Leaders of America (FBLA) and/or DECA.

Key Concepts: Communications, Communities, Development and Systems

Objectives:

- Inquiring & Analyzing - Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyze the need for a solution and conduct an inquiry into the nature of the problem.
- Developing Ideas - Students write a detailed specification, which drives the development of a solution. They present the solution.
- Creating the Solution - Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.
- Evaluating - Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

Business Technology

Semester Course / Credit: 0.5 per semester

*Recommended Course for upper-level Business & Marketing Courses

Course Description: Do you have a love/hate relationship with your computer? Do you wish you could reduce the time you spend on homework and projects? High school and college students, as well as members of the workforce, are expected to not only operate a computer, but to be skilled in how to create professional looking documents and presentations. Business Technology will help you strengthen your knowledge of computer operations, sharpen your keyboarding skills, and broaden your skills in the Microsoft Office Applications - Word, Excel, and PowerPoint. And make MS Office and GoogleDocs work together! This class is strongly recommended for freshmen and sophomores, as skills gained will support your other LHS academic coursework, and prepare you for college and future careers.

* Students have the opportunity to become members of Future Business Leaders of America (FBLA) and compete.

Recommended course for students interested in pursuing a pathway at [Explorative Pathways for Innovative Careers Campus](#) opening Fall 2023.

Business Communications

Semester Course / Credit: 0.5 per semester / Available for Business or English Credit

Course Description: Stand out from the crowd by learning to effectively communicate with others through speaking, writing and listening. Present yourself in a professional way so that you can achieve whatever goals you have in high school and beyond. Whether you are college bound or planning to work after graduation, if you plan on obtaining a career in your near or distant future, this class is for you! We will learn to: Effectively convey your skills and experience to others via resumes, LinkedIn and other online social profiles. Understand networking, interpersonal skills and the value of teamwork. Search, sort and curate information and practice presenting professionally on Google slides and PowerPoint. Write and format emails, business letters, requests for references and thank you letters. Craft appropriate language to use on job applications, during phone calls with prospective employers and at interviews. Become familiar with basic concepts in international business and business ethics.

* Students have the opportunity to become members of Future Business Leaders of America (FBLA) and compete.

Recommended course for students interested in pursuing a pathway at [Explorative Pathways for Innovative Careers Campus](#) opening Fall 2023.

Personal Finance

Semester Course / Credit: 0.25 per semester

Prerequisite: 11th or 12th Grade / Co-enrollment in Professional Employment Training Required

Course Description: Do you know what skills you will need to financially navigate the next five years of your life? Are you constantly wondering where your money went and why you don't have enough? This course is a MUST before you graduate and gain financial independence from your parents. Surveys of 18 - 22 year-olds admit that they wish they had gotten more financial management education in high school before they were personally responsible for their own money management. In fact, 7.2% of students dropout of college because of debt or financial pressures before graduating, leaving

them with all the debt and stress, but no college degree. Laying a strong financial foundation gives you the opportunity to someday have the home, cars and lifestyle you dream about. Personal Finance is designed to develop your knowledge of financial management through hands-on training in financial goals and budgeting. You will develop tools for financial success, saving, investment and credit. Highly recommended for seniors!

* Students have the opportunity to become members of Future Business Leaders of America (FBLA) and compete.

Professional Employment Training (PET)

Semester Course / Credit: 0.25 per semester

Prerequisite: 11th or 12th Grade / Co-enrollment in Personal Finance required

Course Description: Determine your career interests, develop your employment search skills and be prepared to be successful in this fast-paced professional development class. While learning to interact and communicate effectively with other professionals and co-workers, you'll also develop a professional resume, application letters, references, and interview skills. Become a prepared professional in your life beyond high school! Co-enrollment in Personal Finance is required; highly recommended for seniors!

* Students have the opportunity to become members of Future Business Leaders of America (FBLA) and compete.

Marketing I-II

Full-Year Course / Credit: 0.5 per semester

Course Description: When you come up with the next billion dollar idea or business plan, do you know how to convert your idea into sales and profit? Marketing I-II is designed to teach you to understand what drives customers and their buying habits. Using project based learning; you will explore sales, advertising, product development, pricing, entrepreneurship, management, communications and merchandising.

*Students can become members in DECA, with the option to compete in DECA competition.

Recommended course for students interested in pursuing a pathway at [Explorative Pathways for Innovative Careers Campus](#) opening Fall 2023.

Entrepreneurship

Semester Course / Credit: 0.5 per semester

Do you want to be your own boss? Are you ready to develop your best ideas into money-making ventures? Many of America's most successful companies started with one person who recognized an opportunity and did something about it. In Entrepreneurship, you will discover your entrepreneurial style, develop your business plan, learn how to bring your product or service ideas to market, and experience the excitement of developing your own company.

Topics include:

- Discovering Your Entrepreneurial Style – explore ideas and opportunities, self-discovery
- Identifying and meeting a marketing need/want
- Developing your concept – product creation, research the market and competition, SWOT analysis
- Developing a Business Plan and convincing the investors your business will work!

* Students have the opportunity to become members of DECA and/or FBLA and compete.

IB Business Management SL

Full-Year Course / Credit: 0.5 per semester

11th / 12th Grade

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

IB Business Management SL is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources. This course aims to help students understand the implications of business activity in the global market. It is designed to give students an opportunity to analyze, discuss and evaluate business activities at the local, national and international levels of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, finance and accounts, operations, growth, and business strategy.

* Students have the opportunity to become members of DECA and/or FBLA and compete.

Advanced Marketing I-II

Full-Year Course / Credit: 0.5 per semester

Prerequisite: Marketing I-II

Students who have completed Marketing I-II can further develop their skills of developing a successful business through the study of topics such as promotion, pricing, distribution, marketing information management, finance, interpersonal skills and career development. This class employs project based learning to develop skills in leadership, communication, ethics, goal setting and

project implementation skills. Students will participate in the running of the DECA school store, where you will learn skills such as customer service, inventory and cash management, and on the job responsibilities.

*Students will become members in DECA, with the option to compete in DECA competition.

Sports & Entertainment Marketing

Full-Year Course / Credit: 0.5 per semester

Course Description: Do you dream of one day being or working with professional athletes or entertainment superstars? In this class, you will develop a thorough understanding of marketing concepts and theories that apply specifically to the sports and entertainment industries. Emphasis is placed on different types of products and services, pricing, promotion, and the role of branding, image, licensing, and sponsorships. You will gain hands-on experience by planning and promoting a sports or entertainment event.

* Students can become members in DECA, with the option to compete in DECA competition.

Community Employment Experience – OJT (on-the-job training)

Full-Year/Semester Course/Credit: earn up to 1.0 per semester

*Prerequisite or Concurrent Enrollment in: Professional Employment Training

Please see “Unique Course Offerings” section for additional information.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Course Offerings and Descriptions

English Language Development (ELD) is offered to students who are new to learning in an all-English environment. Teachers in this department are highly qualified in both ELD and core content areas, and support students in mainstream high school classrooms. Data from state-adopted WIDA (World-class Instructional Design and Assessment) assessments are used to determine appropriately leveled English language courses and a gradually staged transition into mainstream courses. It is the goal of the ELD department to ensure students acquire mastery of the four domains of language (reading, writing, speaking, and listening), as well as Colorado Academic Standards for English.

Sheltered Courses

MYP English Language Development 1

Sheltered Language Arts course

Full-Year Course / Credit: 0.5 per semester

This class can be substituted for Littleton High School's LA 9, LA 10, or LA 11 graduation requirements

Key Concepts:

Communication, Connections, Creativity, Perspective

Objectives:

Analysing:

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

Organizing:

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

Producing text:

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

Using language:

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include written, oral and visual text, as appropriate.

Colorado Academic Standards:

1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

MYP English Language Development 2

Sheltered Language Arts Course

Full-Year Course / Credit: 0.5 per semester

This class can be substituted for Littleton High School's LA 9, LA 10, or LA 11 graduation requirements

Key Concepts:

Communication, Connections, Creativity, Perspective

Objectives:

Analysing:

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

Organizing:

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

Producing Text:

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

Using Language:

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include written, oral and visual text, as appropriate.

Colorado Academic Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

MYP Language Arts 9

Full-Year Course / Credit: 0.5 per semester

Key Concepts:

Communication, Connections, Creativity, Perspective

Objectives:

Analysing:

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

Organizing:

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

Producing Text:

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

Using language:

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include written, oral and visual text, as appropriate.

Colorado Academic Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

MYP Language Arts 10

Full-Year Course / Credit: 0.5 per semester

Prerequisite – LA 9

Key Concepts:

Communication, Connections, Creativity, Perspective

Objectives:

Analysing:

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

Organizing:

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

Producing Text:

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

Using language:

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include written, oral and visual text, as appropriate.

Colorado Academic Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Language Arts 11

Full-Year Course / Credit: 0.5 per semester

11th grade

Prerequisite - LA10 or LA 10 Honors

Course Description: This course continues to explore the areas of communication: reading, writing, speaking, and listening. Students in the course will read and study a variety of fiction and non-fiction texts to use as springboards for discussion, opportunities for analysis, and models for their own writing. The course focuses on skills that will serve students after high school, regardless of where their path leads. Students will develop practical skills such as writing/talking about one's self and higher level thinking and analysis skills that will help students make sense of the language that is part of everyday life. ***Students will have the opportunity to complete a capstone as part of this course.

MYP World History

Sheltered Social Studies Class

Key concepts:

- Global Interaction
- Change
- Systems, Time, Place, and Space

Objectives:

Knowing and Understanding:

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to: i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

Investigating:

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others. In order to reach the aims of individuals and societies, students should be able to: i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.

Communicating:

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. In order to reach the aims of individuals and societies, students should be able to: i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.

Thinking Critically:

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation. In order to reach the aims of individuals and societies, students should be able to: i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications.

Colorado State Standards:

1.1a, b,c,d then 1.2 a,b, 1.3a,b,c 1.4a,b. then 2.1a,b,c,d. 2.2a,b,c 2.3a,b. and 3.2a,b,c,d. 3.3abc, 3.4abc, 3.5ab

MYP United States History

Sheltered Social Studies Class

Key concepts:

- Global Interaction
- Change
- Systems, Time, Place, and Space

Objectives:**Knowing and Understanding:**

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to: i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

Investigating:

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others. In order to reach the aims of individuals and societies, students should be able to: i.. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.

Communicating:

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. In order to reach the aims of individuals and societies, students should be able to: i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.

Thinking Critically:

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation. In order to reach the aims of individuals and societies, students should be able to: i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications.

Colorado State Standards:

1.1a, b,c,d then 1.2 a,b, 1.3a,b,c 1.4a,b. then 2.1a,b,c,d. 2.2a,b,c 2.3a,b. and 3.2a,b,c,d. 3.3abc, 3.4abc, 3.5ab

Civics

Semester Course / Credit: 5 per semester

Course Description: An in-depth study of U.S. and Colorado state governments. This course follows state standards for civics. Students will not only study government but participate in specified civic activities at the county, state or federal level.

Colorado Academic Standards:

1.1, 1.2, 3.2, 3.3, 4.1, 4.2, 4.3

ELD Fundamentals of Math

Math Full Year Course / Credit: 0.5 per semester

Course Description: this class allows for ELD students to be directly instructed in foundational concepts that form a basis for success in Algebra. Students develop their skills in arithmetic, integers, fractions, decimals and negative numbers.

ELD Content Support Courses

ELD Content Support - Algebra 1

Math Full Year Course / Credit: 0.5 per semester

Course Description: Taken in conjunction with Algebra 1 (freshman math), this class allows for ELD students to be directly instructed in foundational concepts that form a basis for success in Algebra. Students develop their skills in mathematical discourse, numeracy, problem solving and vocabulary usage.

ELD Content Support - Geometry

Math Full Year Course / Credit: 0.5 per semester

Course Description: Taken in conjunction with MYP Geometry (10th grade math), this class allows for ELD students to receive instruction in foundational concepts that form a basis for success in Geometry. Students develop their skills in logic, form, and relationships. Students build skills in investigating patterns and applying mathematics to real-life concepts.

ELD Content Support - Integrated Science 1-4

Science Full Year Course / Credit: 0.5 per semester

Course Description: ELD students take this course in conjunction with MYP Integrated Science 1, 2, 3, and 4. Students receive instruction in essential science concepts and vocabulary that is front-loaded and reviewed to strengthen their focus for successful integration in the mainstream class.

ELD Content Support: Social Studies

Full Year Course / Credit: 0.25 per semester

Course Description: Taken in conjunction with MYP World History, MYP US History, Economics, Geography or Civics, this class allows for ELD students to be directly instructed in essential concepts and vocabulary that is front-loaded and reviewed to strengthen their focus for successful integration in the mainstream class.

ELD Content Support: Language Arts

Full Year Course / Credit: 0.25 per semester

Course Description: Taken in conjunction with MYP Language Arts 9, 10, or 11, this class allows for ELD students to benefit from direct language interventions to support their acquisition of English and to be successful as a multilingual learning in their Language Arts classroom.

FAMILY AND CONSUMER SCIENCES

A quality comprehensive Family and Consumer Sciences curriculum includes:

- Consumer and Resource Management
- Interior Design
- Culinary Arts
- Individual, Child/Adolescent and Family Development
- Personal and Professional Development

Teen Choices

Semester: I / Credit: 0.5 per semester

Grades: 9, 10 / *Opt-In Note is Required

Course Description: You can expect this course to be one of your favorite classes. Why? Because it is all about you, your struggles, your relationships and the decisions you are faced with daily. This course is designed to help you acquire academic knowledge and understanding necessary for critical thinking and healthy decision-making. Aligns with Colorado Academic Standards: Reading, Writing, & Communicating, and National Industry Standards.

Child and Adolescent Development

Semester: I & II / Credit: 0.5 per semester

Grades: 9 - 12

Course Description: Do you want to be a pediatrician, teacher, child care provider or child psychologist? This course will explore theories of human development, history of parenting styles and responsibilities; advantages of family planning; identify and prevention of child abuse/neglect; and career opportunities. Aligns with Colorado Academic Standards: Reading, Writing, & Communicating, and National Industry Standards.

Textbook: *Parents and Their Children*

* You will be required to participate in the Real Care Baby Simulation.

Interpersonal Relationships

Semester: II / Credit: 0.5 per semester

Grades: 11, 12 / *Opt-In Note Is Required

Course Description: Do you like interactive classes? Communication is the most important key to success in all aspects of life. People who have a positive self-image and build healthy relationships experience success in their personal, family, and professional lives. Due to changing relationships and lifestyle trends within our society, there is an increasing need for developing healthy, stable, critical thinkers through personal and family life studies. Aligns with Colorado Academic Standards: Reading, Writing, & Communicating, and National Industry Standards.

Textbook: *Families Today*

MYP Culinary Essentials I & II

Full-Year Course / Credit: 0.5 per semester

Grades: 8- 12

*Prerequisite: Must pass Culinary Essentials I with a 70 percent or better to take Culinary Essentials II

*Fee: \$40 each semester

Key Concepts: Communications, Communities, Development and Systems

Objectives:

- Inquiring & Analyzing - Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyze the need for a solution and conduct an inquiry into the nature of the problem.
- Developing Ideas - Students write a detailed specification, which drives the development of a solution. They present the solution.
- Creating the Solution - Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.
- Evaluating - Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

LANGUAGE ARTS

Language Arts Sequence of Courses

Regular Sequence:

Grade Level	Courses	Graduation Credit
9	MYP Language Arts 9	1.0
10	MYP Language Arts 10	1.0
11	Language Arts 11	1.0
12	Electives	1.0
	Total Language Arts Credits:	4.0

Honors/AP/IB Curriculum Sequence:

Grade Level	Courses	Graduation Credits
9	MYP Language Arts 9 Honors	1.0
10	MYP Language Arts 10 Honors	1.0
11	IB Language & Literature HL Year 1	1.0
12	AP English Lit or IB Lang & Lit HL Year 2	1.0
	Total Language Arts Credits:	4.0

NOTE: While LHS encourages students to challenge themselves by taking Honors courses, any transfer into a regular course MUST take place within the first six weeks of the semester.

Colorado Academic Standards at a Glance

READING, WRITING, AND COMMUNICATING

Ninth Grade	Grade Level Expectations
1. Oral Expression and Listening	<ol style="list-style-type: none"> 1. Oral presentations require effective preparation strategies 2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention
2. Reading for All Purposes	<ol style="list-style-type: none"> 1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison 2. Increasingly complex informational texts require mature interpretation and study
3. Writing and Composition	<ol style="list-style-type: none"> 1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions
4. Research and Reasoning	<ol style="list-style-type: none"> 1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions 2. Effective problem-solving strategies require high-quality reasoning
Tenth Grade	Grade Level Expectations
1. Oral Expression and Listening	<ol style="list-style-type: none"> 1. Content that is gathered carefully and organized well successfully influences an audience 2. Effectively operating in small and large groups to accomplish a goal requires active listening
2. Reading for All Purposes	<ol style="list-style-type: none"> 1. Literary and historical influences determine the meaning of traditional and contemporary literary texts 2. The development of new ideas and concepts within informational and persuasive manuscripts 3. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts
3. Writing and Composition	<ol style="list-style-type: none"> 1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience 2. Organizational writing patterns inform or persuade an audience 3. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process
4. Research and Reasoning	<ol style="list-style-type: none"> 1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions 2. An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy

MYP Language Arts 8

Full-Year Course / Credits: 0.5 per semester

Key Concepts:

Communication, Connections, Creativity, Perspective

Objectives:

Analysing:

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

Organizing:

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

Producing Text:

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

Using Language:

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include written, oral and visual text, as appropriate.

Colorado Academic Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

MYP Language Arts 9/MYP Language Arts 9 Honors*

Full-Year Course / Credits: 0.5 per semester

* MYP Language Arts 9 Honors students will often be studying texts at a higher difficulty level at a faster pace.

Key Concepts:

Communication, Connections, Creativity, Perspective

Objectives:

Analysing:

Through the study of language and literature students, are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

Organizing:

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

Producing Text:

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

Using language:

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include written, oral and visual text, as appropriate.

Colorado Academic Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

MYP Language Arts 10/MYP Language Arts 10 Honors*

Full-Year Course / Credits: 0.5 per semester

Prerequisite – LA 9

* MYP Language Arts 10 Honors students will often be studying texts at a higher difficulty level at a faster pace

Key Concepts:

Communication, Connections, Creativity, Perspective

Objectives:

Analysing:

Through the study of language and literature students, are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

Organizing:

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

Producing Text:

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

Using language:

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include written, oral and visual text, as appropriate.

Colorado Academic Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Language Arts 11

Full-Year Course / Credits: 0.5 per semester

11th grade

Prerequisite - LA10 or LA 10 Honors

Course Description: This course continues to explore the areas of communication: reading, writing, speaking, and listening. Students in the course will read and study a variety of fiction and non-fiction texts to use as springboards for discussion, opportunities for analysis, and models for their own writing. The course focuses on skills that will serve students after high school, regardless of where their path leads. Students will develop practical skills such as writing/talking about one's self and higher level thinking and analysis skills that will help students make sense of the language that is part of everyday life. ***Students will have the opportunity to complete a capstone as part of this course.

