

Northglenn High School
Course Guide

Northglenn High School
601 W 100th Place
Northglenn, CO 80260
720-972-4600

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Welcome & Overview

Dear Northglenn Students and Families,

Planning for the 2026–2027 school year is an exciting step in a student's high school journey. Course selection is more than building a schedule for next year. It is a chance for students to think intentionally about their learning, growth, and the experiences that will shape their time at Northglenn and beyond.

At Northglenn, we believe students grow when they challenge themselves and stay engaged in their learning. As students consider course options, we encourage each student to choose at least one class that stretches them or feels a little uncomfortable at first. Growth comes from effort, persistence, and a willingness to try.

Northglenn offers a range of academic pathways, including STEM, Career and Technical Education, P TECH, business, the arts, Advanced Placement and Concurrent Enrollment options, and service based pathways such as JROTC. These opportunities allow students to explore interests while building skills and confidence for what comes next. Whether a student's path leads to college, the military, technical training, or the workforce, thoughtful course selection supports readiness and success. Families play an important role in these conversations as students reflect on goals and make informed choices.

As students review the registration materials, we encourage them to talk with teachers and counselors, ask questions, and explore options that align with their interests and plans. We look forward to continuing to support our Norse as they plan for the year ahead and prepare for the many paths available to them after graduation.

Liz Russell
Principal, Northglenn HS

Northglenn High School Mission

Northglenn High School will accelerate student achievement and mature social development by providing high quality instruction for every student, in every classroom, every day.

STEM Philosophy

Our classrooms are student-centered environments, rich in questioning and inquiry, where students have frequent opportunities to apply engineering design and problem solving processes to authentic, contextual problems (PBLs). The classrooms are places of discourse and idea development, applied programming and curriculum. The classrooms are flexible in design and promote innovative learning theory for all learners.

Statement of Non-Discrimination:

The district is committed to non-discrimination in relation to race, color, sex (including pregnancy, childbirth, and related medical conditions), age, religion, creed, national origin (including ethnicity), ancestry, genetic information (including family medical history), marital status, sexual orientation, transgender identity, gender identity, gender expression, or disability ("Protected Classes"), in its educational programs, activities, operations and employment decisions. Harassment is a form of discrimination. Anyone engaging in discrimination shall be subject to discipline in accordance with District policies. Any student or staff member who believes they have been discriminated against, or who witnesses discrimination (including bullying or harassment) will promptly make a report to an administrator or supervisor, or the Title IX/Non-Discrimination Coordinator. The district's Title IX/Non-Discrimination Coordinator is:

Megan Brooks
Educational Support Center (ESC)
1500 E. 128th Avenue
Thornton, CO 80241
720-972-4179
megan.brooks@adams12.org

Identification of STEM Elements in Coursework

Science

- Next Generation Science Standards - Disciplinary Core Ideas
- Physical Science
    - Structure and Property of Matter
    - Chemical Reactions
    - Nuclear Processes
    - Forces & Motion
    - Types of Interactions
    - Definitions of Energy
    - Conservation of Energy and Energy Transfer
    - Relationship between Energy and Forces
    - Energy in Chemical Processes and Everyday Life
    - Wave Properties
    - Electromagnetic Radiation
    - Information Technologies and Instrumentation
- Life Sciences
    - Structure and Function
    - Growth and Development of Organisms
    - Organization for Matter and Energy Flow in Organisms
    - Information Processing
    - Interdependent Relationships in Ecosystems
    - Cycles of Matter and Energy Transfer in Ecosystems
    - Ecosystems Dynamics, Functioning and Resilience
    - Social Interaction and Group Behavior
    - Inheritance of Traits
    - Variation of Traits
    - Evidence of Common Ancestry and Diversity
    - Natural Selection
    - Adaptation
    - Biodiversity and Humans
- Earth and Space Sciences
    - The Universe and its Stars
    - Earth and the Solar System
    - The History of Planet Earth
    - Earth Materials and Systems
    - Plate Tectonics and Large-Scale Systems
    - The Role of Water in Earth's Surface Processes
    - Weather & Climate
    - Biogeology
    - Natural Resources
    - Natural Hazards
    - Human Impact on Earth Systems
    - Global Climate Change

Technology

- ISTE (International Society for Technology in Education)
- Creativity and innovation
    - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Communication and collaboration
    - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Research and information fluency
    - Students apply digital tools to gather, evaluate, and use information.
- Critical thinking, problem solving, and decision making
    - Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources.

Engineering Design

- There isn't a recognized set of engineering teaching standards yet.
- New Generation Science Standards
    - Defining and Delimiting and Engineering Problems
    - Developing Possible Solutions
    - Optimizing the Design Solution
- PLTW Engineering Design Process
    - Define the Problem
    - Generate Possible Solutions
    - Evaluate Possible Solutions
    - Make & Test a Model
    - Modify and Improve Design
    - Communicate Final Design

Mathematics from Common Core

- Numbers & Quantities
    - The Real Number System Quantities[1]
    - The Complex Number System
    - Vector and Matrix Quantities
- Algebra
    - Seeing Structure in Expressions
    - Arithmetic with Polynomials and Rational Expressions
    - Creating Equations[2]
    - Reasoning with Equations and Inequalities
- Functions
    - Interpreting Functions
    - Building Functions
    - Linear, Quadratic, and Exponential Models
    - Trigonometric Functions
    - Mathematical Modeling
    - Problem
    - Formulate, Compute, Interpret, Validate
    - Report
- Geometry
    - Congruence
    - Similarity, Right Triangles, and Trigonometry
    - Circles
    - Expressing Geometric Properties with Equations
    - Geometric Measurement and Dimension
- Statistics & Probability
    - Interpreting Categorical & Quantitative Data
    - Making Statistical Inferences and Justifying Conclusions Mathematically
    - Conditional Probability and the Rules for Probability
    - Using Probability in Decision Making

[1] In high school, students encounter a wider variety of units in modeling, e.g. acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process might be called quantification. Quantification is important for science, as when surface area suddenly "stands out" as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

[2] This includes: (a) representing constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods*. (b) Rearranging formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R*.

Student Traits & Administrative Staff Directory

"Together – Educating the Whole Child" is the Adams 12 School District vision and our commitment. Each student can and will learn. It is the responsibility of each student to actively and appropriately engage in the learning process. As staff, students, parents, and a community we must work together to support the success of each student. Consistent with that concept, we are dedicated to developing eight essential traits within each student. Our program, by design, promotes the acquisition of students who are:

Competent: A student who can demonstrate continual academic improvement.
Successful: A student who is self-directed and goal oriented.
Ethical: A student who displays respect, integrity, and trustworthiness.
Creative: A student who utilizes innovative approaches that demonstrate problem-solving and original thinking.
Good Citizen: A student who demonstrates civic and social responsibility, honors diversity, and participates in positive group interaction.
Healthy: A student who seeks a well-rounded lifestyle that displays physical, emotional and social wellness.
Productive: A student who uses time efficiently and creates quality work.
Thoughtful: A student who develops critical thinking skills and utilizes appropriate decision-making strategies

Northglenn High School Administrative Staff

Administrative Staff

Liz Russell	Principal	720-972-4601
JP Sampson	Assistant Principal - Athletics	720-972-4606
Maryjel Cochrane	Assistant Principal - Curriculum/Instruction/Activities	720-972-4614
Sarah Collins	Assistant Principal - Attendance/Discipline	720-972-4669

Counseling Staff

Janene Peralta	Counselor, A-Caj	Janene.S.Peralta@adams12.org
Josette Alvarado	Counselor, Cal-Dun	josette.g.alvarado@adams12.org
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Wade Clause	Counselor, Guz-Lon	wade.clause@adams12.org
Michael Stelling	Counselor, Lop-Mora	michael.stelling@adams12.org
Ana Pinedo	Counselor, More-Rami	Ana.K.Pinedo@adams12.org
Dexter McNabb	Counselor, Ramo-Sh	dexter.n.mcnabb@adams12.org
Madeline Gallegos	Counselor, Si-Z	madeline.s.gallegos@adams12.org
Amy Holton	Registrar	Amy.Holton@adams12.org
Leyla Corral	Counseling Secretary	Leyla.F.Corral@adams12.org

Graduation Requirements

Graduation includes two parts:

1. Completion of credits and coursework
2. Demonstration of college and career readiness in English and math

Part 1

Graduation Requirements - Course Work	**Credits**
English	4.0
Math	3.0
Science	3.0
Social Studies	1.5
U.S. Government / Civics	.5
U.S. History	1.0
Physical Education	1.0
Fine or Practical Arts	2.0
Electives	7.0
TOTAL	23.0

Part 2
Students must receive a minimum score in English and math in order to demonstrate College & Career Readiness. Students may use different assessments to show demonstration in English and math.

Assessment (see details below this table)	English	Math
ACCUPLACER	62 Reading or 70 Sentence Skills	61 Elementary Algebra
ACT	18	19
Work Keys	Bronze or higher	Bronze or higher
Advanced Placement (AP)	2	2
ASVAB	31	31
Concurrent Enrollment	Passing Grade	Passing Grade
District Capstone Class	Passing Grade	Passing Grade
Industry Certificate	District Determined	District Determined
International Baccalaureate (IB)	4	4
SAT	470	500
Collaborative Developed Assessment	In Process	In Process

These guidelines should be viewed as a minimum. *It is the student's responsibility* to see that requirements for graduation are met. The high school staff will keep students and parents informed about the status of progress toward compiling the necessary coursework for graduation requirements. However, it is the student's responsibility to be acquainted with the necessary requirements to meet this goal. We do encourage all students to meet periodically with their counselor, to make sure they are on track to graduate and are enrolled in courses each year that will keep all their options open for career planning and education after high school.

Explanation of Assessments
The following college and career readiness demonstrations, as explained by the Colorado Department of Education, may be used to demonstrate competency in English and mathematics for the graduating class of 2021 and beyond. Students are not required to achieve a minimum score for English and mathematics in the **same** assessment demonstration.

ACCUPLACER
ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in a college course that matches their skill levels.

ACT
ACT is a national college admissions exam. It measures four subjects - English, reading, math and science. The highest possible score for each subject is 36.

ACT WorkKeys - National Career Readiness Certificate
ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT's National Career Readiness Certificate.

Advanced Placement (AP)
AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).

ASVAB
The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.

Concurrent Enrollment
Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit. A passing grade is determined by district and higher education policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course.

District Capstone
A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work. Capstone development in the content areas of English and mathematics will begin during the 2017-2018 school year.

Industry Certificate
An industry certificate is a credential recognized by business and industry. Industry certificates are district determined, measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.

International Baccalaureate ® (IB)
IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).

SAT
The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.

Collaboratively-Developed, Standards-Based Performance Assessment
English: Statewide scoring criteria
Math: Statewide scoring criteria

Registration Guidelines and Steps

The Master Schedule will be built from **student requests**. Courses and multiple sections of courses will be offered only if sufficient numbers of students enroll. Therefore, please make your selections carefully. You will be selecting classes for the entire school year. All students will register as full time students at Northglenn High School (at least 3.0 credits per semester)l.

1. Review the high school graduation requirements.
2. Review the college entrance requirements.
3. Review the course offerings.
4. Read the course descriptions.
5. Follow the instructions on your registration contract.

Superintendent Policy:

1.4 All students in grades 9, 10, 11, and 12 must enroll in a minimum of six (6) credits per year.

1.4.1 All students in grades 9, 10, and 11 must be enrolled in one (1) credit each of math, English, science, and social studies.

1.4.2 Seniors must take a minimum of three (3) credits in a core area. For the purposes of this requirement, core areas shall be defined as English, mathematics, science, social studies, or world languages.

If you participate in athletics, cheer, poms, marching band, choir, drama, student government or any other extracurricular activity, it is your responsibility to know and understand the eligibility requirements for participation.

Schedule Additions/Changes

Once registered, students may request a change for the following reasons ONLY:

1. Failed a class or have not taken prerequisites.
2. Physical disability (must have medical documentation).
3. Previously earned credit in the same class.

- Students requesting a change should make an appointment with their counselor. Requesting a change due to an outside job conflict is not a valid reason.
- Students must maintain a schedule with at least 3.0 credits and enrollment in a minimum of four core classes per semester. Seniors must be enrolled in a minimum of three core classes per semester.
- Students may add student assistant to their schedule during the first five days of the semester to an open hour (**only** with teacher approval). Schedules will not be changed to select the hour.
- Students may be removed from a year-long math and/or world language class at the end of the first semester only when the instructor indicates it would be highly unlikely that the student would pass for second semester. Non-attendance and non-participation are not valid reasons for removal, as the instructor must be able to make the recommendation based on the student's academic performance.