IB Language and Literature HL year 1

Full-Year Course/ Credits: 0.5 per semester

Prerequisite – LA 10 or LA 10 Honors

Note: This course is for both IB diploma students and non-IB diploma students.

-Students will study literary and non-literary texts, and analyze how the language in these texts is shaped by the culture and context in which they exist.

-The course will examine questions such as:

In what ways is meaning constructed, negotiated, expressed or interpreted in texts?

How does language use vary among text types and among literary forms?

How does the structure or style of a text affect meaning?

How does the meaning and impact of a text change over time?

To what extent do texts offer insight into another culture?

How do texts reflect, represent, or form a part of cultural practices?

How does language represent social distinctions and identities?
How do texts adhere to and deviate from conventions associated with literary forms or text types?
How valid is the notion of a classic text?
How can texts offer multiple perspectives of a single issue, topic or theme?

-Texts will range from novels, short stories, and biographies (literary) to advertisements, TV programs, podcasts, cartoons, brochures, letters, interviews, photographs and travel writing (non-literary). The course will prepare students for the IB internal and external requirements.

Students may opt to continue the course senior year and take the IB Language and Literature HL test.

IB Language and Literature HL year 2

Full-Year Course/ Credits: 0.5 per semester

Prerequisite – IB Language and Literature HL year 1.

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: This is the second year of a two-year course, which helps students develop an understanding of how language, culture and context determine the ways in which meaning is constructed in texts. Students are encouraged to think critically about the different interactions between text, audience and purpose. Students will critically engage with a wide variety of texts, written, spoken and visual, from a range of sources and media. Students will also read works of literature, at least one in translation. The course will prepare students for the IB internal and external requirements.

Advanced Placement Literature and Composition

Full-Year Course / Credits: 0.5 per semester

12th Grade

Prerequisite: Students should have the approval of current Language Arts instructor, as well as the capability and desire to participate in a high-level, advanced literature course. It is also required that students complete a summer reading assignment in order to gain enrollment in the course.

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Course Description: The AP Literature and Composition course is open to a limited number of qualified and highly motivated seniors. The course builds on the analytical skills acquired in previous honors Language Arts courses and prepares college-bound seniors for the rigors of college writing. Preparation for the College Board Advanced Placement Literature exam is emphasized in the form of frequent in-class essays and grading scales that are based on the College Board's numerical scale. Qualified students who enroll in the course are expected to read widely and in depth, to write with competence, and to initiate perceptive and articulate discussions. Discussions, presentations and written assignments will focus on the craft of writing, in other words the choices writers make and the effects those choices have on audiences. This course, as all courses in the Language Arts Department, emphasizes the four communication skills of writing, reading, speaking, and listening.

ELECTIVE COURSES

Creative Writing

Semester Course / Credits: 0.5 per semester

*Elective

Course Description: Creative Writing enables students to explore new realms of writing and thinking. Students craft work in the areas of poetry, autobiography, satire, character sketch, informal essay, humor, children's literature, short story, and drama. The primary virtue of this class will be regular writing practice. A variety of exercises will be employed to stimulate new insight and expression. This is a participatory class: lectures are limited, students do most of their work in class, including sharing their writing with others and critiquing peer work.

Debate & Discussion

Semester Course / Credits: 0.5 per semester

*Elective

Course Description: In Debate and Discussion, students will learn argumentative theory and practice, from argument construction to use of evidence and case writing. Additionally, students will increase their comfort and aptitude in their public speaking skill set. Students will practice their debate skills in a variety of settings, from Congressional-style policy debate to Lincoln-Douglas philosophical debate.

Expository Writing

Semester Course / Credits: 0.5 per semester

*Elective

Course Description: In this intensive writing course, students have the opportunity to improve their expository writing skills. In class, students implement peer-editing techniques; students must be willing to critique others' writing in detail and share their own writing in small groups. Students use the writing process, and spend ample time revising their own drafts. Outside of class, students are expected to revise their writing and read supplemental materials on a variety of expository pieces used for modeling. This course is recommended for juniors and seniors interested in writing.

Poetry

Semester Course / Credits: 0.5 per semester

*Elective

Course Description: This course is designed to increase knowledge and enjoyment of poetry through the study of a variety of poems and poets. The course focuses on experiencing poetry as one means that people use to understand and express what it means to be human. Another underlying assumption of the class is that most poetry is meant to be heard, not read. Therefore, students can expect to participate in this class in three ways: finding poetry that fits the class assignment then presenting them in class, participating in the discussion of poems presented by other students, and writing their own poems. Modern American poets will be emphasized, with poetry from other cultures and other times used as comparative materials. Writing assignments involving poetic analysis and original poetic works will be required. This course examines poetic expression of experiences and emotions as its thematic emphasis.

Science Fiction

Semester Course / Credits: 0.5 per semester

*Elective

Course Description: Science Fiction provides an introductory survey of science fiction literature. Students will read, listen to, view and discuss science fiction, focusing on technology and change. Science fiction is studied as literature, as an artifact of culture, and for personal enjoyment. Critical reading, analysis, and argumentative and creative writing are the main focus points of the course.

Shakespeare

Semester Course / Credits: 0.5 per semester

*Elective

Course Description: In this course, students will explore various works of William Shakespeare in-depth, focusing on themes relevant to his time as well as the timeless quality of his work. Highly recommended for the college-bound student, this course focuses on literary techniques and analysis, as well as critical writing.

CE: College Composition/English Comp ENG 121

Semester Course / Credits: 0.5 per semester

*Prerequisite: Accuplacer or ACT Score. Must sign up for College Opportunity Fund. Must apply to Arapahoe Community College. Update College in Colorado – Postsecondary Goal

*Elective 12

*Fee: Cost of textbook

Course Description: Emphasizes the planning, writing, and revising of compositions, including the development of critical and logical thinking skills. This course includes a minimum of five compositions that stress analytical, evaluative, and persuasive/argumentative writing. This is a Statewide Guaranteed Transfer course. This class provides college credit while at Littleton.

Newspaper

Full-Year Course / Credits: 0.5 per semester/ Language Arts or Practical Arts credits

Prerequisite: Application completed and approved by advisor and some advertising selling is required

*Elective: 10 - 12

*Fee: \$25 for the year

Course Description: Students become integral, involved members of the staff of The Lions' Roar, the school newspaper, which is produced by the members of this class. As reporters, students become aware of and are directly involved in activities and events at LHS because assignments involve working with people in real circumstances. The opportunities to develop leadership abilities and to gain experiences in communication are unlimited. Students collaborate on every

aspect of production, and work extensive hours, both in and out of class. Students enrolled in this course are required to pay an activity fee.

Yearbook

Full-Year Course / Credits:: 0.5 per semester / Language Arts or Practical Arts credits

*Elective: 10 - 12

Fee: \$25 for the year

Course Description: The yearbook expresses, through design, theme, color, typography, photography, and writing, the essence of the school year. For their peers and posterity, students produce a 300+ page book, including as much color as the program can afford, plus a spring magazine-type supplement. Students become knowledgeable in magazine-style journalism and collaborate on every aspect of production, working extensive hours both in and out of class. The teacher by title has purely an advisory role. Students enrolled in this course are required to pay an activity fee.

MATHEMATICS

Philosophical Assumptions

Mathematics is a coherent and useful discipline used to develop problem-solving skills for real life applications. “All students should have the opportunity and the support necessary to learn significant mathematics with depth and understanding.”** The essential components of the Littleton Public Schools mathematics curriculum are taught through research-based instructional practices.

Components of the Littleton Public Schools comprehensive mathematics curriculum include the new Common Core State Standards and the Colorado Academic Standards for Mathematics:

- Number Sense, Properties, and Operations (*State Standard 1*)
- Patterns, Functions, and Algebraic Structures (*State Standard 2*)
- Data Analysis, Statistics and Probability (*State Standard 3*)
- Shape, Dimension, and Geometric Relationships (*State Standard 4*)

The Littleton Public Schools comprehensive mathematics curriculum integrates “Standards for Mathematical Practice”.

Students will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.
- Use multiple representations (analytic, numerical, graphical, and verbal) of mathematical phenomena to develop models and solve problems. **

**NCTM *Principles and Standard for School Mathematics: An Overview*, pg 14

Mathematics Sequence of Courses

For incoming students who have completed 8th grade mathematics equivalent.

Standard Sequence:

Grade Level	Courses	Graduation Credit
9	MYP Algebra I	1.0
10	MYP Geometry	1.0
11	Algebra II / Probability & Statistics	1.0
12	Trig/Pre-Calc	1.0
	Total Mathematics Credits:	4.0

Honors Sequence:

Grade Level	Courses	Graduation Credit
9	MYP Algebra I Honors	1.0
10	MYP Geometry Honors	1.0
11	Algebra II Honors	1.0
12	Trig/Pre-Calc Honors / IB Math Studies / AP Statistics	1.0* 1.0* 1.0*
	Total Mathematics Credits:	4.0

This program would allow students to attain an IB diploma by taking IB Mathematical Studies, a Pre-Calculus based IB math course. They would also be able to reach the AP level statistics class.

Students wanting to take an IB or AP Calculus course would need to take two math classes for at least one school year. We recommend that students do that during their 10th grade year, and take Geometry and Algebra II concurrently.

For incoming students who have completed 9th grade mathematics equivalent.

Standard Sequence:

Grade Level	Courses	Graduation Credit
9	MYP Geometry	1.0
10	Algebra II	1.0
11	Trig/Pre-Calc	1.0
12	AP Calculus AB or Prob/Stat	1.0
	Total Mathematics Credits :	4.0

Honors/AP/IB Curriculum Sequence:

Grade Level	Courses	Graduation Credit
9	MYP Geometry Honors	1.0
10	Algebra II Honors (can also be taken concurrently with Geometry Honors for those seeking to “double up” and take two courses in the same year)	1.0
11	Trig/Pre-Calc Honors / IB Math Applications SL / AP Statistics	1.0* 1.0* 1.0*
12	IB Math Applications SL / AP Statistics / IB Math Analysis SL / AP Calculus AB / AP Calculus BC / IB Math Analysis HL**	1.0* 1.0* 1.0* 1.0* 1.0* 1.0*
	Total Mathematics Credits:	4.0

* Choices of mathematics course for grade level

**Students two years advanced can take a sequence of (9th) Algebra II honors, (10th) Trig/Pre-Calc honors, (11th) AP Calculus BC, and then (12th) IB Math Analysis HL (or AP Statistics).

MYP Algebra I and Algebra I Honors

Key Concepts: Form, Logic, Relationships

Objectives:

Knowing and understanding: Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

Investigating patterns: Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

Communicating: Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

Applying mathematics in real-life contexts: MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

MYP Algebra I

Full-Year

Course / Credit: 0.5 per semester

Course Description: MYP Algebra I incorporates the Colorado Common Core content standards of mathematics. The curricular areas deepen and extend the understanding of functions in linear, quadratic, and exponential situations. Students will engage in methods for analyzing, solving and using these families of functions. The mathematical practice standards, which include abstract and quantitative reasoning, constructing viable arguments, modeling, and attention to precision, applied throughout the course encourage students to experience mathematics as a coherent, useful, and logical subject. A TI-84 plus graphing calculator is highly recommended.

Topics include:

- ◆ Functions and function notation

- ◆ Polynomial expressions
- ◆ Solving equations and inequalities
- ◆ Solving systems of equations
- ◆ Properties of linear, quadratic, and exponential functions
- ◆ Analyze, represent and interpret quantitative data

MYP Algebra I Honors

Full-Year Course / Credit: 0.5 per semester

*This course meets concurrently with MYP Algebra I.

Course Description: This course incorporates the same Colorado Common Core content standards of mathematics as MYP Algebra 1. It is enriched with a more rigorous approach to all the topics and requires a more in-depth consideration of the content. A TI-84 plus graphing calculator is highly recommended.

MYP Geometry and Geometry Honors

Key Concepts: Form, Logic, Relationships

Objectives:

Knowing and understanding: Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts. **Investigating Patterns:** Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

Communicating: Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

Applying Mathematics in Real-Life Contexts: MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Full-Year Course / Credit: 0.5 per semester

Course Description: MYP Geometry incorporates the Colorado Common Core content standards of mathematics. Students will explore more complex geometric situations and deepen their explanations of geometric relationships. For example, transformations in the plane are addressed early in the course, and congruence is defined in terms of rigid motion. Students are moving towards formal mathematical arguments (proof). The mathematical practice standards, which also include constructing viable arguments, use appropriate tools strategically, and look for and make use of structure applied throughout the course encourage students to experience mathematics as a coherent, useful, and logical subject. A TI-84 plus graphing calculator is highly recommended.

Topics include:

- ❖ Congruence, proof, and constructions
- ❖ Similarity and trigonometry
- ❖ Transformations
- ❖ Extending to three dimensions
- ❖ Coordinate geometry
- ❖ Circle geometry
- ❖ Applications of probability

MYP Geometry Honors

Full-Year Course / Credit: 0.5 per semester

*This Course meets concurrently with MYP Geometry

Course Description: This course incorporates the same Colorado Common Core content standards of mathematics as MYP Geometry. It is enriched with a more rigorous approach to all the topics and requires a more in-depth consideration of the content. A TI-84 plus graphing calculator is highly recommended. ***Students seeking to advance to higher courses can take MYP Geometry Honors and Algebra II honors concurrently.***

Algebra II

Full-Year Course / Credit: 0.5 per semester

Prerequisite: Geometry

Course Description: Algebra II incorporates the Colorado Common Core content standards of mathematics.

Based on previous work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand their abilities to model situations and solve equations. For example, students solve quadratic equations over the set of complex numbers and solve exponential equations using the properties of logarithms. The mathematical practice standards, which include abstract and quantitative reasoning, constructing viable arguments, modeling, and attention to precision, applied throughout the course encourage students to experience mathematics as a coherent, useful, and logical subject. A TI-84 plus graphing calculator is highly recommended.

Topics include:

- Polynomial, rational, and radical relationships
- Trigonometric functions
- Modeling with functions
- Inferences and conclusions from data
- Complex number system
- Fundamental theorem of algebra

Algebra II Honors

Full-Year Course / Credit: 0.5 per semester

*Prerequisite: Geometry or permission of instructor

Course Description: This course incorporates the same Colorado Common Core content standards of mathematics as Algebra II. It is enriched with a more rigorous approach to all the topics and requires a more in-depth consideration of the content. A TI-84 plus graphing calculator is required.

Trigonometry/Pre-Calculus

Full-Year Course / Credit: 0.5 per semester

*Prerequisite: Algebra II or 11th grade math equivalent

Course Description: Trigonometry/Pre-Calculus integrates the four strands of secondary, college preparatory mathematics in problem-based units. Concepts covered include modeling real world situations with various mathematical representations and families of functions, geometric transformations, trigonometry, and composition of functions. The classroom focuses on maintaining a balance between mathematical skills and investigation, problem solving, technology and communication. Students demonstrate mastery of concepts through a variety of assessment techniques, including traditional tests of skills, written explanations of mathematical reasoning and oral presentations. A TI-84 plus graphing calculator is required.

Trigonometry/Pre-Calculus Honors

Full-Year Course / Credit: 0.5 per semester

*Prerequisite: Algebra II Honors or permission of instructor

Course Description: In addition to the material covered in Trigonometry/Pre-Calculus, students would be expected to demonstrate a deeper level of understanding of the concepts. Inductive and deductive reasoning is used to examine and develop proofs of mathematical theorems and properties. A TI-84 plus graphing calculator is required.

Probability and Statistics

Full-Year Course / Credit: 0.5 per semester

*Prerequisite: Algebra II

Course Description: Statistics is the study of how to collect, organize, analyze and interpret information, specifically numerical data collected from sample populations. This course also covers elementary probability concepts—how and where it is used. The relationship between probability and statistics will be analyzed, and methods for communicating results will be explored.

Advanced Placement Statistics

Full-Year Course / Credit: 0.5 per semester

*Prerequisite: Algebra II Honors or permission of instructor

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Course Description: This study of statistics will introduce the student to the major concepts and tools for collecting, analyzing, and drawing conclusions about data. Emphasis will be placed on conceptual understanding of the fundamental principles of modern statistics, including descriptive and inferential statistics, correlation, probability, confidence intervals and hypothesis testing. Students will also be asked to design statistical experiments. Purchase of the textbook is recommended, though optional.

IB Math Applications SL (formerly known as IB Mathematical Studies SL)

Full-Year Course / Credit: 0.5 per semester

*Prerequisite: **Students must have met competency in Math according to the LPS Graduation Competency Menu.**

Algebra II or Trig Pre-Calculus (preferred) or permission of instructor.

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: This course is part of the IB Diploma Program and prepares students for the IB Math Applications SL Exam. This course is designed to integrate concepts related to number systems, Algebra, Geometry, Trigonometry, Probability, Statistics, business application of sequences and linear programming, and a basic introduction to Calculus. The course will include the topics of estimation, approximation and error; significant figures, sets, and various functions. During this course each student will complete a project based on research involving the collection, analysis and evaluation of data.

IB Math Analysis SL (formerly known as IB Calculus or IB Mathematics SL)

Full-Year Course / Credit: 0.5 per semester

*Prerequisite: Trigonometry/Pre-Calculus honors or permission of instructor.

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: This course is part of the IB Diploma Program and prepares students for the IB Math Analysis SL Exam. The course covers the first semester of a typical Calculus course, a study of rates of change, applications of the derivative, and an introduction to Integral Calculus. Other topics covered include error analysis, coordinate geometry, the binomial theorem, trigonometry, vectors, probability, and statistics.

IB Math Analysis HL (formerly known as IB Beyond Calculus or IB Mathematics HL)

Full-Year Course / Credit: 0.5 per semester

Prerequisite: AP Calculus BC or permission of instructor

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: This course is part of the IB Diploma Program and prepares students for the IB Math Analysis HL Exam. This course will introduce students to a number of mathematical topics that are traditionally studied after the study of Calculus. Topics studied in this course will include counting principles, complex numbers, proof by induction, 2-D and 3-D vectors and vector definitions of lines and planes, Bayes Theorem, continuous random variables, and differential equations.

*Please note that the prerequisite for Math Analysis HL remains AP Calculus BC rather than IB Math Analysis SL.

Advanced Placement Calculus AB

Full-Year Course / Credit: 0.5 per semester

*Prerequisite: Trigonometry/Pre-Calculus honors or permission of instructor.

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Course Description: Calculus is the study of the mathematics of change and motion. The course will include the properties and limits of algebraic and transcendental functions, and techniques of differentiation and integration. Special emphasis is given to applications of the derivative and the integral. The class will utilize computer software and graphing calculators.

The 84 plus calculator is required. Purchase of the textbook is recommended, though optional. AP study guides will be required.

Advanced Placement Calculus BC **

Full-Year Course / Credit: 0.5 per semester

*Prerequisite: Trigonometry/Pre-Calculus honors or permission of instructor.

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Course Description: Calculus is the study of the mathematics of change and motion. In addition to all the topics from AP Calculus AB, this course includes the study of differential equations, exponential and logistic growth, improper integrals, infinite sequences and series, parametric functions, and the calculus of vectors. Special emphasis is given to applications of the derivative and the integral. The class has a faster pace than Calculus AB, and is the equivalent of two semesters of college calculus. The class will utilize computer software and graphing calculators. The TI 84 plus calculator is required. This course also serves as the first year of the IB Math Analysis HL sequence. Purchase of the textbook is recommended, though optional. Purchased AP study guides will be required.

****Students enrolled in AP Calculus BC will have the opportunity to enroll in Calculus 1 as a concurrent enrollment course through Arapahoe Community College. For more information please contact your counselor.**

Introduction to Computer Science

Semester Course / Credits: 0.5 per semester

*Prerequisite: Co-enrolled in Geometry or higher, or approval of the instructor.

Course Description: Introduction to Computer Science 1 is a one-semester interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. This semester course begins to prepare students for AP Computer Science Principles, and will teach students how to think computationally and solve complex problems. **Recommended course for students interested in pursuing a pathway at [Explorative Pathways for Innovative Careers Campus](#) opening Fall 2023.**

Topics include introducing computer science, numeric calculations and data, decision making, repetition and loops, and programming in EarSketch (a tool that outputs program results in sound).

Introduction to Computer Science 2

Semester Course / Credits: 0.5 per semester

*Prerequisite - Completion of Introduction to Computer Science 1, or approval of instructor.

Introduction to Computer Science 2 is a one semester continuation of programming to study the foundations of computer science using the Python language. This semester course is the prerequisite for AP Computer Science Principles.

Topics include graphics, defining custom functions, arrays, 2D arrays, work in EarSketch, and internet.

Advanced Placement Computer Science Principles

Full Year Course / Credits: 0.5 per semester

*Prerequisite - Introduction to Computer Science and Introduction to Computer Science 2 OR equivalent Programming experience as approved by instructor

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.

The AP Computer Science Principles course framework is organized into five big ideas.

1. Creative Development
2. Data
3. Algorithms and Programming
4. Computer Systems and Networks
5. Impact of Computing

The AP Computer Science Principles course framework included in the course and exam description outlines distinct skills from computational thinking practices that students should practice and develop throughout the year—skills that will help them learn to think and act like computer scientists.

1. Computational Solution Design (Design and evaluate computational solutions for a purpose.)
2. Algorithms and Program Development (Develop and implement algorithms.)

3. Abstraction and Program Development (Develop programs that incorporate abstractions.)
4. Code analysis (Evaluate and test algorithms and programs.)
5. Computing innovations (Investigate computing innovations.)
6. Responsible computing (Contribute to an inclusive, safe, collaborative, and ethical computing culture.)

Modeling in Mathematics

Full Year Course / Credit: 0.5 per semester

Prerequisite: Algebra I (both semesters) & Geometry (both semesters)

This course is intended to help students reinforce their understanding of Algebra I and Geometry and prepare for Algebra 2 by experiencing the fundamentals of these courses using a functions approach and rich, real-world applications. Topics covered include linear models and linear systems, exponential and quadratic functions, similarity, trigonometry, data-analysis, probability, and finance.

PERFORMING ARTS

Performing Arts Philosophical Assumptions

The performing arts encompass the study of music, theatre and expressive movement. The curriculum prepares students for a greater appreciation of life through a variety of performance experiences and challenges. Students benefit from this curriculum because it develops the whole person in the areas of expression and communication, cultural diversity, cognitive, physical and social development, and self-confidence.

Performing Arts 4-year Pathways

Performing Arts ensembles/classes are available to students throughout their four years at Littleton High School.

There are many students who participate in one or more ensembles/classes each year.

Listed below are the pathways for Theatre, Vocal Music and Instrumental Music that are possible for students.

THEATRE

"Drama I"
Grades 9-12
Semester Course

"Acting Study"
Grades 10-12
Year-long Course

"Acting Study II"
Grades 11-12
Year-long Course

"Theatre Company"
Grade 12
Year-long Course

"Extra-curricular Theatre Activities"
Grades 9-12
Fall Play, Musical, Spring Play, Improv Troupe, Cabarets, Thespians, Thespian Convention

VOCAL MUSIC

"Women's Ensemble"
Grades 9-12
Non-Audition Choir

"Concert Choir"
Grades 9-12
Auditioned Choir
Men and Women

"Sirens"
Grades 10-12
Auditioned Choir
Women Only

"Chordially Yours"
Grades 10-12
Auditioned Choir
Women Only

"Troubadours"
Grades 10-12
Auditioned Choir
Men and Women

"Manwich"
Grades 10-12
Auditioned Choir
Men Only

"Vocal Jazz"
Grades 10-12
Auditioned Choir
Men and Women

"Extra-curricular Choir Activities"
Grades 9-12
Musical, Auditions offered for All State Choir, All State Jazz Choir, Continental League Honor Choir, National and Regional Honor Choirs, Troubadours caroling, major tour opportunities every three years.

INSTRUMENTAL MUSIC

"Lion Pride Marching Band"
Grades 9-12
Brass, Woodwinds, Percussion, Colorguard
Semester Course

"Chamber Orchestra"
Grades 9-12
Year-long Course

"Jazz Bands"
Grades 9-12
Year-long Course

"Symphonic Band"
Grades 9-12
Year-long Course

"Wind Ensemble"
Grades 9-12
Year-long Course

"Extra-curricular Instrumental Activities"
Grades 9-12
Musical Pit Orchestra, Auditions offered for All State Band, All State Jazz Band, All State Orchestra, Western States Honor Orchestra, CU Honor Band, CSU Honor Band, major tour opportunities every three years.

IB MUSIC

Grades 11-12
IB Music 1 and IB Music 2

Colorado Academic Standards at a Glance

DRAMA AND THEATRE

High School – Extended Pathway	
1. Create	<ol style="list-style-type: none"> 1. Character development in improvised and scripted works 2. Technical design and application of technical elements 3. Ideas and creative concepts in improvisation and play building 4. Creation, appreciation, and interpretation of scripted works
2. Perform	<ol style="list-style-type: none"> 1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences 2. Technology reinforces, enhances, and/or alters a theatrical performance 3. Direction or design of a theatrical performance for an intended audience
3. Critically Respond	<ol style="list-style-type: none"> 1. Contemporary and historical context of drama 2. Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions 3. Respect for theatre professions, cultural relationships, and legal responsibilities
High School – Fundamental Pathway	
1. Create	<ol style="list-style-type: none"> 1. Creative process in character development and script improvisation 2. Technical elements of theatre in improvised and scripted works 3. Expression, imagination, and appreciation in group dynamics 4. Interpretation of drama using scripted material
2. Perform	<ol style="list-style-type: none"> 1. Communicate meaning to engage an audience 2. Technology reinforces, enhances, and/or alters a theatrical performance 3. Directing as an art form
3. Critically Respond	<ol style="list-style-type: none"> 1. Analysis and evaluation of theatrical works 2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions 3. Respect for theatre, its practitioners, and conventions

Music

High School – Performance Pathway	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 3 on the difficulty rating scale 2. Perform music accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale 3. Participate appropriately as an ensemble member while performing music at the minimal level of 3 on the difficulty rating scale 4. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits
2. Creation of Music	<ol style="list-style-type: none"> 1. Improvise a stylistically appropriate vocal or instrumental solo over a given harmonic progression 2. Compose complex music in several distinct styles 3. Arrange selections for voices and/or instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music
3. Theory of Music	<ol style="list-style-type: none"> 1. Interpretation of musical elements and ideas 2. Classification by genre, style, historical period or culture 3. Evaluation of music using critical, informed analysis
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Practice of appropriate behavior during cultural activities 2. Evaluation of the quality and effectiveness of musical performances 3. Development of criteria-based aesthetic judgment of artistic process and products in music 4. Knowledge of available musical opportunities for continued musical growth and professional development
High School - Generalist Pathway	
1. Expression of Music	<ol style="list-style-type: none"> 1. Present music expressively using appropriate technology 2. Demonstrate informed participation in music-making activities
2. Creation of Music	<ol style="list-style-type: none"> 1. Extended improvisation over varied harmonic progressions 2. Create original music, or arrange the music of others, using appropriate technology
3. Theory of Music	<ol style="list-style-type: none"> 1. Discernment of musical elements 2. Classification by genre, style, historical period, or culture
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Practice of appropriate behavior during cultural activities 2. Knowledge of available musical opportunities for continued musical growth and professional development 3. Development of criteria-based aesthetic judgment of artistic process and products in music 4. Informed judgments through participation, performance, and the creative process

DRAMA & THEATRE

Drama

Semester Course/Credit: 0.5 per semester

Colorado Academic Standards: Fundamental Pathway – 1.1-4, 2.1, 2.2, 3.2, 3.3

Colorado Academic Standards: Extended Pathway – 2.1, 3.2, 3.3

8th – 12th Grades

Course Description: This semester course is designed as a general introduction to all aspects of theatre production, with an emphasis on physical and vocal performance skills. Through a variety of small group projects, students will learn to use their voices and bodies in expressive and effective ways. They will also be introduced to the fundamentals of mime, improvisation, scene work, and technical theatre.

Acting Study

Full-Year Course/Credit: 0.5 per semester

Colorado Academic Standards: Fundamental Pathway – 1.1-4, 2.1-3, 3.1-3

Colorado Academic Standards: Extended Pathway – 1.1-4, 2.1-2, 3.1-3

10th – 12th Grades

Course Description: Focusing on scene and monologue work, the course includes several acting schools of thought including Constantin Stanislavsky, Tadashi Suzuki and Sanford Meisner. Students also read and analyze works of dramatic text in the context of theatre history. All students wishing to continue to Acting Study 2 must have successfully completed this course.

Acting Study II

Full-Year Course/Credit: 0.5 per semester

Colorado Academic Standards: Fundamental Pathway – 1.1-4, 2.1-3, 3.1-3

Colorado Academic Standards: Extended Pathway – 1.1-4, 2.1-3, 3.1-3

Prerequisite: Acting Study 1 and must be grade 11 or 12

Course Description: This course gives advanced acting students an opportunity to develop skills in period acting styles. In a context of theatre history, students will prepare and perform scenes from significant theatre periods, such as Greek, Elizabethan, Absurdism, and vaudeville. During the second semester, class members, with instructor approval, may select a time period and script, and research, cast, design, costume, and produce a full-scale production. This is an honors level class and demands a level and quality of work not generally required of high school students.

Theatre Company

Full-Year Course/Credit: 5 per semester

Colorado Academic Standards: Fundamental Pathway – 1.1-4, 2.1-3, 3.1-3

Colorado Academic Standards: Extended Pathway – 1.1-4, 2.1-3, 3.1-3

Course Description: This Full-Year course is a full-scale production ensemble. Students will write, design and perform productions for stage and/or touring. Scripted plays may also be produced. Specific activities will vary from year to year with the interests, skills, and backgrounds of each year's students. IB students will have opportunities within this class to work on individual performance and/or design projects. This is an honors level class and demands a level and quality of work not generally required of high school students.

Stage Craft

Semester Course - repeatable/Credit: 0.5 per semester

Colorado Academic Standards: Fundamental Pathway – 1.1-4, 2.1-3, 3.1-3

Colorado Academic Standards: Extended Pathway – 1.1-4, 2.1-3, 3.1-3

8th - 12th Grades

Course Description: This semester course introduces students to the areas of technical theatre with an emphasis on practical, hands-on stagecraft. Topics to be studied include: basics of set construction and scene painting, theatre sound production, stage lighting, and stage and theatre management. A few evening performances and after school sessions are required. All students must participate on a production crew in order to receive an A in the course.

MUSIC

Symphonic Band

Full-Year Course/Credit: 0.5 per semester

Activity Fee: \$40

Colorado Academic Standards: Performance Pathway - 1.1-4, 2.2, 2.3, 3.1, 3.3, 4.1-4

Course Description: This is one of the core ensembles of the LHS band program from. The Symphonic Band consists of students from all grade levels (EH8-12). The literature for this ensemble can be challenging and focuses on improving the students' musical techniques and performance skills. This is a performance-oriented class with significant emphasis placed on developing a student's aesthetic awareness and musical evaluation skills. All students enrolled in the Symphonic Band are automatically part of the "Pride of Littleton" Marching Band program during the months of August, September and October. **Attendance at all dress rehearsals and performances is required.**

Wind Ensemble

Full-Year Course/Credit: 0.5 per semester

Activity Fee: \$40

Colorado Academic Standards: Performance Pathway - 1.1-4, 2.1-3, 3.1-3, 4.1, 4.2

Course Description: This is one of the core ensembles of the LHS band program from. The Symphonic Band consists of students from all grade levels (EH8-12). The literature for this ensemble can be challenging and focuses on improving the students' musical techniques and performance skills. This is a performance-oriented class with significant emphasis placed on developing a student's aesthetic awareness and musical evaluation skills. All students enrolled in the Symphonic Band are automatically part of the "Pride of Littleton" Marching Band program during the months of August, September and October. **Attendance at all dress rehearsals and performances is required.**

Jazz Ensemble

Full-Year Course / Credit: 0.5 per semester

Activity Fee: \$40

Colorado Academic Standards: Performance Pathway - 1.1-4, 2.1, 3.1, 3.2, 4.1-4

Course Description: Jazz is one of a few truly American musical art forms. Students in this select, performance-oriented ensemble will perform a variety of Jazz Ensemble music including big band swing, combo, Dixieland, blues, funk, fusion, and Latin jazz. This is an active, select ensemble and often serves as "Musical Ambassadors" for LHS. While the focus of this course is the performance of jazz, significant emphasis will be given to students' aesthetic awareness and musical evaluation. Enrollment in the Jazz Ensemble class is by audition only. **Attendance at all dress rehearsals and performances is required.**

Chamber Orchestra

Full-Year Course/Credit: 0.5 per semester

Activity Fee: \$40

Colorado Academic Standards: Performance Pathway - 1.1-4, 2.1-3, 3.1-3, 4.1-4

*Prerequisite: Knowledge of a string instrument, either through their middle school experience or private lessons.

Course Description: Music is arguably the universal language of mankind. The skills and aesthetic awareness students develop in this performance-oriented class will remain with them throughout their lives. Students will have the opportunity to perform a variety of orchestral, symphonic, chamber, and quartet music throughout the year from all musical styles and periods. This course will include performances at the district and Continental League events and all scheduled school concerts. Students will also develop their string technique and the musical languages of rhythm and sight-reading through daily rehearsals. There will also be a significant emphasis on aesthetic awareness and musical evaluation. The Chamber Orchestra is made up of varying degrees of ability levels and playing experience. **Attendance at all dress rehearsals and performance is required.**

Marching Band

Fall Semester Course/Credit: 0.5 per semester

Activity Fee: \$40/Additional Fees TBD

Colorado Academic Standards: Performance Pathway - 1.1-4, 2.1, 3.1, 3.2, 4.1-4

Note: Students should concurrently enroll in either Symphonic Band or Wind Ensemble.

Marching Band rehearses during the school day as a daily class ensemble and is comprised of the members of the LHS Wind Ensemble and Symphonic Band and LHS Colorguard students. The "Pride of Littleton " Marching Band represents Littleton High School at local and state-level parades, school football games and competes at area and state-level competitions. Members of the LHS Marching band begin rehearsing during the summer. This class has many additional time commitments outside of normal school day hours. **Attendance at all dress rehearsals and performances is required.**

Advanced Placement Music Theory/ IB Music

Full-Year Course/Credit: 0.5 per semester

Colorado Academic Standards: Generalist Pathway – 2.2, 3.1, 3.2, 4.2, 4.3, 4.4

Colorado Academic Standards: Performance Pathway – 1.1, 1.2, 1.4, 2.2, 2.3, 3.1-3, 4.3, 4.4

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Course Description: If you consider yourself a musician, can read music, and have a burning desire to learn how music is written, this course is for you. This course is structured for the serious music student that may be considering music as a possible major or minor in college. It also fulfills the International Baccalaureate Music I requirements (the first of two years of IB Music).

Students will learn the following:

- Define basic musical terms and theoretical concepts.
- Understand and construct major, minor, chromatic, whole tone and modal scales.
- Demonstrate the ability to construct and analyze major, minor, augmented and diminished intervals and triads.
- Recognize, sing, play and dictate scales, intervals, triads, rhythms and melodies.
- Sing simple conjunct and disjunct diatonic melodies at sight.
- Construct compositions in four-part chorale style using the techniques of the Common Practice Period, in major, harmonic minor and melodic minor.
- Analyze harmonic structure.
- Identify basic music forms and cadences.
- Identify pop and jazz chord structures and symbols.
- Demonstrate test taking skills required for year-ending AP Music Theory exam.

IB Music Year II

Full-Year Course/Credit: .5 per semester

Colorado Academic Standards: Generalist Pathway – 2.2, 3.1, 3.2, 4.2, 4.3, 4.4

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: The International Baccalaureate music course is designed to encompass all the materials necessary for successful completion of the IB Music Exam. Students will learn the essential elements of traditional 18th century harmony, theory analysis of classical European literature, composition practices and experiences, world music designs and analysis. Students will work through various projects including literature analysis, theoretical analysis, composition of short pieces, performance of a variety of musical selections from different time periods and world traditions.

The course will be both practical and theoretical in nature. Thus, students will learn through the study of classroom and research materials and present a physical demonstration of compositional abilities or solo performance.