Advanced Placement

Advanced Placement courses at Northglenn High School are open to **all students** who are interested in academic challenge and growth. AP is one of several academic pathways available to students and is designed to support a wide range of post-secondary goals.

AP courses engage students in college-level learning and help build skills such as critical thinking, reading, writing, time management, and problem solving. While some students earn college credit based on their AP exam scores and college policies, all students benefit from the rigor and preparation these courses provide.

Students enrolled in AP courses are expected to take the AP exam in May, which is a required part of the course. Students who do not complete the exam will have the course unweighted for each semester not tested. The current exam fee is $98 per exam, set by the College Board. **Financial assistance is available**, and no student should avoid AP due to cost.

Some AP courses include recommended or required prerequisite learning to support student success. These prerequisites are meant to prepare students, not limit access. Students are encouraged to talk with teachers and counselors to determine the right fit and to plan for needed supports. An AP request form with parent or guardian acknowledgment is required as part of registration.

For more information about Advanced Placement, visit www.collegeboard.com/ap.

Career Planning

Planning toward potential career choices can help an individual establish goals and choose appropriate courses during their four years in high school.

- Counseling curricular units in career planning are part of the curriculum for all 9th, 10th and 11th grade students. Counselors work with seniors one-on-one throughout the year.
- Current information about careers, college, and training opportunities are available through Naviance (our post-graduate planning website). Counselors instruct all students how to use this resource. Contact the Counseling Office for more information.

Content Standards

Adams 12 Five Star Schools' curriculum frameworks are aligned with Colorado State Standards. These frameworks are the instructional guidelines for each content area. Within each department section the standards for the content area are listed. If more specific information is needed, please contact the course instructor or the Curriculum and Instruction Administrator.

CU Succeed

Several upper level courses will be taught by Northglenn High School teachers who have been certified by the University of Colorado at Denver and have been given adjunct professor status. Successful students will receive UCD credits (which may also be transferred to other colleges) while concurrently receiving Northglenn High School credit. College tuition fees will apply.

Early Completion of Graduation Requirements

Students requesting to be released prior to the regular completion date for graduation must have successfully completed all Northglenn High School and Adams Twelve Five Star School graduation requirements. Application for early release must be completed with the consent of counselor, parent, and school administration. Students enrolled in AP, STEM or P-Tech courses are not eligible for early graduation. A student considering enrolling in college following graduation should check with the college admissions representative to ensure early completion is in his/her best interest.

Grade Point Average

- **Letter Grades**: All courses receiving a letter grade (A, B, C, D, or F) will be used in computing the student's grade point average (GPA).

- **Point Average**: The following point scale will be used to compute grade point average. Only AP classes are weighted at Northglenn.

Regular Scale	Weighted Scale
A = 4 points	A = 5 points
B = 3 points	B = 4 points
C = 2 points	C = 3 points
D = 1 point	D = 2 points
F = 0 points	F = 0 points

- **Pass/Fail :** A pass grade will not be figured into GPA, and it will be recorded on the transcript as 'P.' A fail grade will be factored into the student's GPA and recorded on their transcript as an 'F.' Courses affected by this include Outdoor Education, student assistant, summer school classes, and some independent study classes.

- **Incompletes:** The grade of incomplete shall be given only when unforeseen and uncontrolled circumstances prevent the student from completing work on time. An incomplete grade will be recorded and calculated into the grade point average with zero points. If the issuance of an incomplete has been approved by an administrator, a timeline to finalize the grade will be determined (generally, it is a two week period). When the incomplete grade is changed, the cumulative GPA and credit status will be updated appropriately. Incompletes not changed by this deadline will be changed to F's.

- **Honor Roll:** Students who achieve a quarter grade point average of 3.5 or higher and who are enrolled in at least the equivalent of 3.0 credits shall be designated as honor roll.

- **Academic Letters:** Students may qualify for an Academic Letter if they meet the following requirements:
  - Students must earn a grade point average of 3.7 or higher for both semesters (semester GPA) during the previous school year at Northglenn High School.
  - Students must be enrolled in a minimum of 3.0 credit hours per semester for grades 9-12 in courses where academic grades are awarded (excludes pass/fail and satisfactory/unsatisfactory courses).

- **Summer School:** Courses taken for credit in an approved summer school program will be recorded on the student's permanent record as a pass/fail. The original grade will become an NG (no grade).

Materials, Supplies, and Fees

The district provides a chromebook for all students. Students are expected to provide individual materials necessary for classes on a daily basis including paper, pens, pencils, notebooks, folders, rulers, calculators, assignment books, erasers, and computer paper. Individual teachers will inform students at the beginning of each course of any specific requirements.

In addition, some materials and/or fees are required. If the student will be parking at school, they will be required to purchase a parking permit for $50.00 for the year. If they will be taking classes at a Future Forward campus, the price of the parking permit will be $25.00 to Northglenn High School and $25.00 payable to the Future Forward campus. Parking permits are a privilege. Grades and attendance are a factor in whether parking permits are issued.

If materials and/or fees are required for a particular course, they will be listed within the course description. Please note that the fees listed in the course descriptions are subject to change by the Board of Education and could be enacted prior to the start of the school year. Students who qualify for free or reduced lunch may be eligible for reduced fees.

Outside Credits

(Defined as those credits earned outside the normal Adams Twelve Five Star Schools curricular offerings.) District Twelve summer school and District Twelve Pathways Extension both count as in-district credits.

1. After enrollment in Northglenn High School, a maximum of 3.0 units of credit from outside institutions or agencies may be applied toward graduation. These outside institutions and agencies must be North Central Accredited (or a similarly accredited institution).
2. Credit assigned to courses in programs conducted by outside institutions and agencies shall be accepted unless there is evidence of a major disproportion between the credit gained in the regular high school program and that granted by the outside institutions and agencies.
3. College semester hours shall be accepted according to the following scale: 1.0 semester college hour equals .25 high school credit.
4. For specifics regarding optional courses of study that could be approved, refer to Superintendent Policy 5127.

Free or Reduced Lunch

Free or reduced lunch applications are online at SchoolCafe Family Hub and need to be completed every year. Please submit your application including the information release.

Transcripts

The transcripts of student grades are usually required with applications for college admission, scholarship, employment, etc. Official transcripts must be sent directly to the agency or college by Northglenn High School. Counselors primarily use Naviance to send transcripts and other application materials electronically to colleges and universities. See your counselor for more details.

College Entrance Recommendations

Many students will continue their formal education after graduation. If your plans include post-secondary education, you should keep in mind the following six factors upon which college admission is generally dependent:

1. **Grade point average and class rank:** Grades are important. Your class rank is determined from your cumulative grade point average when it is computed at the end of each term. Pass/fail grades are not used to calculate rank. Weighted grades will be assigned to courses with the Advanced Placement (AP) designation and the Calculus III class only. Students transferring credit into Northglenn High School may have that credit weighted if the course is an Advanced Placement (AP) class. Weighted credit must be requested upon transferring the grades and approved by an administrator.

2. **Latin Honor system beginning with the graduating class of 2025.** In order to earn a Latin Honor designation, students must have a cumulative GPA (calculated at the completion of 1st semester of the senior year) of:
   4.250 and above - Summa Cum Laude
   4.000 - 4.249 - Magna Cum Laude
   3.750 - 3.999 - Cum Laude

3. **Course selection:** Colleges closely examine the quality of a student's record (grades 9-12). The important point to remember is the quality of course selection, both in depth and breadth. Contact specific colleges for their requirements. Please see Colorado Department of Higher Education (CCHE) below for general recommendations.

4. **College admission tests:** Colleges rely on two primary testing programs for admission and/or placement - the ACT and the SAT. These tests are taken primarily during a student's junior year. Sophomores and juniors can take the Preliminary Scholastic Aptitude Test (PSAT) in October (optional). Testing packets will be available in the Counseling Office. The SAT is a state-mandated test, and is given in the spring of the junior year. The test is paid for by the state. Out-of-state colleges may also require the SAT writing portion or SAT II subject tests. Please see your counselor or contact the college/university directly for more detailed information. (Most Colorado colleges have moved to test optional.)

5. **Activities:** Participation in activities such as student government, band, clubs, athletics, and drama may be regarded as important. In addition, Service learning/community service is a criterion many colleges consider for admission and/or scholarships.

6. **Personal recommendations by teachers and counselors:** Letters written by people who know you best will help highlight your strengths and abilities. When requesting letters of recommendation, allow at least two weeks for completion. Students should complete a letter of recommendation worksheet or design a resume to aid their recommender in writing the letter of recommendation.

7. **Personal essay or statement:** Many schools will require you to write an essay or personal statement.

Colorado Department of Higher Education Admission Recommendations

The Higher Education Admission Recommendations (HEAR) detail the number of high school courses in each subject area it is recommended you complete to be a competitive candidate for admission. See chart below. Private colleges and universities set their own admissions standards, so students should contact those institutions directly for information regarding their enrollment policies. Additionally, public two-year colleges have open enrollment policies, meaning that students applying to these schools do not need to meet the following admissions requirements.

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

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

CCHE Recommendations	Credit
English	4
Math (Must include Algebra I, Geometry, Algebra II or equivalents)	4
Natural / Physical Sciences (two units must be lab-based)	3
Social Studies (at least one U.S. or World History)	3
Foreign / World Language	1
Academic Electives *	2

* Acceptable academic electives include additional courses in English, mathematics, natural/physical sciences, social sciences, foreign/world languages, computer science, and Advanced Placement.

District 12 Graduation Requirements

Course	Credit
English	4
Math	3
Science	3
Social Studies (.5 must be U.S. Government; 1.0 must be U.S. History)	3
Physical Education	1
Fine or Practical Arts	2
Electives	7
Total	**23**

Athletic / Co-Curricular Eligibility

The athletic program at Northglenn High School will be a valuable co-curricular activity. Participants need to remember they are students first and athletes second. To remain eligible for competition, students need to be in compliance with the following:

- Must be an undergraduate of Northglenn High School.
- Must be enrolled in and attending classes that offer a total of 2.5 units of credit during the semester of participation and the previous semester. If an athlete drops his/her course load to less than the equivalent of five classes, he/she becomes immediately ineligible.
- Must not be failing at the time of participation more than the equivalent of .50 units of credit. A student who receives more than 1.0 credit of "F" at the end of the week will be ineligible the following week.
- Summer school or its equivalent may be used to regain semester eligibility. The classes taken in summer school must be in the same curricular area as classes previously failed. Students must verify, with the Athletic Director, that the course enrolled in will be acceptable.
- Must have had a physical examination within the calendar year.
- Must have signed the Northglenn High School Authorization for Athletic Participation Form and the Adams Twelve High School Athletic Code.
- Must have a form signed by his/her parents or legal guardian indicating that he/she is covered by an insurance plan.
- Must not have turned 19 before August 1st.
- Must not have dropped out of school.
- Must not play more than four seasons in any sport during high school.
- Must not practice with a non-school team in his/her sport while he/she is a member of a Northglenn High School team (unless he/she has received prior written consent from the Northglenn High School principal).

Note:

- All students entering high school for the first time will be eligible for fall sports.
- Students participating in Cheer, Poms, Music, Band and Speech competitions must meet the credit requirements and eligibility policy listed above.

Sports Offered

Fall Season	Winter Season	Spring Season
Boys Cross Country	Boys Basketball	Baseball
Girls Cross Country	Girls Basketball	Girls Golf
Football	Girls Swimming / Diving	Girls Soccer
Boys Golf	Wrestling	Boys Swimming / Diving
Girls Gymnastics		Girls Tennis
Girls Softball		Boys Track & Field
Boys Soccer		Girls Track & Field
Boys Tennis		Boys Lacrosse
Girls Volleyball		Girls Lacrosse
Girls Flag Football		

NCAA Athletic Information

Important Information for Student Athletes

If you are planning to enroll in college as a freshman and you wish to participate in Division I or II athletics, you must be certified by the NCAA (National Collegiate Athletic Association) Initial-Eligibility Clearinghouse. The Clearinghouse eligibility ensures consistent application of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions. Athletes need to start the certification early - by the end of the junior year or start of the senior year.