Rock 'n' Pop from A-Z

Semester Course/Credit: 0.5 per semester

Grades: 8th -12th Grades

Course Description: Rock 'n' Roll and Pop music have been among the most significant contributors to modern American culture. Through articles and book passages, lyric studies, video recordings, and listening to songs, the course will focus on the rise of popular music, from 1955 through to today's current groups and artists. The course will examine many genres including folk music, rock music, blues, R&B, the "British Invasion" vs. the California sound, folk-rock and protest music, psychedelic music and acid rock, progressive rock and the experimental music of the late 60's. In this course students will develop an understanding of the structure of various musical works, including blues and ballad forms, and the ways they were blended to create rock 'n' roll. Songs will be examined in the historical context of their place in a rapidly changing American culture. Among the artists whose works will be examined: The Animals, The Beatles, The Coasters, Bob Dylan, Elvis,... Led Zeppelin. (Get it? A to Z)

Women's Ensemble

Full-Year Course/Credit: 0.5 per semester

Activity Fee: \$25/Uniform rental fee: \$25

*This is a NON-AUDITION course

Colorado Academic Standards: Performance Pathway – 1.1, 1.3, 3.1-3, 4.1-3

Course Description: Women's Ensemble is a NON-AUDITION choir open to all young women, grades 8-12, at LHS; simply sign-up for the class. This course will focus on the development of the voice and the fundamentals for producing tone quality and healthy breathing. Basic instruction in rhythm, melody and harmony is given through the use of one, two, three and sometimes four part music. Students are expected to expand their knowledge of music theory, perform quarterly and attend all rehearsals and performances scheduled outside of the school day. There will also be a significant emphasis on learning and recognizing aesthetic awareness through musical evaluation, sight singing, ear training and theory. Students enrolled in this course are required to pay an activity fee. **Attendance at all dress rehearsals and performances is required.**

Concert Choir

Full-Year Course/Credit: 0.5 per semester

Activity Fee: \$25/Uniform rental fee: \$25

Colorado Academic Standards: Performance Pathway – 1.1-3, 3.1-3, 4.1-3

*Prerequisite: Students in grades 8-12 must audition in the spring of each year

Course Description: Concert Choir is an AUDITION-ONLY choir and the first of several select choirs in the LHS Choir Department. The choir is open to all young men, grades 8-12 and women, grades 9-12, at LHS. Auditions take place in the spring of each school year for the following year, or by appointment with the choir director. Concert Choir emphasizes the development of the maturing voice and its place within a four part ensemble. Students are exposed to a broad range of rhythmic and harmonic structures through music from the Renaissance through the twenty-first century. There will also be a significant emphasis on learning and recognizing aesthetic awareness through musical evaluation, sight singing, ear training and theory. Students are expected to expand their knowledge of music theory, perform quarterly and attend all rehearsals and performances scheduled outside of the school day. Students enrolled in this course are required to pay an activity fee. **Attendance at all dress rehearsals and performances is required.**

Women's Select Choir - Syrens

Full-Year Course/Credit: 0.5 per semester

Activity Fee: \$25/Uniform rental fee: \$40

Colorado Academic Standards: Performance Pathway – 1.1-3, 2.1, 3.1-3, 4.1-4

Course Description: Women's Select Choir (Syrens) is an AUDITION-ONLY choir and the second level of several select choirs in the LHS Choir Department. The choir is open to all young women, grades 10-12, at LHS. This course will focus on the development of the voice and the "language" of music. Students are expected to expand their advanced knowledge of music theory, aesthetic awareness and vocal development. This ensemble will perform quarterly, and students must attend all rehearsals and performances scheduled outside of the school day. There will also be a significant emphasis on learning through musical evaluation, sight singing, ear training and theory. Students enrolled in this course are required to pay an activity fee and to purchase a performance outfit. **Attendance at all dress rehearsals and performances is required.**

Troubadours

Full-Year Course/Credit: 0.5 per semester

Activity Fee: \$25/Performance outfit rental fee: \$40

Colorado Academic Standards: Performance Pathway – 1.1-4, 2.1, 3.1-3, 4.1-4

Course Description: Troubadours is an AUDITION-ONLY choir and the most advanced of several select choirs in the LHS Choir Department. The choir is open to all young men and women, grades 10-12, at LHS. Auditions take place in the spring of each school year for the following year, or by appointment with the choir director. The purpose of this class is to teach the students the life-long skill of using their voices effectively in a choral situation. Expectations include high standards of musicianship, scholarship and self-discipline. This group performs advanced, college-level choral literature from Renaissance to Modern both sacred and secular. Students in Troubadours will experience the highest caliber of performance levels. Students are expected to expand their knowledge of music theory, perform quarterly and attend all rehearsals and performances scheduled outside of the school day. Students enrolled in this course are required to pay an activity fee and to purchase a performance outfit. **Attendance at all dress rehearsals and performances is required.**

LHS Singers

Full-Year Course / Credit: 0.5 per semester

Colorado Academic Standards: Performance Pathway – 1.1-3, 3.1-3, 4.1-3

Course description: LHS Singers is an AUDITION-ONLY choir. It is one of the most advanced ensembles in the LHS Choir Department. The choir is open to all young men and women who have sung in another choir at Littleton for at least one year or with permission from the director. Students in this select performance-oriented ensemble will perform a variety of music from the genres of jazz and pop. This is an active group and requires a deep commitment by the members involved. Members of this ensemble will need to exhibit strong musical skills, since nearly all of the music requires independent singing. Auditions take place in the spring of each school year for the following year or by appointment with the choir director. Students will participate in several school concerts and extra-curricular performances. Attendance at all dress rehearsals and performances is required. Students enrolled in this course are required to pay an activity fee and purchase a performance outfit chosen by the students. *Fee: \$25, plus any additional performance outfit fees.

PHYSICAL EDUCATION & HEALTH

Philosophical Assumptions

- To participate successfully in a variety of agility movements, fitness activities, and sports.
- To value and understand the importance of physical activity as it contributes to a lifetime of being active.
- To demonstrate the knowledge and understanding of health-related and skill-related fitness components.
- To achieve and maintain physical fitness.
- To develop and apply the knowledge of rules, strategies, teamwork, and sportsmanship for selected physical activities.
- To show proficiency in swimming skills, strokes, and survival skills.

Activity / Swimming Course Fee, Hygiene, Dress Out and Participation Expectations

- \$20 Physical Education Fee. Physical Education Students are required to purchase the Physical Education Uniform (T-shirt and Mesh Shorts). Students may need to purchase an additional uniform if they lose, damage or outgrow the original purchase.
- Students will be required to have their PE Uniform during class. Check the Course Outline for further information and options for dressing out for PE.
- To practice good hygiene and healthy habits, students will be expected to change before and after class in the locker rooms or designated changing areas.
- Students will be expected to be dressed appropriately and participate to the best of their ability to earn full credit.

Physical Education Course Progression

- Health is Required Sophomore Year
- All students will be required to meet the LPS swimming graduation requirement (Swimming Class / Swim Waiver Test)
- Suggestions for choosing the best path for swimming:
 - **Beginning Swimming Course (.5 Credits)** is the preferred course for most students. Any student who is not experienced nor comfortable with being in the water should plan on taking the course to meet the LPS Swimming Requirement.
 - **Life Sports (.5 Credits)** includes a swimming unit where students are already comfortable in water with a basic level of understanding of how to swim. The course will have a brief overview of swimming, diving and treading skills before being given the opportunity to pass the LPS Waiver Test.
 - **Swim Waiver Test** (offered to all students through 1st semester of Senior Year) provides Experienced students the opportunity to pass the LPS Waiver Test **without any instruction**. NOTE: Students **DO NOT** receive Physical Education Course Credits for passing the LPS Waiver Test.

	LHS Health and Physical Education General Student Progression	IB/AP Pathway	Athletic Pathway
Eighth Grade -or- Freshman Year	<ul style="list-style-type: none"> • Complete One MYP PE Course or Swimming during Eighth Grade/Freshman Year 	<ul style="list-style-type: none"> • Swimming -or- Swim Waiver Test Highly Recommended • Any other Physical Education Course 	<ul style="list-style-type: none"> • Swimming -or- Swim Waiver Test Highly Recommended • Strength & Conditioning 1 or III (With Teacher Approval)
Sophomore Year	<ul style="list-style-type: none"> • REQUIRED: Health • Swimming or MYP Life Sports 	<ul style="list-style-type: none"> • REQUIRED: Health • Swimming (If not completed Freshman Year) 	<ul style="list-style-type: none"> • REQUIRED: Health • Swimming -or- Swim Waiver Test • Strength & Conditioning III
Junior Year	<ul style="list-style-type: none"> • Swimming (If not completed Freshman Year) • Must have 3 Health/Physical Education Courses to Graduate <p>Swim Proficiency Test Must be completed by Winter Break of Senior Year (End of 1st Semester)</p>	<ul style="list-style-type: none"> • Swimming (If not completed previously) • Must have 3 Health/Physical Education Courses to Graduate <p>Swim Proficiency Test Must be completed by Winter Break of Senior Year (End of 1st Semester)</p>	<ul style="list-style-type: none"> • Swimming (If not completed previously) • Strength & Conditioning III <p>Swim Proficiency Test Must be completed by Winter Break of Senior Year (End of 1st Semester)</p>
Senior Year	<p>Swimming Requirement must met before taking any other PE Course</p> <ul style="list-style-type: none"> • Must have 3 Health/Physical Education Courses to Graduate 	<p>Swimming Requirement must met before taking any other PE Course</p> <ul style="list-style-type: none"> • Must have 3 Health/Physical Education Courses to Graduate 	<p>Swimming Requirement must met before taking any other PE Course</p> <ul style="list-style-type: none"> • Strength & Conditioning III

Colorado Academic Standards at a Glance

PHYSICAL EDUCATION

Standard	Grade Level Expectations
1. Movement Competence and Understanding	<ol style="list-style-type: none"> 1. Participate at a competent level in a variety of lifelong physical activities 2. Understand the cognitive impact of movement 3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan 2. Identify community resources to maintain lifelong physical activity 3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Demonstrate respect for individual differences in physical activity settings 2. Demonstrate collaboration, cooperation, and leadership skills 3. Demonstrate responsible behavior in group settings
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Understand the risks and safety factors that may affect participation in physical activity 2. Demonstrate knowledge of safety and emergency response procedures

HEALTH

Standard	Grade Level Expectations
1. Movement Competence and Understanding	None
2. Physical and Personal Wellness	<ol style="list-style-type: none"> 1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet 2. Analyze how family, peers, media, culture, and technology influence healthy eating choices 3. Demonstrate ways to take responsibility for healthy eating 4. Use a decision-making process to make healthy decisions about relationships and sexual health 5. Support others in making positive and healthful choices about sexual activity 6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly
3. Emotional and Social Wellness	<ol style="list-style-type: none"> 1. Analyze the interrelationship of physical, mental, emotional, and social health 2. Set goals, and monitor progress on attaining goals for future success 3. Advocate to improve or maintain positive mental and emotional health for self and others
4. Prevention and Risk Management	<ol style="list-style-type: none"> 1. Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs 2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs 3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs

	<ol style="list-style-type: none"> 4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free 5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence 6. Analyze the underlying causes of self-harming behavior; harming others and steps involved in seeking help Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them 7. Access valid information and resources that provide information about sexual assault and violence 8. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence 9. Advocate for changes in the home, school, or community that would increase safety
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MYP Physical Education and Health Offerings

MYP Court Sports

Semester Course / Credit: 0.5 per semester

Course Description: This class is designed for students who have no skills or limited skills in the activities of volleyball, basketball, badminton, tennis, team handball, and other court-played sports. The student will learn the basic rules, skills and strategies of each game.

Key concepts

Change, Communication and Relationships

Objectives

Knowing & Understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems. Students will be able to explain and apply physical and health knowledge to analyze issues, solve problems, and communicate understanding.

Planning for Performance

Students use inquiry to design, analyze, execute and evaluate a plan in order to improve performance in physical and health education. Students will design, explain, and justify a plan to improve health and physical performance, then analyze and evaluate the effectiveness of the plan based on the outcomes.

Applying and Performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities. Students will demonstrate and apply a range of skills, techniques, strategies, and movement concepts in order to perform effectively.

Reflecting and Improving Performance

Students enhance their personal and social development, set goals, take responsible action, and reflect on their performance and the performance of others. Students will explain and demonstrate strategies that enhance interpersonal skills, develop goals and apply strategies to improve performance, and then analyze and evaluate performance.

CO State Standards

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

MYP Team Sports

Semester Course / Credit: 0.5 per semester

Team activities include but are not limited to: Soccer, Basketball, Ultimate Frisbee, Team Handball, Volleyball, Flag Football, Badminton

Semester Course / Credit: 5 per semester

Course Description: This activity class introduces skills, technique, and game strategy of the above team sports. Drills, with an emphasis on individual skill development, will be taught along with group and team strategies.

Key concepts

Change, Communication and Relationships

Objectives

Knowing & Understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

Students will be able to explain and apply physical and health knowledge to analyze issues, solve problems, and communicate understanding.

Planning for Performance

Students use inquiry to design, analyze, execute and evaluate a plan in order to improve performance in physical and health education. Students will design, explain, and justify a plan to improve health and physical performance, then analyze and evaluate the effectiveness of the plan based on the outcomes.

Applying and Performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities. Students will demonstrate and apply a range of skills, techniques, strategies, and movement concepts in order to perform effectively.

Reflecting and Improving Performance

Students enhance their personal and social development, set goals, take responsible action, and reflect on their performance and the performance of others. Students will explain and demonstrate strategies that enhance interpersonal skills, develop goals and apply strategies to improve performance, and then analyze and evaluate performance.

CO State Standards

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

MYP Life Sports

Semester Course / Credit: 0.5 per semester

Life Sports I activities will include, but are not limited to: Swimming, Tennis, Volleyball, Badminton, Ultimate Frisbee/Disc Golf

Semester Course / Credit: 5 per semester

Course Description: Life Sports I is designed for students to have the opportunity to earn their swimming requirement, as well as participate in several other lifetime activities. In order to earn the swimming requirement, students **MUST** pass the Swim Proficiency Test. Students should be average swimmers or above with a high comfort level in shallow and deep water. A variety of cardiovascular fitness training methods will also be incorporated.

Key concepts

Change, Communication and Relationships

Objectives

Knowing & Understanding:

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems. Students will be able to explain and apply physical and health knowledge to analyze issues, solve problems, and communicate understanding.

Planning for Performance:

Students use inquiry to design, analyze, execute and evaluate a plan in order to improve performance in physical and health education. Students will design, explain, and justify a plan to improve health and physical performance, then analyze and evaluate the effectiveness of the plan based on the outcomes.

Applying and Performing:

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities. Students will demonstrate and apply a range of skills, techniques, strategies, and movement concepts in order to perform effectively.

Reflecting and Improving Performance:

Students enhance their personal and social development, set goals, take responsible action, and reflect on their performance and the performance of others. Students will explain and demonstrate strategies that enhance interpersonal skills, develop goals and apply strategies to improve performance, and then analyze and evaluate performance.

CO State Standards

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

MYP Strength and Conditioning I

Semester Course / Credit: 0.5 per semester

Course Description: Strength and Conditioning I is designed for students who want to learn weight training skills and techniques, as well as conditioning the students' overall fitness level. The beginning weightlifter will learn basic lifts and techniques. Weight room safety concerning proper lifting mechanics and spotting techniques will be emphasized. Testing will include anatomy and safety/spotting techniques with an emphasis in kinesiology.

- The conditioning aspect of this course will consist of aerobic and anaerobic training. Aerobic exercise will concentrate on the heart rate working in the appropriate target zone for an extended duration. An example of

aerobic activity is distance running. Anaerobic exercise will apply intense or maximum muscle contraction for short frequency. An example of an anaerobic activity is the vertical jump test.

Key concepts

Change, Communication and Relationships

Objectives

Knowing & Understanding:

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems. Students will be able to explain and apply physical and health knowledge to analyze issues, solve problems, and communicate understanding.

Planning for Performance:

Students use inquiry to design, analyze, execute and evaluate a plan in order to improve performance in physical and health education. Students will design, explain, and justify a plan to improve health and physical performance, then analyze and evaluate the effectiveness of the plan based on the outcomes.

Applying and Performing:

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities. Students will demonstrate and apply a range of skills, techniques, strategies, and movement concepts in order to perform effectively.

Reflecting and Improving Performance:

Students enhance their personal and social development, set goals, take responsible action, and reflect on their performance and the performance of others. Students will explain and demonstrate strategies that enhance interpersonal skills, develop goals and apply strategies to improve performance, and then analyze and evaluate performance.

CO State Standards

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Beginning Swimming

Semester Course / Credit: 0.5 per semester

Course Description: Beginning Swimming is designed for students who have no swimming skills or have very limited swimming ability. The non-swimmer will have an enjoyable introduction and orientation to swimming and water safety skills as well as the opportunity to improve cardiovascular conditioning. The student will learn the front crawl stroke, sidestroke, back crawl, elementary backstroke with emphasis on correct body position, coordination, breathing, arm action, and kicking. For those who have limited swimming abilities, the course adds to those skills already learned. This course also provides the student with a basic orientation for survival in the water.

CO State Standards

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Strength and Conditioning III

Semester Course / Credit: 0.5 per semester

Course Description: Strength and Conditioning II - III are designed for the serious and accomplished lifter. The course requires advanced free weight, resistant lifting, exercises, Olympic lifts and polymeric. Weight room safety concerning proper lifting mechanics and spotting techniques must be mastered. Testing will include anatomy and with an emphasis on strength development and advanced lifting techniques.

- The conditioning aspect of this course will consist of aerobic and anaerobic training. Aerobic exercise will concentrate on the heart rate working in the appropriate target zone for an extended duration. An example of aerobic activity is distance running. Anaerobic exercise will apply intense or maximum muscle contraction for short frequency. An example of an anaerobic activity is the vertical jump test.

CO State Standards

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Innovative Fitness

Semester Course / Credit: 0.5 per semester

Colorado Academic Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: This course is designed as an interactive class to combine general education students with students with special needs. A variety of training activities will be incorporated. Gross motor movement, muscle strength, flexibility, eye-hand coordination, and cardiovascular fitness will be emphasized in the class. Team building will be a

major focus of the class. The students will work in pairs and on teams to assist in building social skills in students with special needs. The class will modify activities to meet the needs of all students. This course is highly recommended for anyone who has worked with, or is interested in working with students with special needs.

Health (Required Sophomore Year)

Semester Course / Credit: 0.5 per semester

Colorado Academic Standards: 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2

Course Description: Students enrolled in this class will have a variety of experiences relating to their physical, mental, emotional, and social health and well-being. The course aims to influence the attitudes and behavior of the student to gradually take more responsibility for his/her own health, and the health of family and community. The focus of the course is to encourage students to make well-informed decisions throughout their life. Activities include group work, class discussion, videos, written work, and guest speakers from the health community. Nutrition, Stress/Mental Health, Addiction, Relationships and Sexuality as well as First Aid and CPR will be taught within the course. **Recommended course for students interested in pursuing pathway at [Explorative Pathways for Innovative Careers Campus](#) opening Fall 2023.**

Introduction to Sports Medicine

Semester Course / Credit: 0.5 per semester

Course will meet for 4 credit hours during the school week and 1 credit hour from field experience with the instructor/trainer.

Prerequisite: Students must have completed or be concurrently enrolled in a minimum of 12 PE credits and demonstrate an interest in Sports Medicine.

Course Description: This course explores the world of athletic training. Students will be exposed to Anatomical Kinesiology, Biology, First Aid and CPR with an emphasis placed on the treatment and care of athletic injuries. Each student will gain hands-on experience in the field of athletic training as they work with the instructor and LHS athletic trainer throughout the course of the semester. Students will be able to diagnose basic injuries, the mechanisms and treatments of those injuries. Students will explore additional career opportunities under the sports medicine umbrella.

Entry Level Skills, Knowledge and Content:

Demonstrate an interest in the field of Athletics or Sports Medicine

\$50 Course Fee for training supplies

LPS Swim Waiver Test (.0 Credits)

- Any student may demonstrate proficiency in swimming by completing the LPS Swim Waiver Test before the end of 1st semester of their Senior year. NOTE: Students DO NOT receive Physical Education Course Credit for completing the test.
- Here are the requirements set by LPS and Approved by the Board of Education:
 - **Demonstrate proficiency in four of the five following strokes (one length of 25 yards) in this order:**

Front crawl with flutter kick	Back Crawl with flutter kick
Elementary Backstroke with whip kick	Breaststroke with whip kick
Sidestroke with scissor kick	
 - **Deep Water Survival Skills**
 - Swim 10 laps (20 lengths, 500 yards) continuously, with no time limit, using any combination of the strokes listed above.
 - Jump in and tread water/float for 15 continuous minutes
 - Tread legs only with hands out of the water for 2 minutes.
 - Tread water with hands in the water for 5 minutes.
 - Survival float/back float for 8 additional minutes.
 - **Deep Water Diving**
 - Dive proficiently from the edge of the pool into deep water with the following: .
Arms extended over head, Hands together, Chin tucked to chest, Legs together & Toes pointed

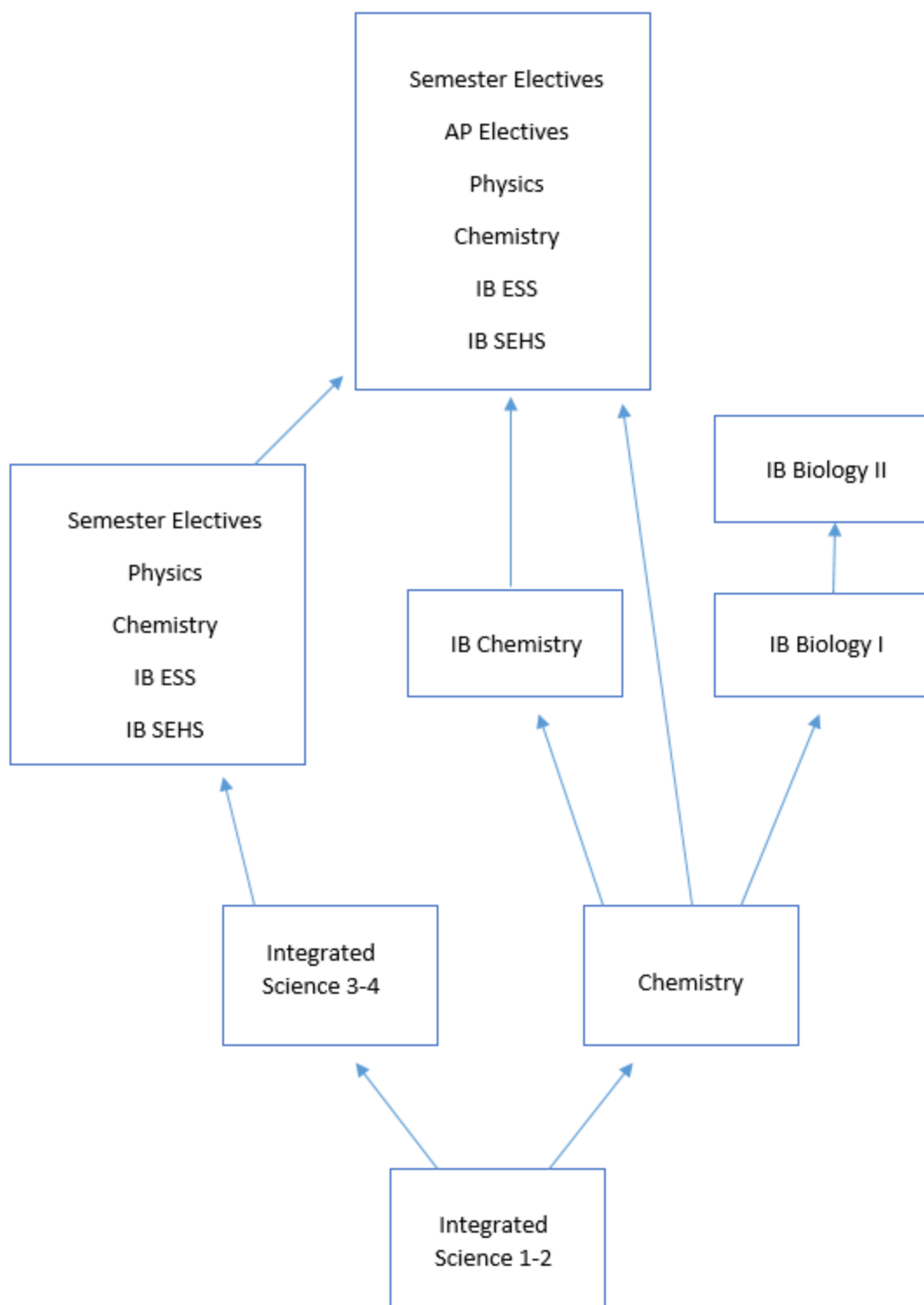
Physical Education Waiver (.5 Credits)

Starting with the Class of 2021, Littleton High School students who successfully complete a season in good standing of:

- CHSAA - sanctioned HS sport, or
- Unified Sports (as an athlete, not as a "coach"), or
- Marching Band

and are awarded a varsity letter or certificate of participation, may receive a waiver for Physical Education credits for the season. During grades 9-12, students may request this waiver four times, for a cumulative total of 0.5 credits. This waiver may NOT be used to replace the district health or swimming requirements. Students wanting to request a waiver must complete the appropriate waiver request form and submit it to the Office of Instruction within nine weeks of the completion of the sport or marching band season.

SCIENCES



Colorado Academic Standards at a Glance

Standard	Grade Level Expectations
1. Physical Science	<ol style="list-style-type: none"> Newton's laws of motion and gravitation describe the relationships among forces acting on and between objects, their masses, and changes in their motion – but have limitations Matter has definite structure that determines characteristic physical and chemical properties Matter can change form through chemical or nuclear reactions abiding by the laws of conservation of mass and energy Atoms bond in different ways to form molecules and compounds that have definite properties Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear; that can be quantified and experimentally determined When energy changes form, it is neither created nor destroyed; however, because some is necessarily lost as heat, the amount of energy available to do work decreases
2. Life Science	<ol style="list-style-type: none"> Matter tends to be cycled within an ecosystem, while energy is transformed and eventually exits an ecosystem The size and persistence of populations depend on their interactions with each other and on the abiotic factors in an ecosystem Cellular metabolic activities are carried out by biomolecules produced by organisms The energy for life primarily derives from the interrelated processes of photosynthesis and cellular respiration. Photosynthesis transforms the sun's light energy into the chemical energy of molecular bonds. Cellular respiration allows cells to utilize chemical energy when these bonds are broken. Cells use the passive and active transport of substances across membranes to maintain relatively stable intracellular environments. Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments Physical and behavioral characteristics of an organism are influenced to varying degrees by heritable genes, many of which encode instructions for the production of proteins Multicellularity makes possible a division of labor at the cellular level through the expression of select genes, but not the entire genome. Evolution occurs as the heritable characteristics of populations change across generations and can lead populations to become better adapted to their environment
3. Earth Systems Science	<ol style="list-style-type: none"> The history of the universe, solar system and Earth can be inferred from evidence left from past events As part of the solar system, Earth interacts with various extraterrestrial forces and energies such as gravity, solar phenomena, electromagnetic radiation, and impact events that influence the planet's geosphere, atmosphere, and biosphere in a variety of ways The theory of plate tectonics helps to explain geological, physical, and geographical features of Earth Climate is the result of energy transfer among interactions of the atmosphere, hydrosphere, geosphere, and biosphere There are costs, benefits, and consequences of exploration, development, and consumption of renewable and nonrenewable resources The interaction of Earth's surface with water, air, gravity, and biological activity causes physical and chemical changes Natural hazards have local, national and global impacts such as volcanoes, earthquakes, tsunamis, hurricanes, and thunderstorms

Advanced students may select MYP Integrated Science I-II Honors, which may qualify the student for exemption from MYP Integrated Science III - IV. Students who choose MYP Integrated Science I-II Honors will be in the same class as MYP Integrated Science I-II students, but will complete challenging extension assignments. MYP Integrated Science Honors is recommended in order to accelerate progression through the introductory science curriculum in preparation for college level course work during high school years (AP or IB Science courses). For students to earn Honors credit they must successfully complete extension assignments, keep a year-long portfolio and have an overall grade of an A, B, or C for each semester. Students can choose MYP Integrated Science Honors either one or both semesters, however **a student hoping to exempt MYP Integrated Science 3-4 must take and pass Integrated Science Honors both semesters with an A.**

For students planning on enrolling in the International Baccalaureate (IB) Diploma Program, it is recommended they complete the Honors Course and Exemption process during their entire freshman year in order to complete their IB Science requirement by the end of their senior year.

MYP Integrated Science I / Honors Integrated Science I
MYP Integrated Science II/ Honors Integrated Science II
MYP Integrated Science III
MYP Integrated Science IV

Recommended course for students interested in pursuing a pathway at [Explorative Pathways for Innovative Careers Campus](#) opening Fall 2023.

Key concepts

Change, Relationships & Systems

Objectives

Knowing & Understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Inquiring & Designing

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.

Processing & Evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

Reflecting on the Impacts of Science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.

MYP Integrated Science Honors I-II is recommended for 9th grade students who:

- are above grade level in math and language arts
- are planning on enrolling in the International Baccalaureate Diploma Program their junior year
- have grades of A or B in Algebra and their current science courses
- are highly motivated

CO State Standards

MYP Integrated Science I / MYP Integrated Science Honors I: Colorado Academic Standards 2.1, 2.2, 2.9, 3.1, 3.2

MYP Integrated Science II/ MYP Integrated Science Honors II: Colorado Academic Standards 1.2, 1.4, 2.7, 2.8, 3.3, 3.5, 3.6, 3.7

MYP Integrated Science III: Colorado Academic Standards 1.1, 1.3, 1.6, 3.4

MYP Integrated Science IV: Colorado Academic Standards 2.3, 2.4, 2.5, 2.6

***Semester Electives**

Students must be a junior or senior to enroll and have passed Integrated Science III-IV

Biology: Genetics

Semester Course / Credit: 0.5 per semester

Course Description: Genetics is one of the most dominant sciences in the modern era. Applications of the principles and ideas of genetics can be found in the medical field, agricultural industry, law enforcement, and many other fields. Genetics is a subject that is in its infancy but already has helped change and shape the world we live in. During the course of our daily lives, we are constantly being exposed to the results and products of this area of study. Genetics incorporates topics from the areas of math, chemistry, biology, and psychology as well as exploring the social ramifications of the field's discoveries. Genetics has its roots in both the macro and micro world in which we live.

During the course of this semester we will cover a wide range of topics. We will discover the role of probability in inheritance. We will investigate, on the molecular level, the world of the gene and its ramifications on the individual and society. We will research mutations and their significance to populations. Each of these topics will be followed by an in-depth case study of a particular disorder and the completion of a genetic counseling report based on your findings.

Biology: Physiology

Semester Course / Credit: 0.5 per semester

Course Description: Physiology is a course that explores the functions of the human body's organ systems. Concepts gained in labs will be applied to current medical trends and technologies. Students will begin with an overview of cell and tissue functions. The emphasis will be on understanding the relationships between various body structures and their corresponding functions. Students will continue their study with an in-depth look at the body systems including, but not limited to, digestive, respiratory, cardiovascular, reproductive, nervous, and excretory systems.

Biology: Vertebrate Zoology

Semester Course / Credit: 0.5 per semester

Course Description: Historically, animals provided man with basic necessities such as food, shelter, and clothing, and more recently animals provided the inspiration for designing the shapes of airplanes, jets, and submarines. Today, animals have proven valuable in many other ways, such as in scientific research on human medicines, aesthetic enjoyment, companionship, ecological stability, and in offering us insights into how to live successfully within our environments. Students in Zoology will study the importance of animals to man and the environment in general, and the importance of specific animal groups in particular. While studying and observing animals (involving some dissection), students will discover how animals in aquatic and terrestrial environments are adapted to overcome five major problems of survival: getting nutrition, removing waste, obtaining oxygen, maintaining proper water balance, and reproducing. Students will also design and conduct a study of animal behavior. Other class topics will include animal classification, adaptations, ecology, evolution, and zoology-related professions.

Crime Lab Science – Forensics

Semester Course / Credit: 0.5 per semester

Course Description: This laboratory based course will introduce students to a variety of forensic techniques that are used in conjunction with inductive and deductive reasoning to unravel crime based mysteries. Students will use observations, research and scientific knowledge to solve problems relative to the work performed in the study of forensics and in crime labs. Throughout the semester students will learn how to collect evidence from a crime scene without contaminating the evidence, about different scientific instrumentation used and how the data collected is used to analyze the evidence collected from crime scenes, and will integrate mathematics, technology, and a variety of areas within life and physical sciences. The student must have a basic knowledge of the scientific process.

***Students will have the opportunity to complete a capstone as part of this course.

IB Environmental Systems & Societies SL

Full -Year Course / Credit: 0.5 per semester

Prerequisite: Students must be juniors or seniors and it is preferred that students have passed General Chemistry.

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: IB Environmental Systems & Societies is a standard level IB course which can be a course students take in order to fulfill the requirements to receive the IB diploma. It is a course, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Students are expected to sit for the IB exam given in the spring of each year. College credit may be awarded by college registrars depending upon the colleges' program requirements and achievement on the exam.

General Chemistry

Full-Year Course / Credit: 0.5 per semester

Colorado Academic Standards: 1.2, 1.3, 1.4, 1.5, 1.7

Prerequisite: Student must have taken and earned a C or better in Algebra and Geometry. Students must pass first semester Chemistry to take second semester Chemistry.

Course Description: General Chemistry, a lab-based course is intended to familiarize students with basic chemical concepts leading to a better understanding of their environment and preparing them for advanced or collegiate level science courses. It is an important part of the pre-collegiate curriculum and essential for a student interested in continuing to study one of the sciences in college. Students will learn the basic concepts and principles of chemistry and use these concepts and principles to investigate complex scientific problems. Students will also use critical thinking and problem solving skills to apply these concepts to their world. While various methods of investigation and problem solving focus instruction in General Chemistry, information literacy and written and oral communication are also emphasized. Some of the major topics that will be studied are: atomic structure and chemical behavior; chemical formulae, equations, and reactions; phases of matter; bonding; energy, rate, and equilibrium of chemical reactions; and acid-base reactions. **Recommended course for students interested in pursuing a pathway at [Explorative Pathways for Innovative Careers Campus](#) opening Fall 2023.**

IB Sports, Exercise and Health Science SL

Full-Year Course / Credit: 0.5 per semester

Prerequisite: Student must have taken and earned a C or better in Chemistry

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: SEHS incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context. SEHS is good preparation for courses in higher or further education related to sports fitness and health, and serves as a useful preparation for employment in sports and leisure industries.

Physics

Full-Year Course / Credit: 0.5 per semester

Prerequisite: Student must have taken and earned a C or better in Algebra and Geometry

Course Description: This course is recommended for students who are interested in science, mathematics, engineering and the natural world around them. We use a "flipped classroom" model. In this model, the amount of lecture time is significantly reduced because new content is introduced in the form of short videos assigned as homework. When students are in class, concepts learned in the videos are applied in labs, activities and other hands-on challenges. We learn about motion, gravity, forces, energy, momentum, circular motion, electricity, simple harmonic motion and waves. Take physics and you'll learn how fast you can drive your car around a corner and still stay on the road, how a guitar works, and why you can stick your tongue in one side of the wall plug and not get shocked. You will also learn why carrying a suitcase does not work, why the moon stays in orbit around the earth, why astronauts feel weightless in orbit but really aren't, and why you can shoot a bullet horizontally and drop a rock at the same time and they will both hit the earth at the same time.

Pre-Requisite Skills:

- The student should be able to solve basic algebraic equations with ease.
- The student should be able to use basic trigonometry (such as soh-cah-toa and the Pythagorean theorem) with ease.
- The student should have very good problem solving skills, a high degree of internal motivation and the ability to work in a self-reliant and self-directed way.

Advanced Placement Physics I

Full-Year Course / Credit: 0.5 per semester

Prerequisite: Student must have taken and earned a C or better in Algebra, Geometry and Trig/Pre-Calc (may be concurrently enrolled in Trig/Pre-Calc with teacher permission)

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Course Description: This course covers all the topics in a first semester college course in trigonometry-based physics. The focus is on big ideas in physics, and scientific inquiry through experimentation, analyzing, and solving problems. Students learn about Newtonian mechanics (including rotational dynamics and angular momentum) as well as work, energy, power, mechanical waves and sound, and simple electric circuits. Lab work is significant and at least 60 percent of class time will be spent on student-led inquiry based labs that come with few, if any, directions. College credit may be awarded by colleges depending on the colleges' program requirements and student performance on the exam.

Pre-Requisite Skills:

- The student should be able to solve basic and advanced algebraic equations with ease.
- The student should be able to use basic trigonometry (such as soh-cah-toa and the Pythagorean theorem) with ease.
- The student should have excellent problem solving skills, a high degree of internal motivation and the ability to work in a self-reliant and self-directed way.
- The student should have a desire to figure things out without being given answers, to creatively find ways to test ideas, to think deeply and intellectually, and to explore how the natural world works using the tools and strategies of science.

Advanced Placement Physics II

Full-Year Course / Credit: 0.5 per semester

Prerequisites: AP Physics 1, Trigonometry and Analytic Geometry

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Course Description: This course covers all the topics in a second semester college course in algebra and basic trigonometry level physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics and atomic and nuclear physics. This course focuses on big ideas in physics and scientific inquiry through experimentation, analyzing, and solving problems. Lab work is a significant part and at least 25 percent of class time will be spent on student-led inquiry-based labs. College credit may be awarded by colleges depending on the colleges' program requirements and student performance on the exam.

IB Higher Level Biology Year 1

Full-Year Course / Credit: 0.5 per semester

Prerequisite: **Students must have met competency in English and Math according to the LPS Graduation Competency Menu.** Students must have earned a C or better in high school Chemistry.

Course Description: This International Baccalaureate Diploma Program Biology course is the first year of a comprehensive two-year curriculum. This rigorous course of study is designed to meet the needs of highly motivated high school students. This course includes topics regularly covered in a college biology course; emphasizing biochemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy, organisms (diversity and physiology), and ecology. Unifying these topics and tying the curriculum together are four major themes that include Structure and Function, Universality versus Diversity, Equilibrium within Systems, and Evolution. This course differs significantly from an introductory biology course with respect to the textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. Students may participate in the College Board Advanced Placement Biology exam given in the spring of each year, though it is recommended to wait until completion of Year 2 of the IB Higher Level Biology.

IB Higher Level Biology Year 2

Full-Year Course / Credit: 0.5 per semester

Prerequisite: IB Higher Level Biology 1

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: Continue exploration of concepts and options studied in IB High Level Biology Year 1. This course will include more in-depth material as well as additional concepts. The IB Group 4 Project will be conducted in collaboration with IB Standard Level Chemistry. In addition, one option topic selected by the instructor will be studied. The three-part final assessment is administered in spring at the conclusion of Year 2.