- **To determine if you meet eligibility requirements, please see your counselor.**
- Register with the Clearinghouse at www.ncaaclearinghouse.net.
- Have test scores sent directly to the NCAA by visiting www.collegeboard.org for SAT or www.actstudent.org for ACT and using code #9999 for the NCAA.
- Once required information has been submitted to the NCAA Clearinghouse, your transcript will be sent to the NCAA at the end of the school year by the Northglenn HS registrar.

Graduation Credit Report Worksheet *

Northglenn High School

Required Subjects	Required Credits	Credits Earned	Credits Needed	Classes That Will Meet Requirements
English	**4**			
Social Studies: **U.S. History (1.0)** **U.S. Gov (.5)** **Other (1.5)**	**3**			
Mathematics	**3**			
Science	**3**			
Physical Education	**1**			
Fine & Practical Arts	**2**			
Electives	**7**			
Total Credits Required for Graduation 2021 & Beyond: 16 Cores + 7 Electives = 23				

NOTE: All students need to pass U.S. Government and U.S. History to meet the Colorado State requirement to graduate.

Courses fulfilling the Fine/Practical Arts requirement are listed under the following departments: Art, Business, Marketing & Technology, Family and Consumer Science, Music, and World Languages. In addition, Journalism, Newspaper Journalism, Yearbook Journalism, and occupational classes at Bollman Technical Education Center fulfill this requirement.

* Additional worksheets are available in the Counseling Office.

Fine Arts

The Fine Arts Department includes offerings in Visual Art, Vocal and Instrumental Music, Drama, Dance, Photography and Yearbook. Some experience with classes in the Fine Arts area is highly desirable for all students and is considered to be an essential part of a complete educational experience. All courses in the Fine Arts Department will satisfy the Arts requirement for graduation. Students find the courses in this area to be interesting and personally satisfying.

Below are courses the Fine Arts Department offers in the order in which we recommend students take them – In the Visual Arts, students who are interested in studying for all four years should take Foundations of Art in the 9th grade, followed by sequenced classes in specific disciplines. Over the course of their 4 years, students should collect their art and build a portfolio for their AP Studio Art capstone experience.

<table>
<tr><th colspan="4">Visual Arts</th></tr>
<tr><td colspan="3">Foundations of Art (9th grade only) (Semester Long)
Covers 2D, 3D and Digital</td><td rowspan="3">Special Programs
Positive Art
Positive Art Peer Tutor</td></tr>
<tr><td>2D Classes (10th-12th grade)
Drawing & Painting I, II, III, IV</td><td>3D Classes (10th-12th grade)
Sculpture I, II, III, IV
Ceramics I, II, III, IV</td><td>Digital Arts Classes
(9th-12th grade)
Photography I, II, III, IV
Graphic Art</td></tr>
<tr><td colspan="3">AP Studio Art
(12th grade ONLY)</td></tr>
</table>

<table>
<tr><th colspan="3">Performing Arts</th></tr>
<tr><th>Vocal Music</th><th>Instrumental Music</th><th>Drama</th></tr>
<tr><td>Major Ensembles
Concert Choir
Chamber Choir *Audition required

Smaller Ensembles
Men’s Choir*
Advanced Women’s Choir*
Vocal Jazz*

*Audition required</td><td>Concert Orchestra
Symphonic Orchestra*

Jazz Band II (this is the introductory Jazz group)
Jazz Band I*

Concert Band (Marching Band optional, but recommended)
Symphonic Band (Includes Marching Band)*
Color Guard (1st semester only)

*Audition required</td><td>Tech Theatre
Drama I, II
Theater I, II*, III*

*Prerequisite required</td></tr>
</table>

Academic Courses in the Arts
Film Studies Music Fundamentals AP Music Theory

Music Content Standards

1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Visual Art Content Standards

1. Observe and Learn to Comprehend
2. Envision and Critique to Reflect
3. Invent and Discover to Create
4. Relate and Connect to Transfer

Dance Content Standards

1. Students will understand and demonstrate dance skills.
2. Students will understand and apply the principles of choreography.
3. Students will create, communicate, and problem solve through dance.
4. Students will understand and relate the role of dance in culture and history.
5. Students will understand the benefits of dance for lifelong fitness.
6. Students will understand the relationships and connections between dance and other disciplines.

Theater Content Standards

1. Create: The creation of drama and theater is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.
2. Perform: The theater process is a product of the knowledge and essential skills gained in the study of theater toward the expression of the human experience in story, movement, speech, and staging for an intended audience.
3. Critically Respond: An informed literacy, ethical judgment, and cultural research are key aspects of theater arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

Visual Art Courses

FOUNDATIONS OF ART (S.T.E.M)
9
Credit: .5 (CDHE-Academic Elective)

This course provides students with the knowledge and opportunity to explore an art form and to create individual works of art. It may also provide a discussion and exploration of career opportunities in the art world. The course covers the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although this course focuses on creation, it may also include the study of major artists, art movements, and styles.

Foundations of Art offers a solid preparation for experienced art students and a non-threatening experience for the non-art major. The class teaches visual design and thinking in a variety of disciplines: Drawing/Painting, Pottery, Sculpture and Digital Photography. As a survey course, this class will enable the student to make informed choices in selecting additional art courses for their continued study. For students in the Visual Arts Pathway, this class provides the framework for building a capstone portfolio and gallery show to take place during their senior year.

S - We'll experiment with and seek to understand: metals and heat; photo-chemical reactions in photography and the digital process; the geology of clay; glaze mixtures and their reaction to the firing process; light and color.
T - We'll approach problems with: creativity and innovation; critical thinking; and through the use of digital technology in research and art making.
E - We create art using a visual design process in order to inquire, define, generate solutions, evaluate work, test solutions, modify our methods and communicate final work.
M - We'll develop a sense of measurement, proportion, and dimension

2D Classes

DRAWING and PAINTING I (T,E,M)
10, 11, 12
Credit: .5 (CDHE-Academic Elective)

Drawing and Painting courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art with focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium. Courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of this art form and the design elements and principles supporting a work of art. Although the focus is on creation, courses may also include the study of major artists, art movements, and styles.

S - Materials sciences, chemical processes, and other fun
T - creativity and innovation, critical thinking, solving art problems
E - two-dimensional design process including a mini PBL
M - measurement and proportion

Counseling Notes:

1. This course may be used for Fine Arts or Elective credit.
2. This course is a prerequisite for Drawing and Painting II.

DRAWING/PAINTING II, III, IV (T,E,M)
10, 11, 12
Credit: .5 (CDHE-Academic Elective)

Drawing and Painting courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art with focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium. Courses may also provide a discussion and exploration of career opportunities in the art world. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles.

T - creativity and innovation, critical thinking, solving art problems
E - two-dimensional design process including a PBL
M - measurement and proportion

Drawing/Painting II
Prerequisite:
Successful completion of Drawing and Painting I OR Teacher approval
Counseling Notes:
1. This course may be used for Fine Arts or Elective credit.

Drawing/Painting III
Prerequisite:
Successful completion of Drawing/Painting II OR Teacher approval
Counseling Notes:
1. This course may be taken for Fine Arts or Elective credit.

Drawing/Painting IV
Prerequisite:
Successful completion of Drawing/Painting III OR Teacher approval
Counseling Notes:
1. This course may be taken for Fine Arts or Elective credit.

3D Classes

SCULPTURE I, II, III, IV (S,T,E,M)
10, 11, 12
Credit: .5 (CDHE-Academic Elective)

Sculpture courses focus on creating three-dimensional works. Students typically work with several media (such as clay, ceramics, wood, metals, textiles, and so on), but at times may focus on only one medium. Students are given the opportunity to develop skills in 3-dimensional sculptural design concepts and techniques. Students will explore architecture, narrative work, portraiture, and working with the form. History of sculpture and its cultural influence will be studied. Materials can include: Found objects; Paper; Cardboard; Wire; Plaster; Wood; Clay.

S - materials investigation
T - creativity and innovation, critical thinking, solving art problems
E - three-dimensional design process
M - measurement and dimension

Counseling Notes:

1. A materials fee for all students is required. The fee is currently $25.00 and covers basic materials and equipment. If a student chooses to work with more expensive materials than those provided, the student must provide these materials.
2. This course may be taken for Fine Arts or Elective credit.

Sculpture II-IV
Prerequisites:
Sculpture II: Successful completion of Sculpture I OR Teacher approval
Sculpture III: Successful completion of Sculpture I and Sculpture II OR Teacher approval
Sculpture IV: Successful completion of Sculpture I, III, and III OR Teacher approval

Counseling Notes:

1. These courses may be taken for Fine Arts of Elective credit.

CERAMICS I, II, III, IV (S,T,E,M)
10, 11, 12
Credit: .5 (CDHE-Academic Elective)

Ceramics courses focus on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects. At Northglenn High School, the Ceramics classes focus on effective techniques to work with and maintain their clay. We'll work with a range of assignments from personal explorations of elements of pottery to completing jobs for actual clients. Students will create work that is a service to others as well as an attempt to challenge their own creativity and skills. Students will have the opportunity to set their own goals and discover their own methods along the way.

S - Students will work to understand clay and glaze mixtures and their reaction to the firing process. These processes involve the geology of clay and an understanding of how heat-work affects the process of creating pottery.
T - Students use digital media to communicate and work collaboratively. Students are able to customize their learning with digital means as well to gather, evaluate and use information that is particular to their interests. Students will be challenged to use technology in creative ways, innovating their own uses and combinations of tools to fit their purposes.
E - The creative process and Studio Habits that students develop parallel the Engineering Design Process explored in the PLTW classes - students Inquire, Define, Generate Solutions, Evaluate their work, Test solutions, Modify their goals and methods and Communicate their final work.
M - Students will develop a sense of proportion and measurement in both the design process and in the practical matters of glaze and clay composition.

Ceramics I
Counseling Notes:

1. A materials fee for all students is required. The fee is currently $25.00 and covers basic materials and equipment. If a student chooses to work with more expensive materials than those provided, the student must provide these materials.
2. This course may be taken for Fine Arts or Elective credit.

Ceramics II-IV
Prerequisites:
Ceramics II: Successful completion of Ceramics I OR Teacher approval
Ceramics III: Successful completion of Ceramics I and Ceramics II OR Teacher approval
Ceramics IV: Successful completion of Ceramics I, III, and III OR Teacher approval

Counseling Notes:

1. A materials fee for all students is required. The fee is currently $25.00 and covers basic materials and equipment. If a student chooses to work with more expensive materials than those provided, the student must provide these materials.
2. This course may be taken for Fine Arts or Elective credit.

AP STUDIO ART

12

Credit: 1 (CDHE-Academic Elective)

The AP Studio Art class is the culminating class in Visual Arts. Designed for students with a serious interest in art, AP Studio Art is a general portfolio courses, meaning students will use the class to prepare their portfolios for submission to the College Board in: 2D Design (Drawing, Painting, Photography, Graphic Design); 3D Design (Ceramics, Jewelry, Sculpture) or Drawing. This studio class enables students to refine their skills and create artistic works with emphasis on the quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive aspects of the student's art. Students enrolling should have a serious interest in pursuing, creating, and critiquing their artwork, they should be self-motivated and should understand the difficulty of producing a portfolio that reflects Quality, Concentration, and Breadth in one short year.

Counseling Notes:

1. A teacher recommendation form must be completed by the current teacher to enroll in this course.
2. There will also be a mandatory student meeting in April that will cover class expectations, and will include work to begin over the summer. At that time the student will sign an AP contract.
3. There is a course fee of $87.00 for the AP Examination
4. All students taking AP Studio Art will be required to attempt the Advanced Placement Examination (portfolio submission).

Digital Arts Classes

PHOTOGRAPHY I, II, III, IV (S,T,E,M)

10, 11, 12

Credit: .5 (CDHE-Academic Elective)

Photography courses expose students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, depth of field, filters, camera angles, and film development. The course may cover black-and-white photography, color photography, or both. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. These courses may also cover major photographers, art movements, and styles.

At Northglenn High School, the Photography classes focus on digital photography techniques. We'll work with a range of assignments from personal explorations of elements of photography to completing jobs for actual clients. Students will work to create work that is a service to others as well as an attempt to challenge their own creativity and skills.

S - While studying the history of photography, students will learn the basics of the photo-chemical and the digital process. Students also experiment with and explore the properties of light in relation to their eyes, the environment and their equipment.

T - Students use digital media to communicate and work collaboratively. Students are able to customize their learning with digital means as well to gather, evaluate and use information that is particular to their interests. Students will be challenged to use technology in creative ways, innovating their own uses and combinations of tools to fit their purposes.