Advanced Placement Chemistry

Full-Year Course / Credits: 0.5 per semester

Prerequisite: Student must have taken and earned a C or better in Algebra II and General Chemistry

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Course Description: Advanced Placement Chemistry is designed to provide students with a course equivalent to an introductory college-level, general chemistry course taken by science majors in college. The topics studied are much the same as those in General Chemistry but are explored in far greater depth. Students will perform laboratory experiments and solve chemistry-related problems in which they will apply their knowledge of chemical concepts and use algebraic functions to manipulate data. Students will participate in the College Board Advanced Placement Chemistry exam given in the spring. College credit may be awarded by college registrars depending on the colleges' program requirements and student performance on the exam.

Advanced Placement Biology

Full-Year Course / Credit: 0.5 per semester

Prerequisite: Students must have earned a C or better in high school Chemistry

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Course Description: This Biology course is designed to be the equivalent of an introductory college-level biology course taken by biology majors during their freshman year. This course includes topics regularly covered in a college biology course; emphasizing biochemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy, organisms (diversity and physiology), and ecology. Unifying these topics and tying the whole curriculum together are major themes that include Science as a Process, Structure and Function, Continuity and Change, energy transfer, regulation, interdependence in nature, and Evolution. A college course in biology differs significantly from the introductory biology courses with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. Students are encouraged to take the College Board Advanced Placement Biology exam given in the spring of each year. College credit may be awarded by college registrars depending on the colleges' program requirements and performance on the exam.

IB Standard Level Chemistry

Full-Year Course / Credit: 0.5 per semester

Prerequisite: Students must have earned a C or better in Algebra II and General Chemistry

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: IB Standard Level Chemistry is designed to provide the student with in-depth knowledge of chemistry. The IB diploma candidate must have three subsidiary level subjects of study; IB chemistry would be appropriate for anyone interested in continuing his/her education in a science-related field. The topics covered are similar to those in General Chemistry but will be explored in greater depth. In addition, the topic of Organic Chemistry, not usually addressed in a high school chemistry course, will be covered extensively. Students will perform laboratory exercises and solve chemistry-related problems in which they will apply their knowledge of chemical concepts and use algebraic functions to manipulate data. College credit may be given depending on the college or university and student performance on the full set of IB exams given in the spring of the final year of study. Students enrolling in this course will take the IB chemistry exam at the end of this one-year course.

Medicine

Semester Course / Credit: 0.5 per semester

Course Description: Students enrolled in the Pre-Med course will be exposed to the field of medicine and related allied health careers to stimulate qualified students to pursue those professions. Students will be realistically presented the demands of time, scholarship, and educational requirements of this field. Recognizing that perhaps the most difficult aspect of medical professions is gaining admission, students will be given positive advice about qualifications other than scholarship that will be meaningful to admission committees.

Meets M-W-F BEFORE SCHOOL AT ARAPAHOE HIGH SCHOOL

Elective: 12

Prerequisite: Interest in the medical field

SOCIAL STUDIES

Social Studies Sequence of Courses **(Class of 2021 and beyond.** **MYP courses for Class of 2024 and beyond.)**

Regular Sequence:

Grade Level	Courses	Graduation Credit
9	MYP World History	1.0
10	MYP U.S. History	1.0
11	Geography Economics	0.5 0.5
12	Civics	0.5
	Total Social Studies Credits:	3.5

Suggested Sequence for IB Curriculum:

Grade Level	Courses	Graduation Credit
9	MYP World History Honors	1.0
10	MYP U.S. History Honors OR AP U.S. History	1.0
11	IB European History (SL)	1.0
12	IB 20th Century History (HL)	1.0
	Total Social Studies Credits:	4.0

Honors/AP Sequence:

Grade Level	Courses	Graduation Credit
9	MYP World History Honors	1.0
10	MYP U.S. History Honors OR AP U.S. History	1.0
11	IB European History (SL)	1.0
10 - 12	AP Government	1.0

	Total Social Studies Credits:	4.0
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Electives:

Grade Level	Courses	Graduation Credit
10, 11, 12	Philosophy/Religion	0.5
10, 11, 12	Film History	0.5
10, 11, 12	Anthropology	0.5
11, 12	Psychology	0.5
11, 12	IB Psychology	1.0
11, 12	IB Global Politics	1.0

Colorado Academic Standards at a Glance

SOCIAL STUDIES

Standard	Grade Level Expectations
1. History	<ol style="list-style-type: none"> 1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources 2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time 3. The significance of ideas as powerful forces throughout history
2. Geography	<ol style="list-style-type: none"> 1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions 2. Explain and interpret geographic variables that influence the interaction of people, places, and environments 3. The interconnected nature of the world, its people and places
3. Economics	<ol style="list-style-type: none"> 1. Productive resources - natural, human, capital - are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources 2. Economic policies impact markets 3. Government and competition impact markets 4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL) 5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL) 6. The components of personal credit to manage credit and debt (PFL) 7. Identify, develop, and evaluate risk-management strategies (PFL)
4. Civics	<ol style="list-style-type: none"> 1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies 2. Purposes of and limitations on the foundations, structures and functions of government 3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

MYP Social Studies Grade 8

Full-Year Course / Credit: 0.5 per semester

Course Description: In 8th grade social studies, students will study early American history. The course is designed to provide students with an in-depth study of events in American history from the struggle for Independence to Reconstruction. Students will engage in several units of study including the American Revolution, The Constitution, Westward Expansion, The Civil War and Reconstruction. Social Studies skills taught will include analyzing documents according to the International Baccalaureate methodology, researching, writing, and debating from various points of view. Each student will research and present a National History Day project based upon that year's theme. Some projects will advance into the regional, state, and possibly national competitions.

MYP World History/Honors

Full-Year Course / Credit: 0.5 per semester

This is a thematic approach to World History using three Key themes of Empires, ISMs (historically influential forces / ideas) and ending with Revolutions. First semester looks comparatively at Empires across history and concludes with a comparative unit on World Religions. Second semester continues the look at ISMs exploring the spread and Interaction of Cultures and Societies through expansion, growing global trade, imperialism, and industrialization; and concludes with a look at Revolutions across history.

Honors is co-seated and depends on the students successful completion of an individual portfolio, as a student exhibition/demonstration.

Key concepts:

- Global Interaction
- Change
- Systems, Time, Place, and Space

Objectives:

Knowing and Understanding:

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to: i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

Investigating:

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others. In order to reach the aims of individuals and societies, students should be able to: i.. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.

Communicating:

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. In order to reach the aims of individuals and societies, students should be able to: i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.

Thinking Critically:

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation. In order to reach the aims of individuals and societies, students should be able to: i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications.

Colorado State Standards:

1.1a, b,c,d then 1.2 a,b, 1.3a,b,c 1.4a,b. then 2.1a,b,c,d. 2.2a,b,c 2.3a,b. and 3.2a,b,c,d. 3.3abc, 3.4abc, 3.5ab

MYP United States History

Full-Year Course / Credit: 0.5 per semester

Key concepts:

- Global Interaction
- Change
- Systems, Time, Place, and Space

Objectives:

Knowing and Understanding:

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to: i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

Investigating:

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others. In order to reach the aims of individuals and societies, students should be able to: i.. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.

Communicating:

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. In order to reach the aims of individuals and societies, students should be able to: i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.

Thinking Critically:

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation. In order to reach the aims of individuals and societies, students should be able to: i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications.

Colorado State Standards:

1.1a, b,c,d then 1.2 a,b, 1.3a,b,c 1.4a,b. then 2.1a,b,c,d. 2.2a,b,c 2.3a,b. and 3.2a,b,c,d. 3.3abc, 3.4abc, 3.5ab

MYP United States History Honors

Full-Year Course / Credit: 0.5 per semester

Key concepts:

- Global Interaction
- Change
- Systems, Time, Place, and Space

Objectives:

Knowing and Understanding:

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to: i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

Investigating:

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others. In order to reach the aims of individuals and societies, students should be able to: i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.

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Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. In order to reach the aims of individuals and societies, students should be able to: i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.

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Colorado State Standards:

1.1a, b,c,d then 1.2 a,b, 1.3a,b,c 1.4a,b. then 2.1a,b,c,d. 2.2a,b,c 2.3a,b. and 3.2a,b,c,d. 3.3abc, 3.4abc, 3.5ab

Geography

Semester Course / Credit: 0.5 per semester

Grade 11

Course Description: Geography is a dynamic subject that focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision - making processes. Geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and respect for, alternative approaches, viewpoints and ideas.

***Students will have the opportunity to complete a capstone as part of this course.

Economics

Semester Course / Credit: 0.5 per semester

Grade 11

Course Description: This course will introduce students to both microeconomic and macroeconomic principles. Students will be given an overview of how various economic systems choose to allocate scarce resources among unlimited wants. The course will focus on the market system, including the mechanisms of supply and demand. Students will also look at the U.S. economic system and explore the role of government in maintaining economic growth and stability. Additionally, this course will include a unit on personal finance. The course will conclude by focusing on issues of international economic interdependence. In order to encourage students to become global citizens, course content is based on the Colorado Academic Standards of: understanding the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy; and acquiring the knowledge and economic reasoning skills to make sound personal financial decisions.

***Students will have the opportunity to complete a capstone as part of this course.

Civics

Semester Course / Credit: 0.5 per semester

Grade 12

Course Description: An in-depth study of U.S. and Colorado state governments. This course follows state standards for civics. Students will not only study government but participate in specified civic activities at the county, state or federal level.

Colorado Academic Standards:

1.1, 1.2, 3.2, 3.3, 4.1, 4.2, 4.3

IB European History

Full-Year Course / Credit: 0.5 per semester

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: This option covers major trends in Europe in the period from the mid-17th century to the end of the 20th century. Major developments that are studied include revolutions; the decline of empires and the establishment of nation states; political, social and economic reforms; and the emergence of dictatorships and the re-emergence of democracy. The course includes the completion of an internally guided writing assignment, as well as the extensive study and evaluation of historical documents associated with the topics listed above. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and attitudes necessary for them to respect and evaluate a range of points of view. In addition, all students are required to study case studies and examples from different regions of the world, with comparison of such examples helping to ensure that the course adopts a transnational perspective. Throughout the course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events. This helps to meet one of the central aims of the course—to increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past. This course is for 11th grade students in the IB Diploma Program.

Colorado State Standards:

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

IB 20th Century World History

Full-Year Course / Credit: 0.5 per semester

Prerequisite – IB European History

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: Students will complete an in-depth study of 20th century World History topics including origins, development and impact of industrialization; independence movements; evolution and development of democratic states; authoritarian states; causes and effects of 20th-century wars; and the Cold War. The course includes the completion of an internally guided writing assignment, as well as the extensive study and evaluation of historical documents associated with the topics listed above. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and attitudes necessary for them to respect and evaluate a range of points of view. In addition, all students are required to study case studies and examples from different regions of the world, with comparison of such examples helping to ensure that the course adopts a transnational perspective. Throughout the course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events. This helps to meet one of the central aims of the course—to increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past.

Colorado State Standards:

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

Advanced Placement United States History

Full-Year Course / Credit: 0.5 per semester

Grades 10 - 12

Pre-requisite: Sophomores wanting to take AP US History must see their current Social Studies teacher for an application. This class **is not** a pre-requisite for IB.

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Course Description: The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will be required to take the AP exam. For additional information on the AP U.S. History course please see the College Board website for AP courses: <https://apstudent.collegeboard.org/apcourse>.

Colorado State Standards:

1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3

Advanced Placement United States Government & Politics

Full-Year Course / Credit: 0.5 per semester

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Course Description: AP U.S. Government/Politics is designed to provide the student with an analytical perspective on government and politics in the United States today. The course will include a study of the various institutions, groups, beliefs, and ideas that constitute American politics. This course is taught at a college level and is designed to prepare students for the college experience as well as for the AP exam in May. Additional (outside-of-class time) study sessions may also take place in an effort to prepare for the AP exam. Students will be required to take the AP exam.

For additional information on the AP European History course please see the College Board website page for AP course descriptions <https://apstudent.collegeboard.org/apcourse>

Colorado State Standards:

1.1, 1.2, 1.3, 2.2, 2.3, 3.2, 4.2, 4.3

Psychology

Semester Course / Credit: 0.5 per semester

Grade 11, 12

Course Description: This course explores the dilemma of human behavior. Three of the major perspectives in psychology are presented and discussed: Biological, Cognitive and Sociocultural. Each psychological perspective will place an emphasis on the methods through which psychological knowledge is created as well as ethical considerations at each level of research. Students will complete a project demonstrating their understanding of the scientific method to the study of psychology.

Colorado State Standards:

1.2, 1.3

Film History

Semester Course / Credit: 0.5 per semester

Grade 10, 11, 12

Course Description: This semester course is designed to familiarize the student with the history of filmmaking, different types of genres of films, and how history has been portrayed through films. A major goal of this course is to help students become more discerning film viewers. Students will be expected to view, discuss, and write about films inside and outside of class. The course will be split into three parts: history of the film making industry, history through film, and influential people of film; where we will study Alfred Hitchcock and one other director or producer.

Colorado State Standards:

1.1, 1.2, 1.3

IB Psychology (SL)

Full-Year Course / Credit: 0.5 per semester

Grades 11, 12

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: The IB Diploma Program psychology course is the systematic study of behavior and mental processes. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes. Ethical concerns which are raised by the methodology and application of psychological research are also key considerations of the IB psychology course. Students will demonstrate the application of their skills and knowledge in a partial replication of an experiment for the internal assessment.

Colorado State Standards:

1.2, 1.3

IB Global Politics (SL)

Full-Year Course / Credit: 0.5 per semester

Grades 11, 12

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: The global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The core units of the course together make up a central unifying theme of “people, power and politics”.

Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provide a uniquely rich context in which to explore the relationship between people and power. All SL students are also required to undertake an engagement activity prescribed by IB.

Colorado State Standards:

1.1, 1.2, 1.3, 2.3, 4.1, 4.2, 4.3

IB Philosophy (SL)

Full-Year Course / Credit: 0.5 per semester

Grades 11, 12

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: The IB Philosophy course is a systematic inquiry into not just understanding philosophy but actually doing philosophy. The focus of this course is on the core theme of Being Human and then a selected look at the optional themes of Aesthetics, Epistemology, Ethics, Philosophy and contemporary society, Philosophy of religion, Philosophy of science, and Political philosophy. All SL students are also required to complete the Internal Assessment of producing a philosophical analysis of a non-philosophical stimulus as prescribed by IB.

Learning Support Services

Learning Support Services focuses on empowering students to perform to their greatest potential by setting clear student-centered learning objectives to guide each student's learning and work. This includes the establishment of timelines that accommodate learner objectives through the design of instructional units and lessons that engage student interest so that students are able to persist with tasks, even when they are difficult. Each student identified as eligible for special education support is afforded an individualized program that monitors learning through a variety of methods and adjusts instruction in order to maximize understanding and retention of the curriculum.

Learning Support Services supports and enables students to:

- Access curriculum at levels which best suit their identified learning needs
- Maintain focus on instructional tasks
- Review relevant concepts and receive additional instruction as necessary
- Advocate as active participants and be accountable for their learning
- Demonstrate a positive attitude toward goal setting, time management and life-long learning skills

Resource Courses

Current Events Fundamentals

Full-Year Course / Credit: 0.5 per semester

Course Description: Designed for 11th and 12th-grade students, the primary purpose of this course is to encourage students to increase their knowledge of geography, economics, current events, cultural diversity, and tolerance. This course provides skill development based on contemporary developments in local, national, or world affairs in relation to the important political and social events happening in the world now.

This class provides access to grade-level content standards through instruction within the learning support services program.

MYP Literature Fundamentals

Full-Year Course/Credit: 0.5 per semester

Course Description: This course is designed to provide support for 9th and 10th graders in language arts. Reading, writing, thinking, and speaking are essential life skills. Humans store knowledge and ideas in words - language. Written language is that knowledge in visual form. This course provides support and training to understand the world through the language we use every day. We focus on 3 aspects of reading: decoding, fluency, and comprehension. We also focus on writing as a way to express what we think, feel, and learn. This class provides access to grade-level content standards through instruction within the learning support services program.

World of Work

Full-Year Course/Credit: 0.5 per semester

Course Description: Designed for 11th and 12th grade students, this course gives students exposure to the real-life decisions they will face as they exit high school. The topics covered include: career exploration, team/career skills, employment acquisition, money management, budgeting, real estate & automobile financing, credit, consumer purchases, investments, and other important life skills involving personal finance. This class uses a modified curriculum and does not meet grade-level content standards.

MYP Fundamentals of Algebra

Full-Year Course/Credit: 0.5 per semester

Course Description: The class is designed to teach the students to make transitions from arithmetic to algebraic thinking. We will work towards our aims and objectives by formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. This course uses a curriculum with access to grade-level content standards outside the general education classroom with support from a Learning Support specialist.

MYP Fundamentals of Consumer Math

Full-Year Course/Credit: 0.5 per semester

Course Description: This math class covers various topics that correlate with the state standards in the area of math. Number relations, basic operations, probability, transformations are some of the units that will be covered during the course of the year. There is an emphasis on word problems and applications of math to everyday life. This class uses a modified curriculum with access to geometry grade-level content standards.

MYP Reading Fundamentals I

Full-Year Course/Credit: 0.5 per semester

Course Description: Reading Fundamentals is a class that focuses on the students' needs for developing decoding skills, improving vocabulary, increasing fluency, and gaining reading comprehension strategies. Students receive direct instruction in these areas, have the opportunity to apply these skills in their reading, and are involved in the Fast ForWord program for 40 minutes of the class. This class uses a modified curriculum and does not meet grade-level content standards.

Living Skills

Full-Year Course

Course Description: This support service provides social/emotional skill instruction by the school psychologist in areas designated by goals within a student's Individual Education Plan.

Speech Communication Skills

Full-Year Course/Credit: 0.25 per semester

Course Description: This course is offered to students who require improvement in communication skills. Enrollment must be approved by the speech/language therapist.

Study Center

Full-Year Course/Credit: 0.25 per semester

Course Description: This comprehensive study support program provides support for students based on their Individual Education Plan. Support may include academic assistance, instruction in organizational skills, study skills, and independent work time for completing work from other classes.

MYP Science Fundamentals

Full-Year Course / Credit: 0.5 per semester

Course Description: Designed for 10th-12th grade students, this course combines biology, earth science, and physical science in a comprehensive program. Materials and instructional techniques are tailored to students' needs and levels. Upon successful completion of this course, students will have gained the skills necessary for subsequent science courses. This class uses a modified curriculum and does not meet grade level content standards.

MYP Academic Workshop

Semester Course/Credit: 0.25 per semester

Course Description: This course is designed to provide support for 9th and 10th-grade students in Math, Science, Social Studies and Language Arts to pre-teach vocabulary, organization, and concepts needed for that day's core academic classes within general education. One section is designated for Math and Science and the other section is for Language Arts and Social Studies. Depending on individual student needs, one or both sections may be taken in a semester. Each section is 4 credits.

Center Based Courses

Learning Support Services (LSS) Courses

Adaptive/Motor Skills

Full-Year Course / Credit: 0.25 per semester

Course Description: This course is offered to students who require improvement of adaptive motor skills.