E - The creative process and Studio Habits that students develop parallel the Engineering Design Process explored in the PLTW classes - students Inquire, Define, Generate Solutions, Evaluate their work, Test solutions, Modify their goals and methods and Communicate their final work.
M - Students will develop tools for and a sense of measurement, exposure calculation, and understanding proportions in relation to lens choice.

Photography I
Counseling Notes:

1. Students need a basic digital camera which may include the camera on most advanced smartphones.
2. A materials fee for all students is required. The fee is currently $30.00 and covers basic materials and equipment. If a student chooses to work with more expensive materials than those provided, the student must provide these materials.
3. This course may be used for Fine Arts or Elective credit.

Photography II-IV
Prerequisites:
Photography II: Successful completion of Photography I OR Teacher approval
Photography III: Successful completion of Photography I and Photography II OR Teacher approval
Photography IV: Successful completion of Photography I, III, and III OR Teacher approval
Counseling Notes:

1. Students need a basic digital camera which may include the camera on most advanced smartphones.
2. A materials fee for all students is required. The fee is currently $30.00 and covers basic materials and equipment. If a student chooses to work with more expensive materials than those provided, the student must provide these materials.
3. This course may be used for Fine Arts or Elective credit.

GRAPHIC ART (S,T,E,M)
10, 11, 12
Credit: .5 (CDHE-Academic Elective)

At Northglenn High School, the Graphic Art class focuses on digital design techniques. We'll work with a range of assignments from personal explorations of elements of design to completing jobs for actual clients. Students will work to create work that is a service to others as well as an attempt to challenge their own creativity and skills.

S - Students will also experiment with and explore the properties of color in relation to their eyes, the environment and their equipment.
T - Students use digital media to communicate and work collaboratively. Students are able to customize their learning with digital means as well to gather, evaluate and use information that is particular to their interests. Students will be challenged to use technology in creative ways, innovating their own uses and combinations of tools to fit their purposes.
E - The creative process and Studio Habits that students develop parallel the Engineering Design Process explored in the PLTW classes - students Inquire, Define, Generate Solutions, Evaluate their work, Test solutions, Modify their goals and methods and Communicate their final work.
M - Students will develop tools for and a sense of measurement, exposure calculation, and understanding proportions in relation to lens choice.

Prerequisite:
Drawing and Painting I or Photography I.
Counseling Notes:

1. A materials fee for all students is required. The fee is currently $30.00 and covers basic materials and equipment.

Special Programs

POSITIVE ART
9, 10, 11, 12
Credit: 1 (Elective)
Positive Art classes will give students the opportunity to work on art activities with a peer aide under the supervision of the teacher. Art activities will include crafts, drawing, and painting.

Counseling Notes:
1. This course may be taken for Fine Arts or Elective credit.
2. Student must have a current IEP to enroll.

POSITIVE ARTIST PEER TUTOR
10, 11, 12
Credit: 1 (Elective)
Experience the joy of helping others in art! Work one-on-one with special needs students to help them discover their talents in crafts, drawing, and painting.

Prerequisite:
Successful completion of an art course is recommended

Performing Arts Classes

Music classes with performance groups may require additional fees.

Vocal Music Courses

Choral Ensembles

CONCERT CHOIR (T,M)
9, 10, 11, 12
Credit: 1 (CDHE-Academic Elective)

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts. This choir is designed for students who enjoy singing choral music and who are new to vocal music. Performances will include participation in concerts, festivals and/or music clinics. The choir is designed for students (men and women) who want to improve and develop good vocal skills. Class activities include rehearsal techniques, vocal production, music reading, rhythm reading and evaluation of skills development. Students apply the real number system to rhythm, as well as develop skills in fractions. Students apply digital media to gather, evaluate, and use information to develop their singing ability and learn from others examples. Class is open to all interested students.

Prerequisite:
Class is open to all interested students. See instructor for voice placement. Audition not required.
Counseling Notes:
1. Students are advised that this group will require extra time for rehearsals and performances (minimum 1 performance per quarter).
2. The course may be repeated for elective credit.

CHAMBER CHOIR (T,E,M)
9, 10, 11, 12
Credit: 1 (CDHE-Academic Elective)

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts. This choir is an advanced mixed (men and women) vocal ensemble that sings choral literature in a wide variety of musical styles. The class is designed for advanced singers, and placement in this ensemble is by audition only. Students will develop a high level of proficiency in the performance of choral music, including music reading, vocal production, and music history. This choir is one of the major performing ensembles of the school and participates in a number of concerts each year, including festivals, music clinics, honor choir, and/or community outreach. Students apply the real number system to rhythm, as well as develop skills in fractions. Students apply digital media to gather, evaluate, and use information to develop their singing ability and learn from others examples.

Prerequisite:
Audition by instructor.
Counseling Notes:
1. Students must make allowances for frequent performances in their extra-curricular and work schedules (minimum 1 performance per quarter). Extra rehearsals in preparation for performances may also be required.
2. This course may be repeated for elective credit.
3. Under special circumstances sophomores may be admitted to Chamber Choir following an audition by the instructor.

MEN'S CHOIR
9, 10, 11, 12
Credit: 1 (CDHE-Academic Elective)

This is a performance class designed for students who enjoy singing a variety of men's choir literature. Music performed will be festival literature as well as traditional and popular men's choir music. Performances will include participation in concerts, festivals, and music clinics. Class activities will focus on the study of a variety of choral literature and vocal production techniques.

Prerequisite:
Class is open to all interested students. See instructor for voice placement. Audition not required.
Counseling Notes:
1. Students are advised that this group will require extra time for rehearsals and performances (minimum 1 performance per quarter).
2. The course may be repeated for elective credit.

ADVANCED WOMEN'S CHOIR (T,M)
10, 11, 12
Credit: 1 (CDHE-Academic Elective)

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts. This is a performance class designed for students who enjoy singing a variety of advanced Women's Choir literature. Music performed will be festival literature as well as traditional and popular women's vocal music. The class is designed for advanced singers and placement in this ensemble is by audition only. Performances will include participation in concerts, festivals, and/or music clinics. Class activities will focus on the study of a variety of choral literature and vocal production techniques. Students apply the real number system to rhythm, as well as develop skills in fractions. Students apply digital media to gather, evaluate, and use information to develop their singing ability and learn from others examples.

Prerequisite:
Audition by instructor.
Counseling Notes:

1. Students must make allowance for frequent performances in their extra-curricular and work schedules (minimum 1 per quarter). Extra rehearsals in preparation for performances may also be required.
2. This course may be repeated for elective credit.
3. Under special circumstances, freshmen may be admitted to Advanced Women's Choir following an audition by the instructor.

Vocal Jazz Ensembles

VOCAL JAZZ I
10, 11, 12
Credit: 1 (CDHE-Academic Elective)

Vocal Jazz Ensemble ("Northern Lights") is a group composed of 14 to 20 voices that specializes in the performance of modern jazz and pop-style music. This course is designed for students who are capable of singing more difficult and challenging music. Emphasis will be placed on the development of close harmonic singing techniques, solo singing, improvised solo performance, jazz-style phrasing, microphone technique, and reading skills. Class activities will focus on preparation for performances and the development of individual musicianship. Northern Lights is one of the major performing ensembles of the school and participates in a number of concerts each year, including festivals, music clinics, school concerts, community concerts, and a wide variety of holiday performances.

Prerequisite:
Audition by instructor in spring preceding enrollment.

Counseling Notes:

1. Students enrolled in this class should be concurrently enrolled in Chamber Choir to attain basic musical skills (unless waived by the instructor and/or administrator due to scheduling conflicts).
2. Students must make allowances for frequent performances in their extra-curricular and work schedules (minimum 1 performance per quarter). Extra rehearsals in preparation for performances may also be required.
3. This course may be repeated for elective credit.

Under special circumstances, sophomores may be admitted to Vocal Jazz I following an audition by the instructor.

VOCAL SHOW GROUP
11, 12
Credit: 1 (CDHE-Academic Elective)

This is a small select ensemble that performs a broad variety of music including modern jazz and contemporary music. This course is designed for students who are capable of singing more difficult and challenging music, frequently with one singer per voice part. Emphasis will be placed on the development of close harmonic singing techniques, solo singing, part independence, microphone technique, and sight reading skills. Class activities will focus on preparation for performances and the development of individual musicianship. This group participates in a number of concerts each year, including festivals, music clinics, school performances, community concerts, and a wide variety of holiday performances.

Prerequisite:
Audition by the instructor in spring preceding enrollment.

Counseling Notes:

1. Students enrolled in this class should be concurrently enrolled in Chamber Choir to attain basic musical skills (unless waived by the instructor and/or administrator due to scheduling conflicts).
2. Students must make allowances for frequent performances in their extra-curricular and work schedules (minimum 1 performance per quarter). Extra rehearsals in preparation for performances may also be required.
3. This course may be repeated for elective credit.
4. Under special circumstances, sophomores may be admitted to the vocal show group following an audition by the instructor.

Instrumental Music Courses

Music classes with performance groups may require additional fees

INTRO to INSTRUMENTAL MUSIC (T, M)

9, 10, 11, 12
Credit: 1 (CDHE-Academic Elective)

Instrumental Ensemble courses are intended to develop students' technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles. Daily Practices may include an introduction to music theory, through exploring structure through musical expression, recording, Smart Music and self-guided practice.

Counseling Notes:

1. Students at this level should have their own instruments. A few school instruments are available, particularly in the lower strings, for qualified students.
2. Students must make allowance for performances in their extra-curricular and work schedules. Extra rehearsals, in preparation for performances, may also be required .Rehearsals and performances will need flexible time outside of normal class time.
3. The course may be repeated for elective credit.

CONCERT BAND (T,M)

9, 10, 11, 12
Credit: 1 (CDHE-Academic Elective)

Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. Symphonic band is an audition only course geared toward the advanced musician. Daily practices may include an introduction to music theory, exploring structure through musical expression, music writing software, recording, Smart Music and self-guided practice. Students enrolled in Concert Band are strongly encouraged to participate in Marching Band unless there are extenuating circumstances that will not allow it. In addition, Concert band students are required to perform at all concert events, festivals, clinics and contests.

Counseling Notes:

1. Practice sessions and performances will demand time outside of normal class time.
2. Students generally are required to own their instruments.
3. A materials fee may be assessed.
4. The course may be repeated for elective credit if the course grade is "C" or lower. Symphonic Band is recommended for students desiring additional band course work upon completion of Concert Band with course grade of "B" or higher.

SYMPHONIC BAND (T,E,M)

9, 10, 11, 12

Credit: 1 (CDHE-Academic Elective)

Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. Symphonic band is an audition only course geared toward the advanced musician. Daily practices may include writing, advanced music theory and analysis exploring structure through musical expression, music writing software, recording, Smart Music and self-guided practice. Students enrolled in Symphonic Band are required to participate in Marching Band unless there are extenuating circumstances that will not allow it. Symphonic band students will complete a yearly PBL project determined by the director to be presented to a professional panel. In addition, Symphonic band students are required to perform at all concert events, festivals, clinics and contests.

Prerequisites:

1. Previous playing experience
2. Instructor audition

Counseling Notes:

1. Students must make allowances for frequent performances in their extra-curricular and work schedules. Extra rehearsals, in preparation for performances, may also be required.
2. This course also includes pep band performances (second and third quarters).
3. The course may be repeated for elective credit.
4. A materials fee of $50.00 will be assessed.
5. Marching Band requires participation in summer practices, two evenings a week and most Saturdays in the fall.

JAZZ BAND I (T,E,M) .

10, 11, 12

Credit: 1 (CDHE-Academic Elective)

Contemporary Band courses help students develop their techniques for playing brass, woodwind, percussion, and string instruments, as well as guitars and keyboards, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock. Jazz Band I is an audition only course that includes advanced jazz theory, technique, exploring structure through musical expression, language and history. Students will use a variety of technology to create arrangements, tuning exercises, transcribe solos, presentations and recordings. Jazz band students may complete a yearly PBL project determined by the director to be presented to a professional panel. In addition, jazz band students are required to perform at all concert events, festivals, clinics and contests.

Prerequisites:

1. Audition by instructor
2. Student is concurrently registered for Symphonic Band. Symphonic Band is optional for electric guitar, piano, electric bass or other circumstances upon instructor approval.

Counseling Notes:

1. Students enrolled in this course should be concurrently enrolled in one of the instrumental or vocal groups to attain basic skill building in music (unless waived by the instructor and/or administrator due to scheduling conflicts).
2. Students generally are required to own their own instrument.
3. Practice sessions and performances will demand time outside of normal class time.
4. The course may be repeated for elective credit.
5. Jazz is the CP equivalent for band in a musical context. Any student who signs up for Jazz I or Jazz II must be cleared through instructor consent.

JAZZ BAND II (T,E,M)
9, 10, 11, 12
Credit: 1 (CDHE-Academic Elective)

Contemporary Band courses help students develop their techniques for playing brass, woodwind, percussion, and string instruments, as well as guitars and keyboards, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock. Jazz Band II includes an introduction to fundamental jazz theory, exploring structure through musical expression, technique, language and history. Students will use a variety of technology to create arrangements, tuning exercises, presentations and recordings. In addition, jazz band students are required to perform at all concert events, festivals, clinics and contests.

Prerequisites:
1. Student is concurrently registered for Symphonic Band. Symphonic Band is optional for electric guitar, piano, electric bass or other circumstances upon instructor approval.
2. Audition by instructor.
3. Piano, drums, electric guitar, and electric bass must demonstrate competent ability to read traditional music notation at the high school level. For example, tablature diagrams for guitars or piano are not used in this course to present course content.

Counseling Notes:
1. Students enrolled in this course should be concurrently enrolled in one of the instrumental or vocal groups to attain basic skill building in music (unless waived by the instructor and/or administrator due to scheduling conflicts).
2. Students generally are required to own their own equipment.
3. Practice sessions and performances will demand time outside of normal class time.
4. The course may be repeated for elective credit.
5. Jazz is the CP equivalent for band in a musical context. Any student who signs up for Jazz I or II must be through instructor consent.

COLOR GUARD
9, 10, 11, 12
Credit: .5 (CDHE-Academic Elective)

Color guard is one section of the marching band, enhancing the field show using body movement, dance, and colorful equipment such as flags, balls and other props, and traditional guard “weapons” like rifles and sabers. Color guard students must audition and will be selected by the instructor. This group has been recognized for competitive and performance excellence on the local, state and national level. They perform at home football games, field competitions, local parades and other public performance opportunities, and will travel if there is a marching band trip scheduled this year.

Counseling Notes:
1. Practice sessions and performances will demand time outside of normal class time.
2. The student’s grade will be based on classroom criteria, technique, rehearsals, and performances outside the normal class time.
3. The course may be repeated for elective credit.
4. A materials fee of $25.00 will be assessed.
5. Requires participation in summer practices, two evenings a week and most Saturdays in the fall.

SYMPHONIC ORCHESTRA (T,E,M)

9, 10, 11, 12

Credit: 1 (CDHE-Academic Elective)

Orchestra courses are designed to develop students' abilities to play string instruments, covering a variety of string and orchestral literature styles. Symphonic Orchestra emphasizes intermediate to advanced development of techniques learned in Concert Orchestra. Symphonic Orchestra also teaches students to actively interpret musical phrasing, dynamics and advanced bowing styles, exploring structure through musical expression,while also providing historical context of the pieces being performed. Students also learn advanced high school theory, and are expected to complete a PBL focusing on a topic of the teacher's choosing, which is either orchestra or musically related.

Prerequisite:

Audition by instructor in February

Counseling Notes:

1. Students at this level should have their own instruments. A few school instruments are available, particularly in the lower strings, for qualified students.
2. Students must make allowances for frequent performances in their extra-curricular and work schedules. Extra rehearsals, in preparation for performances, may also be required. Rehearsals and performances will need flexible time outside of normal class time.
3. This course may be repeated for elective credit.

CONCERT ORCHESTRA (T,E,M)

9, 10, 11, 12

Credit: 1 (CDHE-Academic Elective)

Orchestra courses are designed to develop students' abilities to play string instruments, covering a variety of string and orchestral literature styles. This course emphasizes review of techniques learned in prior courses as well as teaching new playing and analytical techniques, developing the student's musical knowledge both on their instrument as well as through musical interpretation. Students learn the following topics: beginning and intermediate bowing styles, shifting, vibrato, major and minor scales, beginning music theory, exploring structure through musical expression, and critical appreciation of various genres of music. Students will also work on a PBL focusing on a topic of the teacher's choosing, which is either orchestra or musically related.

Prerequisite:

Prior string experience or permission of instructor.

Counseling Notes:

1. Students at this level should have their own instruments. A few school instruments are available, particularly in the lower strings, for qualified students.
2. Students must make allowance for performances in their extra-curricular and work schedules. Extra rehearsals, in preparation for performances, may also be required .Rehearsals and performances will need flexible time outside of normal class time.
3. The course may be repeated for elective credit.

Drama

FILM STUDY

10, 11, 12

.5 credit (CDHE Elective) – Fine & Practical Arts Students investigate how and what ideas, values, and concepts are connected through film. In analyzing film, the students examine elements of plot, setting, style, and point of view. Class activities include viewing, listening, researching, and analyzing film. Recommended before taking Media Production. PREREQUISITE: District film policy requires parental permission before students can participate in the classroom viewing.

THEATRE DANCE

9, 10, 11, 12

Credit: .5 (CDHE – Academic Elective)

This course explores the dance forms of musical theatre production. Students will have exposure to folk, ballet, Charleston, and musical theatre forms of dance as they are used in stage production. After daily stretching and warm-up exercises, students will learn and practice steps and choreographed dances from various historical periods and productions. Students will view films of dance performances and musicals that include the various dance forms that they are studying. Students may also have the opportunity to choreograph and perform their own short dance pieces.

Counseling Notes:

1. May be taken for Fine Arts or Elective credit.

TECH THEATRE

9, 10, 11, 12

Credit: .5 (CDHE – Academic Elective)

This introductory course will focus on theatrical production through the eyes of designers, and technicians in the production side of theatrical works. This is a NON-performance based drama class, where students will have the opportunity to participate in phases of stagecraft activities. These areas include scenery construction, scenic painting, stage lighting, make-up, sound, publicity, design, theatre organization management and maintenance. Through research and hands-on practice, students will have knowledge and experience of all technical theatre jobs. Students will learn and demonstrate safety procedures for every aspect of theatre

Prerequisites:

1. None

DRAMA I (T)

9, 10, 11, 12

Credit: .5 (CDHE – Academic Elective)

Introduction to the Theater courses provide an overview of the art, conventions, and history of the theater. In this class students will learn about theatre through a variety of techniques including class discussions, essays, and performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature, major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art. Drama I provides the basic foundations of Drama, an introduction to acting, the History of Theatre and introduction to technical theatre.

Counseling Notes:

1. This course is a prerequisite for Drama II and Drama III.
2. Credit will be awarded as needed by each individual student in this sequential order: Fine/Practical Arts, or Elective.
3. This class does not qualify as CDHE approved English credit.
4. This course is for students who are interested in learning more about acting and performing.

DRAMA II (T,E,M)
9, 10, 11, 12
Credit: .5 (CDHE – Academic Elective)
Offered Spring Semester Only

Introduction to the Theater courses provide an overview of the art, conventions, and history of the theater. In this class students will learn about theatre through a variety of techniques including class discussions, essays, and performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature, major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art. Drama II focuses on improvisation, scene study and an introduction to different theatre practitioners/styles as well as critique.

Prerequisite:
Successful completion of Drama I
Counseling Notes:
1. Credit will be awarded as needed by each individual student in this sequential order: Fine/Practical Arts, or Elective.
2. This class does not qualify as CDHE approved English credit.

DRAMA III (T,E)
11, 12
Credit: 1 (CDHE – Academic Elective)
Comprehensive courses are intended to help develop students' experience and skill in one or more aspects of theatrical production. Initial courses are usually introductory in nature, providing an overview of the features of drama such as acting, set design, stage management, and so on. The more advanced courses concentrate on improving technique, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. These courses may also provide a discussion of career opportunities in the theatre. The course will also focus on the history of Theatre, and play analysis, where students use technology for research, writing and presentation. The course also focuses on advanced acting styles.

Prerequisite:
Successful completion of Drama II OR Teacher approval.
Counseling Notes:
1. This class does not qualify as CDHE approved English credit.

THEATRE I (1st semester option) and II (2nd semester option) (S,T,E,M)
10, 11, 12
Credit: .5 (CDHE – Academic Elective,)
Offered both semesters for acting students.
.5 credit for one semester, option of taking yearlong for 1 credit
Prerequisite: Drama 1

Comprehensive courses are intended to help develop students' experience and skill in one or more aspects of theatrical production. Initial courses are usually introductory in nature, providing an overview of the features of drama such as acting, set design, stage management, and so on. The more advanced courses concentrate on improving technique, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. These courses may also provide a discussion of career opportunities in the theatre. Theatre I is a course open to acting students who have successfully completed Drama I and Drama II and wish to continue with their acting skills, providing them a venue to workshop and perform monologues, improvisations and

scenes. Acting students will be working one-on-one with directing students, who are learning to put their leadership skills into practice. Acting students will then have an opportunity to be trained in various technical aspects of the theatre. They will be trained in construction, lighting, sound, props, and publicity, taking on various roles as they technically mount the one acts. Finally, students will experience a PBL as they explore problems in their society through the form of writing and producing a problem play. They are expected to use technology for research, writing, and presentation.

Prerequisites:

1. Successful completion of Drama I and Drama II for acting students
2. Instructor approval and application process

Counseling Notes:

1. This class may be repeated for elective credit.

THEATRE III (S,T,E,M)

12
Credit: 1 (CDHE – Academic Elective)
Must be taken by directing students for yearlong credit
Prerequisite: Theatre 1&2

This intensive course on the craft of directing, technical design, artistic collaboration, is only for the serious student of the theatre, preparing him or her for leadership in play production. Directing students will choose a one act, prepare for auditions, learn finite directorial skills, and see a one act through to production. Students will also be trained in the technical craft of theatre, taking on leadership roles in set, lighting and sound design, while participating in the technical mounting of their production. Finally, directing students will also participate in a playwriting unit, taking on leadership roles of direction as the original piece prepares for performance.

Prerequisites:

1. Successful completion of Theatre 1 & 2
2. Instructor approval and application process

Academic Courses in the Arts

MUSIC FUNDAMENTALS

9, 10, 11, 12
Credit: .5 (CDHE – Academic Elective)
Music Fundamentals is a general music class for students regardless of their background in music. Students do not need to be enrolled in a music ensemble class like band, orchestra or choir in order to take this class. Students will learn music basics, music theory, world music and cultures, music history and have a deeper look into how to listen and the rudiments of music learning. What students do: analyze a wide variety of music; complete projects/presentations on music of their choosing; gain a basic understanding of music theory; study music from various countries and regions of the world; learn listening techniques

Counseling Notes:

1. NO prerequisites are needed.
2. This is a class for students who enjoy music and want to learn more about it, without having to perform.

ADVANCED PLACEMENT MUSIC THEORY (S,T, E, M)

10, 11, 12
Credit: 1 (CDHE – Academic Elective)
(Weighted 5.0)

AP Music Theory courses are designed to be the equivalent of a first-year music theory college course as specified by the College Board. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students who already possess performance-level skills, AP Music Theory courses extend and build upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of the course.

Counseling Notes:

3. An existing ability to read music is required
4. This course is offered by the University of Colorado at Denver through its CU Succeed Gold Program in cooperation with Northglenn High School. A (reduced) tuition fee will be charged to those students who choose to enroll for the three semester hours of college credit.
5. **Northglenn High School requires all advanced placement students to take the AP exam.** The current fee for each AP exam is $89.00, but is subject to change based on The College Board. Financial aid is available for students who need assistance.

Yearbook

YEARBOOK JOURNALISM

10, 11, 12

Credit: 1 (English Non-CDHE approved, CDHE – Academic Elective)

The Yearbook Journalism class produces the school yearbook. Students must meet demanding deadlines involving planning, designing layout and producing pages on the computer. Class activities include writing copy, laying out pages, designing sections and pages, interviewing people, fulfilling photographic assignments, attending journalism conferences, selling ads for the support of the yearbook, and selling and distributing the final product. It requires a great deal of outside class time and the ability to work under pressure. The class should be taken only by those who are interested and committed to the subject.

Counseling Notes:

1. Admission to class is by application and letters of recommendation from three teachers including an English or Photography teacher. For application or information, call the yearbook teacher/sponsor at 720-972-4600.
2. This course may be taken for Fine Arts or Elective credit.
3. This course may be repeated for elective credit with teacher approval.
4. Participation in after school or summer workshops may be required.