Community Essentials

Full-Year Course / Credit: 0.5 per semester

Course Description: This course emphasizes pedestrian/safety skills, RTD training, and shopping skills. This class utilizes community facilities and resources.

Math Essentials

Full-Year Course / Credit: 0.5 per semester

Course Description: Offered for students who need to learn functional mathematics: money, time, calculator usage, one-to-one correspondence, counting, basic addition, and subtraction. This is a class which can also include multiplication, division, and fractions. This class uses a modified curriculum and does not meet grade-level content standards.

Reading Essentials

Full-Year Course / Credit: .05 per semester

Course Description: This class emphasizes various reading strategies. This class gives students skills to improve their comprehension and decoding ability. Strategies to improve word recognition and vocabulary may include journal writing, reading various selections, and vocabulary building. This class uses a modified curriculum and does not meet grade level content standards.

Speech & Communication Skills

Full-Year Course / Credit: 0.25 per semester

Course Description: This course is offered to students who require improvement in communication skills. Enrollment must be approved by the speech/language therapist.

Vocational Skills

Full-Year Course / Credit: 0.25/0.5 per semester

Course Description: Students will receive practical on-the-job training in a community setting. Students will develop their vocational skills and improve their adaptability skills in the area of work, social and personal growth. Students will learn skills that will help them gain independence in the workplace.

Living Independently

Full-Year Course / Credit: .05 per semester

Course Description: Students will gain daily living skills through a variety of activities to include meal planning, grocery shopping, cooking, budgeting and learning life-long healthy habits.

TECHNOLOGY & ENGINEERING

Philosophical Assumptions

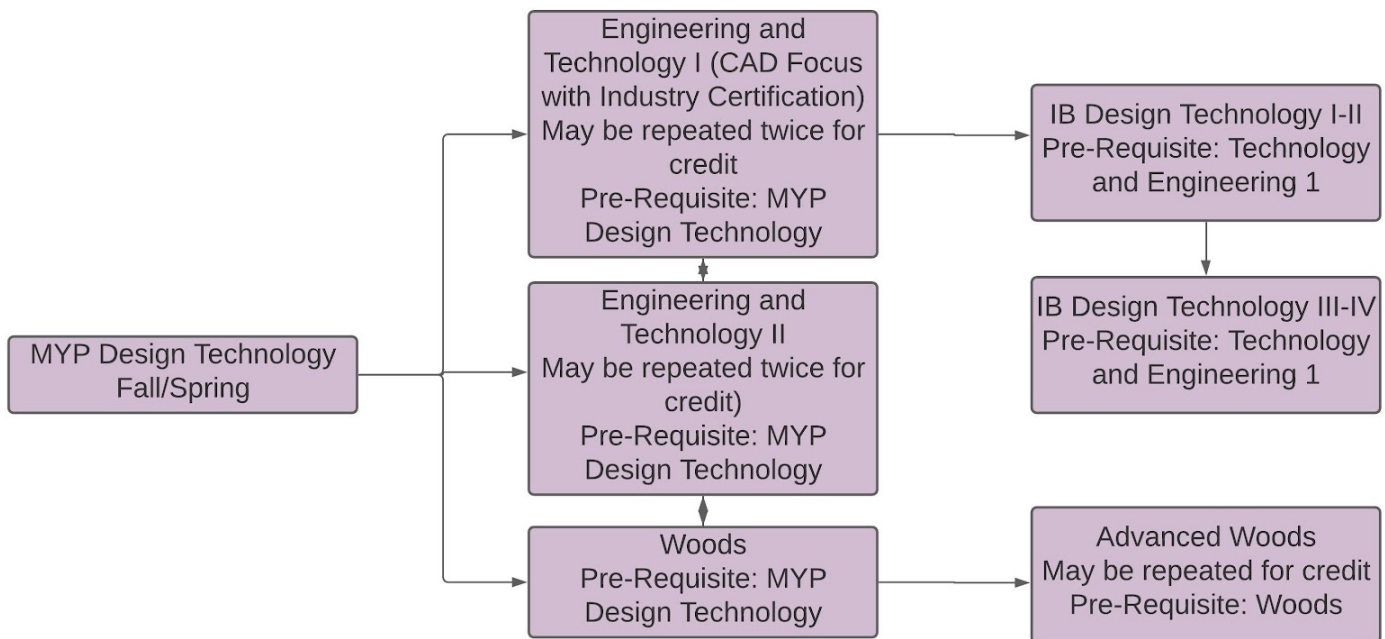
Technology & Engineering is the application of technology, innovation, and design through the integration of STEM (the concepts of science, technology, engineering, and mathematics) in order to solve real-world problems.

The Littleton Public Schools Technology & Engineering curriculum provides students with concrete, hands-on learning experiences in a laboratory environment. These experiences will involve critical and creative thinking activities that require planning, designing, building, and testing.

The Technology & Engineering curriculum will develop independent, self-directed and life-long learners who will:

- apply tools, machines, materials, and processes safely and efficiently
- gain knowledge and skills related to diverse technological systems, including functions and applications
- understand the nature and impact of technology
- solve problems using a systems approach, higher-level thinking skills, collaboration, ingenuity, and resources
- apply and integrate concepts and skills learned in other curricular areas
- discover and develop personal interests, talents, and abilities related to technology
- explore post-secondary opportunities and careers related to science, technology, engineering and math

LHS Technology and Engineering Course Sequence



MYP Design Technology (This is a prerequisite for all future tech & engineering courses-starting with Classes 2025 & 2026)

Semester Course / Credit: 0.5 per semester

Technology Fee: \$30

*This is a STEM certificate course.

** This is a practical arts course fulfilling a graduation requirement.

Recommended course for students interested in pursuing a pathway at [Explorative Pathways for Innovative Careers Campus](#) opening Fall 2023.

This course offers students the opportunity to combine design principles with technology to produce authentic projects. Students will study both two and three-dimensional applications and problems. Students will explore areas such as: graphic design, architectural design, manufacturing design and manufacturing processes. Students will use computer aided drafting skills to produce detailed working drawings, sectionals, auxiliary, fasteners, and simple architectural floor plans. Students will also work in design teams to design and produce working prototypes. They will be introduced to computer design software such as SolidWorks, CorelDraw, and machine dedicated softwares to operate the prototyping machines.

Key Concepts: Communications, Communities, Development and Systems

Objectives:

- Inquiring & Analyzing - Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyze the need for a solution and conduct an inquiry into the nature of the problem.
- Developing Ideas - Students write a detailed specification, which drives the development of a solution. They present the solution.

- Creating the Solution - Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.
- Evaluating - Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

Engineering and Technology I

Semester Course / Credit: 0.5 per semester

Project Fee: \$15

*This is a STEM certificate course.

** This is a practical arts course fulfilling a graduation requirement.

Recommended course for students interested in pursuing a pathway at [Explorative Pathways for Innovative Careers Campus](#) opening Fall 2023.

Note: Students enrolled in Technology and Engineering are required to take the Industry Certificate test.

Course Description: This course will build on the MYP Design Technology concepts learned with a focus on 3D Computer Aided Drafting (CAD) software used in industry. Students will learn how to design, modify, assemble and manage complex parts in a 3D space as well as producing 2D drawings from the 3D models. The use of a CAD-CAM (Computer Aided Manufacturing) program will allow students to bring their projects to the real world through additive or subtractive manufacturing techniques. Technology and Engineering 1 will end with an Industry Certification Test. May be taken twice for credit.

Prerequisite: MYP Design Technology for class of 2025 and beyond.

Engineering and Technology II

Semester Course / Credit: 0.5 per semester

Project Fee: \$30

Prerequisite: MYP Design Technology for class of 2025 and 2026

*This is a STEM certificate course.

** This is a practical arts course fulfilling a graduation requirement.

Course Description: This is an applied course for students interested in further developing their skills as future engineers. This course covers microcontrollers, fluid power, small electronics, manufacturing processes and robotics. Additionally, multiple guest speakers will discuss current topics in the Technology and Engineering fields. Upon completion of this course, proficient students are able to explain the differences between scientists and engineers, understand the importance of ethical practices in engineering and technology, follow the steps in the engineering design process to complete multiple team projects, and effectively communicate design solutions to others. May be taken twice for credit.

IB Design Technology I- II & III-IV

Full-Year Course / Credit: 0.5 per semester

Project Fee: \$30

Prerequisite: Engineering and Technology I & Design Technology IB I-II (respectively)

*This is a STEM certificate course.

** This is a practical arts course fulfilling a graduation requirement.

Note: Students enrolled in IB Design Technology III-IV are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: Diploma Program design technology is based on a model of learning that incorporates knowledge, skills and design principles in problem-solving contexts, while at the same time maximizing the use of local and readily available resources. It assumes no previous experience in either technology or design. The intent is not solely the acquisition of knowledge about design and technology, which may change or become outdated, but is about learning how to adapt to new experiences and to approach problems with the appropriate skills and the relevant techniques to identify the important elements and crucially develop optimum solutions. The **design cycle** is at the core of the course, and it is expected that students will use this process in the practical investigative work as well as in the theory. Each element in the design cycle represents an aspect of design technology, which, when viewed together, constitutes a holistic approach. Any given element is therefore only to be seen in the context of the whole process.

To design with technology is to use human ingenuity in selected activities in order to meet needs and find solutions. This can be achieved through existing or new technologies. Design consists of gathering information about the problem or opportunity, processing that information, and planning for some kind of intervention either by modifying what is already

there or by introducing something new. The designer is interested not just in the material environment but also in the social, technological, economic, environmental, political, legislative and ethical considerations that affect people's priorities.

Construction Technology (Woods)

Semester Course / Credit: 0.5 per semester

Project Fee: \$35

*This is a STEM certificate course.

** This is a practical arts course fulfilling a graduation requirement.

Recommended course for students interested in pursuing a pathway at [Explorative Pathways for Innovative Careers Campus](#) opening Fall 2023.

Course Description: This class will build approximately six projects per semester. Safety is a priority so safety tests are given and must be passed to use the equipment. Projects may include routed bowls, turned wood pens, wooden scoops, 14 sided boxes, wood carving, flocking, inlay and large machines projects. We will be using woodworking type machines. This is a very hands-on class. Do you like to build? Then this class is for you!

Advanced Construction Technology (Woods)

Semester Course / Credit: 0.5 per semester

Project Fee: \$35 (May have additional fee, depending on project(s) they choose to build)

*This is a STEM certificate course.

** This is a practical arts course fulfilling a graduation requirement.

- **Prerequisite:** MUST have passed Construction Technology with a B or better.

Course Description: This class will build a project(s) of the student choice using the skills and knowledge gained in the Construction Technology (Woods) course.

VISUAL ARTS

Visual Art Department

	IB Progression (Advanced) (IB Studio Art is a 6 th Subject, testing during Senior year)	Studio Progression (Advanced) (For students interested in art and/or considering a career in any creative industry)	General Progression (Graduation requirement is 0.5-1.0 credits, 1-2 classes of Fine Arts)
Early High School	<ul style="list-style-type: none"> • MYP Art Foundations • MYP Drawing • MYP Art History (Choose one per semester)	<ul style="list-style-type: none"> • MYP Art Foundations • Drawing • Art History (Choose one per semester)	<ul style="list-style-type: none"> • MYP Art Foundations • MYP Drawing • MYP Art History
Freshman	<ul style="list-style-type: none"> • MYP Art Foundations • MYP Drawing • MYP Art History (Choose one per semester)	<ul style="list-style-type: none"> • MYP Art Foundations • MYP Drawing • MYP Art History (Choose one per semester)	<ul style="list-style-type: none"> • MYP Art Foundations • MYP Drawing • MYP Art History
Sophomore	<ul style="list-style-type: none"> • MYP Art Foundations • MYP Art History • MYP Drawing • Ceramics • Photography • Sculpture • Painting* (Drawing prerequisite) • Animation* (Drawing prerequisite) • Drawing II (Drawing prerequisite) (Choose one or two per semester)	<ul style="list-style-type: none"> • MYP Art Foundations • MYP Art History • MYP Drawing • Ceramics • Photography • Sculpture • Painting* (Drawing prerequisite) • Animation* (Drawing prerequisite) • Drawing II (Drawing prerequisite) (Choose one or two per semester)	If an art class was not taken during freshman year: <ul style="list-style-type: none"> • MYP Art Foundations • MYP Drawing • MYP Art History • Ceramics • Photography • Sculpture • Painting* (Drawing prerequisite) • Animation* (Drawing prerequisite)
Junior	<ul style="list-style-type: none"> • IB Studio Art*** (two year-long courses, Art Foundations OR Drawing plus Art History plus min. one other art class prerequisite) 	<ul style="list-style-type: none"> • Drawing II** (Drawing prerequisite) • Ceramics • Ceramics II** (Ceramics 1 prerequisite) • Photography • Photography II** (Photo 1 prerequisite) • Sculpture • Painting* (Drawing prerequisite) • Animation* (Drawing prerequisite) • Studio Art*** (semester course, can be repeated for credit, recommend year-long, Art Foundations OR Drawing plus Art History plus at least one other art class prerequisite) (Choose one or two per semester)	
Senior	<ul style="list-style-type: none"> • IB Studio Art*** (two year-long course) At the end of two years, students can test either SL or HL)	<ul style="list-style-type: none"> • Studio Art*** (semester course, can be repeated for credit, recommend year-long, Art Foundations OR Drawing plus Art History plus at least one other art class prerequisite) 	

Students are advised to take no more than two art classes per semester!

Colorado Academic Standards at a Glance

VISUAL ARTS, 2020 ACADEMIC STANDARDS

Standard	Grade Level Expectations
1. Observe and Learn to Comprehend	<ol style="list-style-type: none"> Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning. Interpret, analyze and explain the influence of multiple contexts found in visual art and design. Use art making processes as forms of inquiry to increase independent reasoning and perception skills to increase knowledge.
2. Envision and Critique to Reflect	<ol style="list-style-type: none"> Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived. Articulate a personal philosophy of art, understanding various philosophies that have come before. Examine the nature of diverse aesthetic experiences to build a language of representation that can be used to respond to the world.
3. Invent and Discover to Create	<ol style="list-style-type: none"> Establish a practice of planning and experimentation to advance concepts and technical skills. Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media. Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives.
4. Relate and Connect to Transfer	<ol style="list-style-type: none"> Research and analyze the ways visual artists, designers and scholars express personal views and beliefs and how these perspectives have a social context that enlarges the meaning of an artwork beyond the individual maker. Develop proficiency in visual communication skills that extends learning to new contexts. Utilize the practice of artmaking, and research historical and cultural context, to discern between different viewpoints, critique social problems and effect social change.

All LHS Visual Arts classes embrace the philosophy of the Colorado State Standards 21st Century Skills. An excerpt of these skills follows:

Making art is the patient and dedicated quest for originality through exploration, experimentation, risk-taking and problem solving. Patience, perseverance and self-discipline provide the focus of art-making without a fear of failure. This process involves a commitment to openness, creative thought and vision.

MYP Courses in Visual Arts:

MYP Art Foundations, MYP Drawing 1, MYP Art History

Course Description

Beginning level visual arts courses explore observing, analyzing, creating and evaluating art with multiple medias. Units focus on content and skills specific to each course. Students learn to use the transferable skills demonstrated in the creative process: Inquiry, Design, Create, and Reflect. Art media explored includes drawing, mixed media, painting, ceramics, sculpture, photography, and animation. All MYP Visual Art courses are appropriate for all levels of skill.

Key Concepts

Aesthetics, Change, Communication, and Identity.

Objectives

Knowing & Understanding

- Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology.
- Demonstrate an understanding of the role of the art form in original or displaced contexts

iii. Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Inquiring & Designing

i. Demonstrate the acquisition and development of the skills and techniques of the art form studied.

ii. Demonstrate the application of skills and techniques to create, perform and/or present art.

Creation

i. Develop a feasible, clear, imaginative and coherent artistic intention.

ii. Demonstrate a range and depth of creative-thinking behaviours.

iii. Demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Reflection

i. Construct meaning and transfer learning to new settings.

ii. Create an artistic response that intends to reflect or impact on the world around them.

iii. Critique the artwork of self and others.

Visual Art Courses:

MYP Art Foundations

Open to Grades 8-12

Semester Course/Credit: 0.5 per semester

Material Fee: \$15/Includes sketchbook and all class materials

Prerequisite: None

Course Description: This beginning class will introduce art in a fun, experiential way. Artists of all levels and backgrounds will create projects in a variety of media including drawing, painting, ceramics, printmaking and photography.

MYP Art History

Open to Grades 8-12

Semester Course/Credit: 0.5 per semester

Material Fee: \$5/Includes sketchbook and field trip

Prerequisite: None

Course Description: This class offers a survey of visual art and architecture from prehistoric to contemporary art. Students will learn through lecture, analysis, discussion, and research and leave with an understanding of the formal qualities and contextual reasoning behind art and culture throughout history.

Animation

Open to Grades 10-12

Semester Course/Credit: 0.5 per semester

Material Fee: \$30/Includes sketchbook and all class materials

Prerequisite: Drawing I

Course Description: This intermediate course will be an introduction to various aspects of the animation industry. Students will learn the skills to create animations including, but not limited to, story writing, storyboards, character design, the Principles of Animation, and shots/angles. Students create three animation projects from a choice of: stop motion, claymation, and paper animation.

Ceramics I

Open to Grades 10-12

Semester Course/Credit: 0.5 per semester

Material Fee: \$30/Includes all class materials

Prerequisite: None

Course Description: This creative, all-clay class, explores the basic skills of hand building, throwing on a potter's wheel, decorating, glazing, and firing. Both the functional and sculptural aspects of clay will be investigated, along with historical/cultural references and contemporary trends.

Ceramics II

Open to Grades 10-12

Semester Course/Credit: 0.5 per semester/Course may be repeated for credit

Material Fee: \$30/Includes all class materials

Prerequisite: A or B in Ceramics I

Note: This class is a concurrent enrollment class with Arapahoe Community College. Students must register with ACC at the beginning of the semester (in class) and earn a C or better to receive college credits, as well as elective credits for LHS.

Course Description: This advanced course covers more complex throwing and sculptural techniques including plates, double-walled vessels, mixed media sculptures and other sophisticated designs. Each artist will become involved in preparing and mixing glazes, stacking and firing kilns and self-curation for showing and selling their work.

MYP Drawing I

Open to Grades 8-12

Semester Course/Credit: 0.5 per semester

Material Fee: \$20/Includes sketchbook and all class materials

Prerequisite: None

Course Description: Learning to draw is essential for greater understanding in all areas of art. In this beginning class, artists will improve their skills and techniques using a variety of drawing materials including graphite, pen, charcoal and colored pencil .

Drawing II

Open to Grades 10-12

Semester Course/Credit: 0.5 per semester/Course may be repeated for credit

Material Fee: \$20/Includes sketchbook and all class materials

Prerequisite: A or B Drawing I

Course Description: Drawing is an essential skill to have in all areas of art. In this advanced class, artists will build upon the skills and techniques learned in Drawing I to create more elaborate drawings, try more advanced skills, and work on building their creative voice through their drawings.

Painting I

Open to Grades 10-12

Semester Course/Credit: 0.5 per semester

Material Fee: \$20/ Includes all class materials

Prerequisite: Drawing I

Course Description: In this intermediate class, artists will learn essential skills and painting techniques while painting from life, imagination and other sources. Exploratory exercises as well as in-depth study will be included. This class will focus on the media of acrylic paint and watercolor.

Painting II

Open to Grades 10-12

Semester Course/Credit: 0.5 per semester

Material Fee: \$20/Includes all class materials

Prerequisite: A or B in Painting 1

Course Description: In this advanced class, artists will continue to develop painting techniques while painting from life, imagination and other sources as well as continue to develop their communication and conceptual ideas through their work. Exploratory exercises as well as in-depth study will be included. This class will focus on the continued use of acrylic paint and watercolor and will introduce students to water soluble oil paint.

Photography I

Open to Grades 10-12

Semester Course/Credit: 0.5 per semester

Material fee: \$30/Includes all class material /Students will have access to professional camera and lighting equipment.
No personal camera required.

Prerequisite: None

Course Description: This course explores the skill and purpose of digital photography in contemporary art. Students will learn the basics of photography, including aperture, shutter speed, exposure, composition, and Photoshop techniques.

Photography II

Open to Grades 10-12

Semester Course/Credit: 0.5 per semester/Course may be repeated for credit

Material fee: \$30/Includes all class material /Students will have access to professional camera and lighting equipment.
No personal camera required.

Prerequisite: A or B in Photography

Course Description: Students use their photography skills to explore a variety of student choice projects: portraits, multiple exposure, cyanotypes, photo transfers on wood, commercial, film, landscape, Photoshop, photojournalism, macro, black and white, and bokeh. An emphasis is placed on creativity, risk-taking, and strong concepts.

Sculpture

Open to Grades 10-12

Semester Course/Credit: 0.5 per semester

Material Fee: \$30/Includes all class materials

Prerequisite: None

Course Description: Artists in this creative course will be encouraged to express their ideas and in a variety of 3-D art media. Projects may include glass fusing, paper sculpture, plaster, casting, assemblage, wire and installation art.

Studio Art

Open to Grades 11-12

Semester Course/Credit: 0.5 per semester/Course may be repeated for credit

Prerequisite: Art Foundations or Drawing I AND Art History AND at least one other art class

Material Fee: \$20 / Includes sketchbook, field trips, and most class materials / Students may need to provide additional materials, depending on the nature of their work

Course Description: This advanced course provides an opportunity for the serious artist to explore his/her chosen art media and concepts. Students will build a portfolio of their artwork suitable for college applications, research contemporary and historical art theories, and understand the contextual motives of artists, including themselves.

Students are encouraged to familiarize themselves with Denver's diverse art community through field trips, gallery visits, guest speakers and artist interviews.

IB Studio Art

Open to Grades 11-12

Full Year Course/Credit: 0.5 per semester/Weighted Course/Course may be repeated for credit

Prerequisite: Art Foundations or Drawing I AND Art History AND at least one other art class

Material Fee: \$20/Includes sketchbook, field trips, and most class materials/Students may need to provide additional materials, depending on the nature of their work. additional fees required for the exam

Note: Students enrolled in this course are required to take the IB exam at the end of their second year. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Course Description: This advanced course challenges ideas, builds skills and encourages growth as an artist and as an imaginative thinker. Students will build a portfolio of their artwork, research contemporary and historical art theories, and understand the contextual motives of artists, including themselves. Students are encouraged to familiarize themselves with Denver's diverse art community through field trips, gallery visits, guest speakers and artist interviews. These activities will allow students to synthesize their ideas and create thoughtful and thought-provoking works of art. Students explore curatorial practices to help them prepare a cohesive body of work to show in a professional gallery setting. Completion of the course will result in an academic understanding of visual culture and a working knowledge of communicating their ideas effectively.

Independent Study in Visual Art

Open to Grades 11-12

Semester Course/Credit: negotiable

Prerequisite: A minimum of three art classes with grades of B or above AND approval of instructor

Material Fee: None / Student must provide all materials

Course Description: See general Independent Study Description. An independent study is not intended for just anyone who needs a course to fill his/her schedule, but for the serious artist with unusual circumstances or desiring a class not offered in a given semester.

WORLD LANGUAGES

Colorado Academic Standards at a Glance

Range Level Expectations: Intermediate-Mid	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode) 2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode) 3. Present (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Analyze how the perspectives of people who speak the target language are reflected in their practices 2. Analyze how products reflect practices and perspectives of the cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Analyze information gathered from target language resources connected to other content areas 2. Evaluate information and viewpoints present in authentic resources
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Analyze the significance of the similarities and differences between the target language and the student's own language 2. Analyze the significance of the similarities and differences between the target culture(s) and the student's own culture
Range Level Expectations: Intermediate-Low	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode) 2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode) 3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied 2. Examine how the perspectives of people who speak the target language are reflected in their products
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Assess the usefulness of information gathered from target language resources for application in other content areas 2. Examine information and viewpoints presented in authentic resources
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the structures of their own language 2. Compare the similarities and differences between the target culture(s) and the student's own culture

Range Level Expectations: Novice-High	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode) 2. Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode) 3. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (Presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Examine common practices and perspectives within the cultures studied 2. Examine familiar products of the cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Examine information gathered from target language resources connected to other content areas 2. Relate information acquired from authentic resources to individual perspectives and experiences
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Describe similarities and differences between structural patterns of the target language through comparisons of the student's own language and the language studied 2. Describe the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact
Range Level Expectations: Novice-Mid	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases (interpersonal mode) 2. Comprehend short learned exchanges (written or oral) on learned topics that use learned vocabulary and grammatical structures (interpretive mode) 3. Present using learned and simple phrases or expressions (written or oral) on very familiar topics (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Reproduce common practices of the cultures studied 2. Describe familiar products of the cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Summarize information gathered from target language resources connected to other content areas 2. Organize information acquired from authentic resources
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student's own language and the language studied 2. Investigate the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact
Range Level Expectations: Novice-Low	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Communicate about very familiar topics (written or oral) using isolated words and high frequency phrases (interpersonal mode)

	<ol style="list-style-type: none"> 2. Comprehend isolated learned words and high- frequency phrases (written or oral) on very familiar topics (interpretive mode) 3. Present on very familiar topics (written or oral) using isolated words, and high-frequency phrases (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Identify common practices within the target cultures studied 2. Identify common products of the target cultures studied
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Identify information that can be gathered from target language resources connected to other content areas 2. Locate and use basic information from target language resources
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied 2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture

The essential parts of learning a world language are reading, listening, speaking, and writing. All of these are evaluated in each of the levels of study. World language is a sequential course. Students who have not mastered the previous material are not able to succeed in the next level. We strongly encourage students to try to maintain a 70% or higher in the class. All students in 9th and 10th grade will be required to take two years of a World Language to satisfy MYP course requirements. Students who are IB-bound are required to complete the honors track at all levels beginning in level 2.

MYP French I, MYP Spanish I

Full-Year Course / Credits: 0.5 per semester

Colorado Academic Standards: Novice-Low – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Key Concepts: *Communication, Connections, Creativity, Culture*

Objectives

Comprehending Spoken and Visual Text

Students will show understanding of messages, main ideas and supporting details in familiar situations, recognize basic conventions and engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Comprehending Written and Visual Text

Students will identify basic facts, main ideas and supporting details, and draw conclusions, recognize basic conventions including aspects of format and style, and author's purpose for writing engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Communicating in Response to Spoken and/or Written and/or Visual Text

Students will respond appropriately to spoken and/or written and/or visual text in a limited range of familiar situations and interact in basic structured exchanges on a limited variety of aspects within familiar situations to communicate ideas, feelings and information in familiar situations and with a sense of audience.

Using Language in Spoken and/or Written Form

Students will write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation, organize information and ideas and use a range of basic cohesive devices and use language to suit the context.

MYP French II, MYP Spanish II

Full-Year Course / Credit: 0.5 per semester

Prerequisite: Students should have completed one whole year in the previous level and have acquired the basic knowledge, as described in the district curriculum that will enable them to pursue in level II.

Colorado Academic Standards: Novice-Mid – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: The second level of world language study builds on what students studied in the level 1. Students will learn to use appropriate language in a variety of situations. A greater emphasis will be placed on grammar. The course also focuses on the four basic skills: reading, writing, listening and speaking.

MYP French II Honors, MYP Spanish II Honors

Full-Year Course / Credits: 0.5 per semester

Prerequisite: Students should have completed one whole year in the previous level and gained a minimum of 80 percent grade in that level. Upon entering this level, students should have acquired an excellent command of the four basic skills.

Colorado Academic Standards: Novice-Mid – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: Students will continue to build a sound foundation in the targeted language through structured practice in listening, speaking, reading, and writing activities. The course emphasizes daily participation and regular demonstration of oral, written, and auditory proficiency. Students will master the appropriate verb tenses, grammar structures, idioms, vocabulary, and cultural information pertaining to that level.

French III, Spanish III

Full-Year Course / Credits: 0.5 per semester

Prerequisite: Students should have completed one whole year in the previous level and have acquired the basic knowledge, as described in the district curriculum that will enable them to pursue in level 3.

Colorado Academic Standards: Novice-High – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: Students will continue to improve the four skills in this course. More advanced conversation and composition will be stressed along with more complex grammar. Students will be expected to show a greater knowledge and understanding of the culture of the language they study.

French III Honors, Spanish III Honors

Full-Year Course / Credit: 0.5 per semester

Prerequisite: Students should have completed one whole year in the previous level (II Honors) and have acquired an 80 percent grade minimum to pursue in this level.

Colorado Academic Standards: Intermediate-Low – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: This course will be primarily taught in the target language. Students will continue to practice the four skills. Advanced conversation and composition will be stressed along with more complex grammar. The student will be expected to show a greater knowledge and understanding of the culture of the language they study. This is also a prerequisite course for students who plan on taking French IV IB or Spanish IV IB.

Spanish IV/French IV

Full-Year Course / Credit: 0.5 per semester

Prerequisite: Students must have completed a whole year in the previous level.

Colorado Academic Standards: Intermediate-Low – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: This course is taught primarily in the target language. There is an emphasis on personalized and creative use of language in various situations. Vocabulary, grammar, and language functions are consistently reviewed and are expected to be mastered at a more advanced level. Students study a variety of material in the targeted language.

(Literature extracts, poetry, newspaper articles, songs, movies, etc...)

*Fee: \$25 Includes all class materials

French IV IB, Spanish IV IB

Full-Year Course / Credit: 0.5 per semester

Prerequisite: Students must have completed one whole year in Spanish 3 Honors or French 3 Honors. Students transferring into the district may be assessed by the department as to proper placement. (Grade the previous year should be 80 percent or better).

Note: Students enrolled in this course are required to take the IB exam. There is a fee associated with this test. Students who may need financial assistance should contact the IB coordinator. College credit may be available based on test score and institution.

Students must have met competency in English according to the LPS Graduation Competency Menu.

Colorado Academic Standards: Intermediate-Mid – 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: This course is an Honors class that primarily focuses on preparation for the International Baccalaureate exam that students may take at the end of the school year. The course will be taught in the target language. Students will continue to improve the four skills. Advanced reading comprehension, conversation and composition will be stressed along with more complex grammar. Students will be expected to show a greater knowledge and understanding of the culture of the language studied. Students will develop intercultural understanding through focused study of issues of global significance.

Advanced Placement - AP French Language and Culture, AP Spanish Language and Culture

Full-Year Course / Credit: 0.5 per semester

This course offers students the opportunity to develop proficiency in understanding and producing communications in a variety of settings, topics, and types of discourse. Students learn to speak, listen, read, and write in French or Spanish that is comprehensible to native speakers. To achieve these goals, the student will write essays and give oral presentations that synthesize ideas from authentic sources including films, recorded interviews, conferences, conversations, articles from print media, literary selections and essays. Topics include current affairs, history, politics, culture, the arts, sports, and more.

Prerequisite: Students must have completed four whole years of Spanish or French. They need to have an 80 percent grade minimum at the end of the level IV/IV IB class to be able to pursue at this level.

Note: Students enrolled in this course are required to take the AP exam. There is a fee associated with this test. Students who may need financial assistance should contact the AP coordinator. College credit may be available based on test score and institution.

Students must have met competency in English according to the LPS Graduation Competency Menu.

Colorado Academic Standards: Intermediate-Mid – 1.1, 1.2,1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Course Description: This course prepares students who want to take the Advanced Placement Examination in Spanish Language or French Language. In accordance with the AP Central College Board requirements, this course emphasizes the four basic skills at a very advanced level. The class is entirely carried out in Spanish or French and also focuses on grammar, literature, reading the press in the target language, writing structured essays, and making oral presentations. Students who score a three or higher on the AP exam may be eligible for college credit.

UNIQUE COURSE OFFERINGS

Academic Study Center

Academic Study Center is a 0.5 credit class.

Students meet Monday, Wednesday, and Thursday, or Tuesday, Wednesday, and Friday. Students meet for a full 90 minute block and 45 minutes on Wednesdays. The course is in their schedule, attendance is taken daily. Students work on the PLATO program in a specified course, assigned by their counselor. Most students are working on credit recovery for a class they previously failed.

Students earn 5 credits per class.

Credits earned will apply toward graduation.

Career Connections

Semester Course / Credit: 0.5 per semester

Part of the Alternative Cooperative Education (ACE) Program

Course Description: Students identify personal aptitudes and interests, participate in various career exploration activities, and investigate future career options through a variety of community "job" experiences and community informational interviews. A portfolio is created to highlight academic skills, critical thinking skills, personal management and career planning. Enrollment is by recommendation from a teacher or counselor for 10th graders.

Career Success

Full-Year Course / Credit: 0.5 per semester

Part of the Alternative Cooperative Education (ACE) Program

Course Description: Students research how interests, aptitudes, abilities and personalities affect career choices. They gain employability skills by creating a resume, become skilled in job search and pre-job interview preparation, and participate in mock job interviews. In addition, students increase their personal financial skills. Students develop an understanding for the relationship between education and employability. Students are encouraged to have a job and additional credit is available for this employment. Enrollment is by recommendation from a teacher or counselor for 11th or 12th graders.

***Students will have the opportunity to complete a capstone as part of the second semester of Career Success.

Community Employment Experience – OJT (on the job training)

Full-Year/ Semester Course / Credit: Earn up to 1.0 per semester

* See a Business teacher for more information.

Course Description: The Community Employment Experience - OJT offers the opportunity to explore possible career interests by participation in actual work settings. This includes job shadowing, internship/mentorship, and cooperative employment. The student will be credited a maximum of 300 hours (10 credits) per semester as part of the community/employment experience.

Independent Study

Semester Course / Credit: 0.125 to 0.5 per semester

Course Description: When a student has demonstrated the ability and maturity necessary to work under supervision on a program of his/her own creation independent of a class setting, an independent study contract is devised with the teacher of the designated area of study. Having agreed on the number of semester hours (1 to 5 semester hours) that the study will merit, the student then seeks signed approval from the department chairperson of the area of study, from his/her counselor, from a parent, and from the assistant principal in charge of instruction. Once the semester begins, the semester hours are no longer negotiable. Further guidelines and instructional policies are outlined on the Independent Study contract obtainable from a counselor.

The NET College Access Program

1st Semester Only / Credit: 0.125 per semester

Course Description: The NET class is a college access program for students who are the first generation in their families to go to college. A student is considered first generation if neither one of his or her parents graduated from college. (Students who have older siblings attending college, but whose parents did not graduate, are also considered first generation.) This hands-on program is designed to help seniors develop a realistic plan for their future. The class meets weekly and provides support as students work through the college application process. Students learn about finding colleges that could be a good fit, college application components, essay writing, interview skills, financial aid, and

scholarships. Students will apply to colleges and apply for financial aid by filling out the Free Application for Federal Student Aid (FAFSA) The class includes a field trip to a college campus.

Seminar - Required for all students

Grade: 9-12 / Credit: .125 per year / Semester: 1 and 2

Note: Students do not need to register for Seminar; the counseling office will assign a Seminar class for each student.

Course Description: Seminar is a course designed to support and monitor students in a variety of areas including graduation requirements, post-secondary planning, growth mindset, etc. Students will complete the identified elements of the Individualized Career and Academic Plan(ICAP) process in their Seminar class. Seminar is a pass/fail class and attendance is required to pass.

Student Assistant

Semester Course / Credit: 0.125 to 0.25

Course Description: The student will assist staff and our programs in a variety of situations working in one of the offices or with a teacher. Credit will be granted for no more than 3 semester hours of student assistants per semester. Student Assisting can be done for no credit in order to serve as community service. Student Assistant credits do not count toward the minimum credit requirement.

Note: Students must personally contact the staff member they wish to work with to explore what opportunities are available.

LSS Student Assistant

Student assistants for the LSS program help fellow students who have significant challenges to learning. Various assistantships include individual tutoring, assisting a LSS student in the regular education classroom, assisting in a special class, and being a friend/helper in the cafeteria, library, or community.

CTE: Career & Technical Education Classes (Off-site courses)

ACTS Course Descriptions and Information

Students must obtain an application for enrollment from the counseling office or online at www.lps2.it/ACTS/. Please review attendance and transportation procedures prior to the enrollment period. Students will be enrolled on a first-come, first-served basis. Articulation Agreements currently exist for both high school and college credit. This course list is subject to change. Students should contact their counselor for more information.

Please click [here](#) and select Courses Outside of Home School on the left hand side for further information.

Explorative Pathways for Innovative Careers Campus



The LPS Explorative Pathways for Innovative Careers Campus is set to open in the Fall of 2023! Located at Littleton Blvd and Broadway, across from LHS and the LPS Stadium.

- Students will spend part of their day at the Explorative Pathways for Innovative Careers Campus and the remainder at their home high school. Transportation will be provided.
- EPIC courses intend to offer content credit, industry certifications, concurrent enrollment, and work-based learning.
- This is an opportunity for students to take classes in various pathways to learn more about this area and determine if they want to pursue post-secondary opportunities in this field, such as internships, apprenticeships, college course work, and/or careers.
 - ◆ Aerospace- engineering, robotics, flight, machining
 - ◆ Business and Entrepreneurship- business, marketing, entrepreneurship
 - ◆ Computer Science- game design, cyber security, information technology
 - ◆ Construction Trades- design, framing, electrical, plumbing, HVAC
 - ◆ Health Sciences-Nurses assistant certification program, mental health
 - ◆ Natural Resources-wildlife biology, soil and water ecology, horticulture, landscape design

Students interested in taking classes at the Explorative Pathways for Innovative Careers Campus should:

- Review your course catalog and enroll now in classes that are marked "Explorative Pathways for Innovative Careers Campus Recommended Course"
- Check out the [EPIC Campus website](#) for the most up-to-date information
- Reach out to the EPIC Principal with specific questions. Look for EPIC staff members at high school lunches throughout the semester to meet with interested students.
- Stay tuned for more information in the Fall of 2022 about enrolling in specific classes.