FUTUREFORWARD
at Northglenn High School

Career & Technical Education

The courses listed are included in the overall curriculum. Actual classes will be offered if there is sufficient enrollment. Courses in the Department meet the Fine and Practical Arts Graduation Requirement. Skills for employment and/or personal use will be developed.

Business and Computer Technologies, Family & Consumer Sciences, Marketing, ACE, and Bollman Technical Education Center Content Standards

- Engage in the transition process from school-to-career.
- Participate in experiences which integrate academic principles, concepts and skills for personal and career applications.
- Develop occupational and life skills for life beyond high school.

Work Based Learning

Interested students who are enrolled in an approved Career and Technical Education course may choose to participate in Work Based Learning. Within WBL, students have the opportunity to apply their knowledge and skills in the workplace. The WBL Coordinator will work with students to identify and apply for employment opportunities that match their skills and interests and align with the course pathway each student has completed.

Students should not enroll in Work Based Learning as a separate class on the course registration selection form. The WBL Coordinator will enroll students after courses have started each semester.

- Students must work a minimum of 125 documented hours to earn .5 credit and 250 documented hours for 1.0 credit. A student cannot earn more than .5 credit of Work Based Learning per semester.
- A student may not be enrolled in and/or receive credit for more than one Work Based Learning course at a time.
- A student may not count more than 2.0 Work Based Learning credits towards graduation requirements. Students may only earn 1.0 credit hours per school year.
- Work Based Learning credit may not be included in, nor does it count towards, the 6.0 credit total required for each student each year.

FUTUREFORWARD
at Northglenn High School

	Business and Marketing	Computer and Digital Technologies	Alternative Cooperative Education
ENTRY-LEVEL:	Introduction to Business Intro to PC Applications Principles of Marketing A & B	Intro to PC Applications AP Computer Science Principles S1 & S2^ Coding I Coding II^	ACE Capstone/Portfolio (S1) & ACE Career Development- Job Seeking (S2)
INTERMEDIATE:	Legal Environment of Business School-based Enterprise-Retail Strategic Marketing S1 & Consumer Behavior S2 Tax Help CO S1 & Fundamentals of Accounting S2* Web Design	Web Design AP Computer Science A^ Microsoft Office Specialist Certification+	ACE Career Development–Career Planning (S1) & ACE Business Management & Entrepreneurship (S2)
ADVANCED:	International Marketing S1 & Business Communications S2 Intro to Entrepreneurship S1 & Principles of Management S2 Work-Based Learning: Business School-Based Enterprise: Retail Website Development	Website Development WBL Computer/Digital Technology Available at FutureForward at Bollman: • Cybersecurity • Networking A & B • CS Projects • Computer Science Internship	Work-based Learning: ACE I & II
ADDITIONAL BENEFITS:	CTSO Participation: DECA and FBLA On-the-job Work-based Learning Credit Available All courses are considered CCHE Academic Electives **College Credit Opportunities*	Microsoft Office Specialist Certification CTSO Participation: TSA and FBLA On-the-job Work-based Learning Credit Available All courses are considered CCHE Academic Electives	CTSO Participation: Successful Career Student of Colorado, (Sc)2 On-the-job Work-based Learning Credit Available

College credit opportunities, leadership development or certifications from:

DECA · FCCLA · FBLA · Project Lead The Way · hosa · Microsoft Office Specialist · PLTW · TSA

Alternative Cooperative Education (ACE)

Alternative Cooperative Education is the only program at Northglenn High School designed to specifically address the needs of students who are behind in academic credits. In addition to the class credit, job credit is available to students who are successful in their part-time employment. The course curriculum is "life skill based", and includes units in reading and writing in the workplace, decision-making, job preparation, study skills, financial literacy, career exploration, and career assessment. The class instructors are also job coordinators who visit each student's job site, complete quarterly work evaluations, and work on job development.

ACE I - Juniors (11)

Semester 1: CAP-ACE Capstone/Portfolio Based/Culminating Course - .5 credit
Semester 2: CD II - ACE Career Development II - Job Seeking - .5 credit

Work Credit:

LAB - ACE CTE Pathway Lab - .5 credit /semester, (Unpaid Work Experience)
WE II - ACE Community Work Based Learning - .5 credit /semester, (Paid Work Experience)

ACE II - Seniors (12)

Semester 1: CD I - ACE Career Development I - Career Planning -.5 credit
Semester 2: FL II - ACE Business Management & Entrepreneurship - .5 credit

Work Credit:

LAB - ACE CTE Pathway Lab - .5 credit /semester, (Unpaid Work Experience)
WE II - ACE Work Based Learning - .5 credit /semester, (Paid Work Experience)

This Career and Technical program has been designed to:

- Assist students who have not had success in traditional school programs as indicated by lack of academic credits.
- Develop job readiness skills for students who have little or no job experience.
- Assist students in meeting NHS graduation requirements, by providing support for all their classes through study skills and tutoring programs along with affective life skills.

The areas of curricular emphasis include: decision making, pre-career and technical job skills, general career interest assessment, self-esteem, career and technical guest speakers, career and technical math, job simulation, time management, study skills, work-related issues, post-secondary transitions, extensive career interest assessment, consumer education, credit, banking, investing, college tours and problem solving.

(T) Projects, job applications and career research are completed using technology. Students use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. Students apply digital tools to gather, evaluate, and use information.
(E) Entrepreneurial-Students will design a social enterprise where a product will be created, produced and marketed.
(M) Students will participate in a variety of activities involving mathematics and personal financial literacy including Junior Achievement Finance Park, The Game of Money (personal finance), and the financial management of their social enterprise.

Counseling Notes:

1. A student may not receive Work Based Learning credit for more than one Career and Technical course at a time.
2. Students may earn up to 1.0 credit for 250 documented work hours and successful course completion. .5 credit can be earned for 125 hours. A student may not earn more than 1.0 credits of Work Based Learning per year.
3. Credit may be awarded as needed to meet requirements in Fine/Practical Arts or Electives.
4. Entrance into the program is only for students who are at least one semester (3 credits) behind in credit toward graduation.

Business, Marketing and Computer Technologies

Business and Computer Technologies

The business program provides students with a combination of business expertise and employability skills that prepare students to successfully face the challenges and opportunities encountered in today's business environment. Through an active Advisory Committee of business professionals and close relationships with employers, the program is continuously aligned to meet the current demands of today's business organizations. In addition, students are encouraged to join Future Business Leaders of America (FBLA). FBLA is the largest business organization in the world. Through FBLA students have the opportunity to compete in business related events, develop valuable leadership skills, and participate in career development programs.
Students enrolled in Business courses will have the option to receive credit through Work Based Learning.

Counseling Notes:

1. A student may not receive Work Based Learning credit for more than one class at a time.
2. A student may not count more than two work credits from courses towards graduation.
3. Work Based Learning credit is given only at the end of the semester upon successful completion of the requirements. Students will be required to provide a record of hours worked.

INTRODUCTION TO BUSINESS (T,M)
9, 10, 11, 12
Credit: .5 (CDHE Academic Elective)

Have you ever wondered about the different aspects of business and marketing? Here you will learn about economics, banking, consumer credit, basic business principles, management, marketing, finance, human resources, operations, production and technology. Students will learn from a computer simulation, group projects and class presentations relating to business. Introduction to Business is recommended for ninth or tenth graders. However, the course can be completed at any time during high school.

(T) Students apply digital tools to gather, evaluate, and use information. Students use critical thinking skills to plan and conduct research, manage products, solve problems and make informed decisions using appropriate digital tools and resources.
(M) Students will participate in a variety of activities involving mathematics and personal financial literacy including The Stock Market Challenge (Junior Achievement) and a personal finance simulation.

ACCOUNTING/TAX HELP CO/FBLA (T)
Tax Help Colorado .5 credit
Fundamentals of Accounting .5 credit
10, 11, 12
Credit: 1.0 (CDHE-Academic Elective)

This year-long course is half tax preparation and half accounting education. Students become certified IRS tax preparers and must pass the IRS certification exam. Students are concurrently enrolled at Front Range Community College and earn 3 college credits upon successful completion of the Tax Help CO Practicum. Students volunteer at least 40 hours at the Tax Help Colorado site at FRCC and other sites in the Spring. Students enrolled in Accounting/Tax Help Colorado are required to pay a $20 class fee to join FBLA. Whatever career field you are interested in you need basic accounting/tax skills. An excellent foundation in accounting skills will be established for continuing your education in business.

(T) Students apply digital tools to gather, evaluate, and use information. Students use critical thinking skills to plan and conduct research, manage products, solve problems and make informed decisions using appropriate resources.
(M) Good math skills are essential as students will use math and problem solving skills daily.

BUSINESS LAW
Legal Environment of Business .5 credit
10, 11, 12
Credit: .5 (CDHE-Academic Elective)

Do you really understand our legal system? This course is beneficial to all students. It provides a foundation for a basic understanding of the law as it pertains to individuals and business. Students will analyze legal issues such as contractual agreements, social responsibilities, minors' rights and responsibility, employment disputes, and landlord/tenant issues.

BUSINESS MANAGEMENT
11, 12

THIS COURSE HAS CHANGED.
Please see Entrepreneurship/ Management under Marketing/DECA.

Introduction to PC Applications (T,M)
(formerly Computer Applications)
9, 10, 11,12
Credit: .5 (CDHE-Academic Elective)

This course teaches students advanced computer skills in Microsoft by utilizing word processing, spreadsheets, presentations, software and desktop publications. Note: students will also learn and improve keyboarding skills. Software units include Word, Excel, PowerPoint, and Publisher. This is a great class to enhance all students' technology skills for their high school years and beyond.

(T) Students use digital media and environments to communicate and work collaboratively, to support individual learning and the learning of others. Students apply digital tools to gather, evaluate and use information.
(M) Excel requires students to create equations and reason with equations and inequalities. Students formulate, compute, interpret and validate mathematical expressions.

WEB DESIGN (E)
10, 11, 12
Credit .5 (CDHE-Academic Elective)

Students will learn to create, design and publish information on the World Wide Web using state-of-the-art technology. HTML coding will be taught in depth and students will be able to critique business and personal websites for their visual appearance and content. Students will be able to publish various websites using other software. Students will learn programming skills by coding on various platforms. Students use digital media and environments to communicate and work collaboratively, to support individual learning and the learning of others. Students apply digital tools to gather, evaluate and use information.

(E) Engineering-Optimize design solutions.

ADVANCED WEB DESIGN (T,E)
11, 12
Credit .5 (CDHE – Academic Elective)

This course continues the skills developed in the Web Design course. Students will learn the skills to create interactive websites, and to utilize state-of-the-art tools to create graphics, animations, and sound. Students will use advanced website concepts to update and maintain the websites for various clubs and organizations at Northglenn High School using Dreamweaver and other software. (T) Students use digital media and environments to communicate and work collaboratively, to support individual learning and the learning of others. Students apply digital tools to gather, evaluate and use information. (E) Engineering-Optimize design solutions.

Prerequisite:
Web Design or Instructor Approval.

AP COMPUTER SCIENCE PRINCIPLES
10, 11, 12
Credit 1.0 (CDHE – Academic Elective)

Computer science is everywhere, from our smartphones and video games to music, medicine, and much more. AP Computer Science Principles (AP CSP) can help you understand how computing and technology influence the world around you. Learn how to creatively address real-world issues while using the same tools and processes that artists, writers, computer scientists, and engineers use to bring ideas to life.

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts.

Counseling Notes:

1. **Northglenn High School requires all advanced placement students to take the AP exam.** The current fee for each AP exam is $94.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance.

Marketing / DECA Courses

Marketing courses are a part of the Business and Marketing Education Program. Marketing students are entrepreneurs and/or interested in preparing to enter occupational areas such as marketing management, sales, hotel and restaurant management, retailing, travel and tourism, finance and investing, advertising, and distribution. DECA, the marketing club for students enrolled in marketing courses, provides many opportunities for developing leadership, marketing and business skills through participation in local, regional and national conferences. A variety of club activities; some social and others encouraging community involvement, take place each year. **Students enrolled in any Marketing class are required to pay $20.00 in annual membership dues to affiliate with the state and national DECA organizations.** Opportunities to raise this money with chapter fund-raising activities will be available to students who choose to pay dues using this method. Marketing courses completed by Northglenn High School students can be used for advanced placement at all Colorado community colleges.

PRINCIPLES OF MARKETING / DECA (T,E,M) (Formerly Marketing)
Principles of Marketing A .5
Principles of Marketing B .5
10, 11, 12
Credit: 1.0 (CDHE-Academic Elective)
Up to 1.0 Work Based Learning Credit is also available.

Thinking about a career in marketing, management, sales, or starting your own business? In marketing, students will learn the marketing foundational skills such as selling, promotion, pricing and marketing research while using the marketing mix. Students will learn marketing and business economics by running their own businesses with the assistance of computer simulations and working in a school-based enterprise.. Marketing students are strongly encouraged to participate in the many DECA activities provided to them throughout the year where they will learn valuable leadership and social skills.

(T) Students use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. Students apply digital tools to gather, evaluate, and use information.
(E) Entrepreneurial-Students have opportunities to apply marketing skills to improve or solve problems for local businesses. Students may also pursue the development of their own business plan as part of DECA.
(M) Students will participate in a variety of activities involving mathematics and personal financial literacy including consumer math and cashiering as well as interpreting data collected during marketing research.
Membership fee for DECA is required ($20.00).

Counseling Notes:

1. A student may not be enrolled in Work Based Learning for more than one Career and Technical Education course at a time.
2. A student may not count more than 2.0 work credits from Career and Technical Education courses towards graduation.

STRATEGIC MARKETING / DECA (T,E,M) **(**Formerly Marketing Strategies)
Strategic Marketing .5
Consumer Behavior .5
11, 12
Credit: 1.0 (CDHE-Academic Elective)
Up to 1.0 Work Based Learning Credit is also available.

Ready to develop marketing strategies to reach your consumer? This course illustrates the connections between a market-driven strategy, customer satisfaction, and profitable growth.Students in this course will apply marketing strategies and study the effect on consumer behavior. Marketing strategies will be applied using computer simulations and a variety of projects. Marketing students are strongly encouraged to participate in the many DECA activities provided to them throughout the year where they will develop valuable leadership and social skills.

(T) Students use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. Students apply digital tools to gather, evaluate, and use information.
(E) Entrepreneurial-Students will have opportunities to apply marketing skills to improve or solve problems for local businesses. Students may also pursue the development of their own business plan as part of DECA.
(M) Students will participate in a variety of activities involving mathematics and personal financial literacy including consumer math and cashiering as well as interpreting data collected during marketing research.
Membership fee for DECA is required ($20.00).

Counseling Notes:

1. A student may not be enrolled in Work Based Learning for more than one Career and Technical Education course at a time.
2. A student may not count more than 2.0 work credits from Career and Technical Education courses towards graduation.

INTERNATIONAL MARKETING / DECA (formerly Advanced Marketing)
International Marketing .5
Business Communications .5
11, 12
Credit: 1 (CDHE-Academic Elective)
Up to 1.0 Work Based Learning Credit is also available.

This course enables the student to explore international marketing for U.S. products, and to explore the increasingly competitive international environment and recent changes in the environment that have challenged U.S. business. The course is designed to make the student an "informed observer" of the global marketplace as well as enabling him/her to develop skills to make marketing decisions in a global context. Second semester emphasizes effective business writing and cover letters, memoranda, reports, application letters, and resumes. This course includes the fundamentals of business communication and an introduction to international communication. Marketing students are strongly encouraged to participate in the many DECA activities provided to them throughout the year where they will develop valuable leadership and social skills.

Membership fee for DECA is required ($20.00)

Counseling Notes:

1. Requires instructor approval.
2. An application submitted by a student must be approved by the instructor to enroll in the course.
3. Application available in room 318 & Counseling Office.
4. A student may not be enrolled in Work Based Learning for more than one Career and Technical Education course at a time.
5. A student may not count more than 2.0 work credits from Career and Technical Education courses towards graduation.

ENTREPRENEURSHIP / MANAGEMENT / DECA (T,E,M)

Intro to Entrepreneurship .5
Principles of Management .5
11, 12
Credit: .5 (CDHE-Academic Elective)
Up to 1.0 Work Based Learning Credit is also available.

This course introduces students to the rewards and risks of owning, operating, and managing a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Students will acquire these skills and concepts through development of a business plan, and implementing management strategies through the DECA Entrepreneurship events and operating a school-based enterprise (school store). Marketing students are strongly encouraged to participate in the many DECA activities provided throughout the year.

(T) Students use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. Students apply digital tools to gather, evaluate, and use information.
(E) Entrepreneurial-Students will conduct market research and write a business plan for a real or hypothetical new business venture. To the extent possible, students will vet their business plan (market research, marketing plan, financial plan and operations plan) with real business professionals.
(M) Students will collect, analyze and interpret market research data. Using Excel requires students to create equations and reason with equations and inequalities. Students formulate, compute, interpret and validate mathematical expressions.

Membership fee for DECA is required ($20.00).
Recommended Prerequisite: Marketing

Counseling Notes:

1. A student may not be enrolled in Work Based Learning for more than one Career and Technical Education course at a time.
2. A student may not count more than 2.0 work credits from Career and Technical Education courses towards graduation.

SCHOOL-BASED ENTERPRISE- RETAIL (formerly Food and Beverage Mgmt.)
10, 11, 12
Credit: .5

This course is currently being revised and will only be available with instructor approval to students enrolled in Marketing/DECA.

Get hands-on experience while actually working in DECA's school-based enterprise. You will learn the techniques of sales, cash register operations, inventory management, maintenance, security, customer service, merchandising, and business operation.

Family and Consumer Sciences



Family and Consumer Sciences (FCS) prepares students for careers in Family and Consumer Sciences by empowering individuals and families across the life span to manage the challenge of living and working in a diverse global society.

Through hands-on, experiential education and technology, FCS helps people develop the essential knowledge and skills to:

- Lead better lives
- Be work- and career-ready
- Build strong families
- Make meaningful contributions to our communities

FCS primary areas of focus include:

- Hospitality and Food Production
- Visual Arts and Design
- Education and Human Services

Employability practices, consumerism, and leadership principles are woven throughout all courses and pathways.

FUTUREFORWARD
at Northglenn High School

	FCS-Hospitality and Food Production	FCS-Visual Arts and Design	FCS-Education and Training
ENTRY-LEVEL:	Culinary Essentials 1 Culinary Essentials 2	Interior Design-Residential S1 & Interior Design-Commericial S2	Child and Adolescent Development
INTERMEDIATE:	Food Science 1 & 2 Catering 1 & 2	Fashion Design & Merchandising 1 & 2	Early Childhood Education 101 S1* & Guidance Strategies for Young Children S2*
ADVANCED:	Life Management S1 & Interpersonal Relationships S2 Work Based Learning-FCS **Available at FutureForward at Bollman:** Prostart 1 & 2 Baking and Pastry Applications 1 & 2	Life Management S1 & Interpersonal Relationships S2 Work Based Learning-FCS	Life Management S1 & Interpersonal Relationships S2 Work Based Learning-FCS **Available at FutureForward at Bollman:** Teacher Cadet IA & IB Teacher Cadet IIA & IIB
ADDITIONAL BENEFITS:	CTSO Participation: FCCLA All courses are considered CCHE Academic Electives On-the-job Work-based Learning Credit Available Work-based Learning Opportunities	CTSO Participation: FCCLA All courses are considered CCHE Academic Electives On-the-job Work-based Learning Credit Available Work-based Learning Opportunities	CTSO Participation: FCCLA All courses are considered CCHE Academic Electives On-the-job Work-based Learning Credit Available Work-based Learning Opportunities

College credit opportunities, leadership development or certifications from:

DECA FCCLA FBLA COLLEGE NOW hosa Microsoft Office Specialist PLTW TSA

CULINARY ESSENTIALS I (S,T,E,M)
9, 10, 11, 12
Credit: 0.5 (Optional 0.5 Work Based Learning Credit)

This course is designed to introduce students to a variety of culinary skills and food preparation. Through instruction and culinary lab practice, this class will provide an opportunity for students to learn food preparation and demonstrate food safety. Some topics include introductory culinary skills and preparation of items such as quick breads, yeast breads, and eggs; as well as meal and menu planning, nutrition, and food borne illnesses. Students will be able to:

- Demonstrate the correct procedures' and techniques in introductory culinary labs.
- Analyze nutritional guidelines and plan menus that are nutritionally balanced.
- Demonstrate food safety standards.

Counseling Notes:

1. Students will be required to pay a $35.00 lab fee.
2. This class must be taken prior to Culinary Essentials II.
3. Students may earn 1.0 credit for every 250 hours of documented, paid job/internship experience. Students may earn up to 1.0 Work Based Learning credits per school year. Students must pass the course in order to receive the optional work credit.
4. Students may not be enrolled in and /or receive job/internship credit for more than one WBL class at a time. Students may not count more than 2.0 job/internship credits from courses towards graduation.
5. Students are encouraged to participate in the Career and Technical Student Organization, FCCLA, which promotes leadership development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

CULINARY ESSENTIALS II (S,T,E,M)
9, 10, 11, 12
Credit: 0.5 (Optional 0.5 Work Based Learning Credit)

This intermediate culinary course is designed for students interested in exploring culinary careers, and to advance them to the next level of food preparation. The students will have the opportunity to prepare menu items that involve more detailed procedures, and practice techniques used in the culinary field. They will:

- Classify pasta types and create fresh pasta dishes.
- Prepare and evaluate nutritional value of various types of meats.
- Select herbs and spices to enhance flavors of foods.
- Apply techniques used in cake and cookie decorating.
- Develop skills in preparing advanced yeast breads and pastries.
- Identify the origins and prepare foods from different regions and cultures.
- Emphasize presentation throughout the course.

Counseling Notes:

1. Students will be required to pay a $35.00 lab fee.
2. This class must be taken prior to Food Science or Catering.
3. Students may earn 1.0 credit for every 250 hours of documented, paid job/internship experience. Students may earn up to 1.0 Work Based Learning credits per school year. Students must pass the course in order to receive the optional work credit.
4. Students may not be enrolled in and /or receive job/internship credit for more than one WBL class at a time. Students may not count more than 2.0 job/internship credits from courses towards graduation.
5. Students are encouraged to participate in the Career and Technical Student Organization, FCCLA, which promotes leadership development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

FOOD SCIENCE (S.T.E.M.)

10, 11, 12

Credit: 1.0 (Optional 1.0 Work Based Learning Credit)

Food Science I- .5 credit

Food Science II-.5 credit

FOOD SCIENCE I

Food Science, Dietetics and Nutrition course will use concepts and principles that include chemistry, microbiology, and physics to study the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. Students will apply the food technology of food science to the selection, preservation, processing, packaging, distribution, and use of safe, nutritious, and wholesome food. Students will connect the idea that food science and food technology are often used interchangeably. This course will benefit students because it will bring concepts and principles of science and technology to real life situations that affect the entire world. Math, science, and technology are integrated into the curriculum. This course is designed around problem based learning and students will understand how the scientific process is used to develop new products in any field.

• Develop and learn the process of food chemistry and food production.
• Analyze the science of nutrition.
• Demonstrate research and development of chemical reactions

FOOD SCIENCE II

This course will expand on concepts and principles from Food Science I that include chemistry, microbiology, and physics to study the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. Students will apply the food technology of food science to the selection, preservation, processing, packaging, distribution, and use of safe, nutritious, and wholesome food. Students will connect the idea that food science and food technology are often used interchangeably. This course will benefit students because it will bring concepts and principles of science and technology to real life situations that affect the entire world. Math, science, and technology are integrated into the curriculum. This course is designed around problem based learning and students will understand how the scientific process is used to develop new products in any field.

• Develop and learn the process of food chemistry and food production.
• Analyze the science of nutrition.
• Demonstrate research and development of chemical reactions

Counseling Notes:

1. Students will be required to pay a $35.00 lab fee.
2. Students may earn 1.0 credit for every 250 hours of documented, paid job/internship experience. Students may earn up to 1.0 Work Based Learning credits per school year. Students must pass the course in order to receive the optional work credit.
3. Students may not be enrolled in and /or receive job/internship credit for more than one WBL class at a time. Students may not count more than 2.0 job/internship credits from courses towards graduation.
4. Students are encouraged to participate in the Career and Technical Student Organization, FCCLA, which promotes leadership development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

CATERING (S.T.E.M.)

10, 11, 12

Credit: 1.0 (Optional 1.0 Work Based Learning Credit)

Catering I- .5 credit

Catering II- .5 credit

CATERING I and CATERING II

This two semester program is designed for students with career interests in the food industry as well as owning their own catering business. The purpose of this course is to develop skills in quantity, food preparation, safety and sanitation, planning, customer service, business plans and entrepreneurship.

Counseling Notes:

1. Students will be required to pay a $35.00 lab fee per semester.
2. Students must pass Culinary Essentials I and Culinary Essentials II with a C or better to be enrolled in Catering.
3. Students may earn 1.0 credit for every 250 hours of documented, paid job/internship experience. Students may earn up to 1.0 Work Based Learning credits per school year. Students must pass the course in order to receive the optional work credit.
4. Students may not be enrolled in and /or receive job/internship credit for more than one WBL class at a time. Students may not count more than 2.0 job/internship credits from courses towards graduation.
5. Students are encouraged to participate in the Career and Technical Student Organization, FCCLA, which promotes leadership development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

LIFE MANAGEMENT AND INTERPERSONAL RELATIONSHIPS (ADULT LIVING) (T.E.M.)

11, 12

Credit: 1.0 (Optional 1.0 Work Based Learning Credit)

Life Management- .5 credit

Interpersonal Relationships- .5 credit

Adult Living includes Life Management and Interpersonal Relationships curriculum in a year-long course that will prepare students for real life.

LIFE MANAGEMENT

Students will develop decision-making skills to become educated consumers with an understanding and academic knowledge of consumer resources and financial organizations. The course focuses on personal and family resources, job and career, personal and family finances, and wellness. (Relevant topics include: independent living, healthy lifestyles, career research and job portfolios, personal financial literacy, investments, credit, insurance, leasing vs. purchasing of autos and homes.)

INTERPERSONAL RELATIONSHIPS

The purpose of the course is to acquire academic knowledge and understanding for healthy, respectful, and caring relationships across the life span. Emphasis is placed on family and friend dynamics, effective communication, and healthy interpersonal relationships.

Counseling Notes:

1. Students may earn 1.0 credit for every 250 hours of documented, paid job/internship experience. Students may earn up to 1.0 Work Based Learning credits per school year. Students must pass the course in order to receive the optional work credit.
2. Students may not be enrolled in and /or receive job/internship credit for more than one WBL class at a time. Students may not count more than 2.0 job/internship credits from courses towards graduation.
3. Students are encouraged to participate in the Career and Technical Student Organization, FCCLA, which promotes leadership development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

FASHION DESIGN & MERCHANDISING (S.T.E.M.)

9, 10, 11, 12

Credit: 1.0 (Optional 1.0 Work Based Learning Credit)

Fashion Design & Merchandising I- .5 credit

Fashion Design & Merchandising II- .5 credit

FASHION DESIGN & MERCHANDISING I

9,10,11,12

The purpose of this course is to expose students to various aspects of the fashion design and merchandising industry. Students integrate knowledge, skills, and practices to evaluate potential career opportunities. Emphasis is placed on an introduction to fashion, fashion and textile selection, product construction and fashion merchandising.

FASHION DESIGN & MERCHANDISING II

9,10,11,12

This course is for students who wish to increase their knowledge and further their skills in the fashion design and merchandising industry. Topics include fashion designers, careers, clothing selection, fibers and fabrics, and fashion illustration. Projects are planned and completed in relation to the student's individual interest and skill level.

Counseling Notes:

1. Students will be required to pay a $20.00 lab/supply fee.
2. Students may earn 1.0 credit for every 250 hours of documented, paid job/internship experience. Students may earn up to 1.0 Work Based Learning credits per school year. Students must pass the course in order to receive the optional work credit.
3. Students may not be enrolled in and /or receive job/internship credit for more than one WBL class at a time. Students may not count more than 2.0 job/internship credits from courses towards graduation.
4. Students are encouraged to participate in the Career and Technical Student Organization, FCCLA, which promotes leadership development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

FASHION DESIGN & MERCHANDISING III/IV

10,11,12

The purpose of this course is to expose students to more in depth fashion design and merchandising concepts. Concepts include: career paths, advanced textiles, design skills, merchandising, fashion equipment, sewing, pressing techniques, and construction projects. Students will hone their skills through a variety of sample exercises and techniques. Students will gain confidence and be prepared for future advanced sewing, draping, and pattern making.

INTERIOR DESIGN (T.E.M.)

9, 10, 11, 12

Credit: 1.0 (Optional 1.0 Work Based Learning Credit)

Interior Design- Residential- .5 credit

Interior Design- Commercial- .5 credit

INTERIOR DESIGN I- RESIDENTIAL

The purpose of this course is to expose students to various aspects of the interior design industry and is based on the industry's professional standards (Council of Interior Design Accreditation-CIDA). The first semester focuses on residential design. Students integrate knowledge, skills and practices to evaluate potential career opportunities. Areas of focus include: Introduction to Residential and Commercial Design; Design Drawings; Professional Practices/Education; Design Elements and Principles; and the Design Process.

INTERIOR DESIGN I- COMMERCIAL

The purpose of this course is to expose students to various aspects of the interior design industry and is based on the industry's professional standards (Council of Interior Design Accreditation-CIDA). The first semester focuses on residential design. Students integrate knowledge, skills and practices to evaluate potential career opportunities. Areas of focus

include: Introduction to Residential and Commercial Design; Design Drawings; Professional Practices/Education; Design Elements and Principles; and the Design Process.

Counseling Notes:

1. Students will be required to pay a $20.00 lab/supply fee.
2. Students may earn 1.0 credit for every 250 hours of documented, paid job/internship experience. Students may earn up to 1.0 Work Based Learning credits per school year. Students must pass the course in order to receive the optional work credit.
3. Students may not be enrolled in and /or receive job/internship credit for more than one WBL class at a time. Students may not count more than 2.0 job/internship credits from courses towards graduation.
4. Students are encouraged to participate in the Career and Technical Student Organization, FCCLA, which promotes leadership development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

CHILD AND ADOLESCENT DEVELOPMENT (S.T.E.M.)

9, 10, 11, 12
Credit: 0.5 (Optional 0.5 Work Based Learning Credit)

The purpose of this course is to acquire knowledge and understanding of child and adolescent development necessary for strengthening the well-being of children and families. Content focuses on perspectives of human development, research and theories, understanding and nurturing development, and challenges to development.

Counseling Notes:

1. Students may earn 1.0 credit for every 250 hours of documented, paid job/internship experience. Students may earn up to 1.0 Work Based Learning credits per school year. Students must pass the course in order to receive the optional work credit.
2. Students may not be enrolled in and /or receive job/internship credit for more than one WBL class at a time. Students may not count more than 2.0 job/internship credits from courses towards graduation.
3. Students are encouraged to participate in the Career and Technical Student Organization, FCCLA, which promotes leadership development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

EARLY CHILDHOOD EDUCATION (S.T.E.M.)

10, 11, 12
Credit: 1.0 (Optional 1.0 Work Based Learning Credit)
Concurrent Enrollment through Front Range Community College: 6.0 credit hours
Early Childhood Education 101 (ECE 1011)- .5 credit
Guidance Strategies for Young Children (ECE 1031)- .5 credit

EARLY CHILDHOOD 101 This introduction to Early Childhood Education course is designed to provide the skills needed to secure employment as a teaching assistant in a childcare center, preschool, or elementary school. Focus is on ages birth to eight. Students enrolled in the program receive training in the classroom setting and in a licensed child care facility. Students enrolled in the program receive training in the classroom setting and in a licensed child care facility. Included are the eight key areas of professional knowledge: ● Child Growth and Development; ● Health, Nutrition and Safety; ● Developmentally Appropriate Practices; ● Guidance; ● Family and Community Relationships; ● Diversity; ● Professionalism; ● Administration and Supervision

GUIDANCE STRATEGIES FOR YOUNG CHILDREN Explores guidance theories, applications, goals, and techniques, as well as factors that influence behavioral expectations of children. This course includes classroom management and pro-social skills development of young children in early childhood program settings. This course addresses children ages birth through 8 years.

Counseling Notes:

1. Students are required to pay a $20.00 lab/supply fee.
2. Students have the opportunity to take the Early Childhood Education course for concurrent enrollment through Front Range Community College. If students earn the 6.0 credits through the concurrent course, they will earn an Early Childhood Assistant Teacher Certification through FRCC.

3. Students may earn 1.0 credit for every 250 hours of documented, paid job/internship experience. Students may earn up to 1.0 Work Based Learning credits per school year. Students must pass the course in order to receive the optional work credit.
4. Students may not be enrolled in and /or receive job/internship credit for more than one WBL class at a time. Students may not count more than 2.0 job/internship credits from courses towards graduation.
5. Students are encouraged to participate in the Career and Technical Student Organization, FCCLA, which promotes leadership development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

English

9th Grade	10th Grade	11th Grade	12th Grade
English 9: Literature & Composition	English 10: Literature & Composition	English 11: American Literature & Composition	English 12: Literature & Composition
*CP English 9: Literature & Composition	*AP Seminar (5.0 weighting)	*AP English Language & Composition (5.0 weighting)	English 12: Technical Writing
			*AP English Literature & Composition (5.0 weighting)
			*AP Research (5.0 weighting)
			*AP Seminar (5.0 weighting)
			Senior Elective Courses: Creative Writing Literature to Film Speech Mythology

Counseling notes:

1. Four credits of English are required for graduation, one credit per year.
2. Courses with asterisks (*) require teacher recommendation.
3. Students may move between levels of challenge, pending teacher recommendation.
4. All Juniors and Seniors are required to take a year-long literature course.
5. AP classes receive 5.0 weighting on the student's GPA.

English Content Standards

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

***** *Specific grade-level content standards can be found on the Adams 12 Five Star Schools website.*

ENGLISH 9: LITERATURE AND COMPOSITION (T,E)

9

Credit: 1 (CDHE-English, NCAA-English)

In this course, students will explore their own cultural identities as well as the cultural identities of people from around the world through the study of literature both within and outside of the United States. They will also understand how experiences and cultural expectations shape attitudes. Students will solve problems, analyze language, and provide supporting evidence in order to communicate clearly in both writing and speaking. This course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually includes the four aspects of language reading, writing, speaking, and listening. Typically, this class introduces and defines various genres of literature; writing exercises are often linked to reading selections.

COLLEGE-PREPARATORY ENGLISH 9: LITERATURE AND COMPOSITION (T,E)

9

Credit: 1 (CDHE-English, NCAA-English)

College-Preparatory English 9 is a year-long course offered for students who desire a more challenging learning opportunity. In this course, students will explore their own cultural identities as well as the cultural identities of people from around the world through the study of literature both within and outside of the United States. They will also understand how experiences and cultural expectations shape attitudes. Students will solve problems, analyze language, and provide supporting evidence in order to communicate clearly in both writing and speaking. This course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually includes the four aspects of language reading, writing, speaking, and listening. Typically, this class introduces and defines various genres of literature; writing exercises are often linked to reading selections.

Counseling Notes:

1. This course is available to students who received an "A" or "B" in eighth grade English and/or by teacher recommendation.
2. TCAP proficiency will be considered.

ENGLISH 10: LITERATURE AND COMPOSITION (T)

10

Credit: 1 (CDHE-English, NCAA-English)

This course will focus on a literary exploration of human thought and the great ideas that humanity has expressed through literature. The "Big Ideas" are as follows: The individual within or versus society, the creation/organization of society/government, social justice, ethics, and innovation/exploration. Students will participate in a variety of inquiry-based learning activities and discussions. They will write narrative, informative, and persuasive, and analytical pieces, and read to explore the relationship between a work's historical or cultural context and the impact of the work itself. Readings will include a range of literature from the U.S. and around the world. This course offers a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

AP SEMINAR (S, T, E, M)

(Must be at least a Sophomore; Recommended English course for students on a PLTW or "By Design" pathway)

10/11/12

Credit:1

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students

practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The second course of AP Capstone, AP Research, will be offered to seniors beginning Fall 2018. AP Seminar is a prerequisite for taking AP Research.

Counseling Notes:

1. The current fee for AP Capstone: Seminar and Research courses is $142.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance. In addition to the cost of the exam, this fee covers the use of required online research databases for the course.

ENGLISH 11: AMERICAN LITERATURE & COMPOSITION (T,E)

11
Credit: 1 (CDHE-English, NCAA-English)
.5 credit per semester

This course will focus on the development of literary themes and structure across the 18th, 19th, and 20th centuries in the United States in order for students to understand the thematic progression of American literature. Students will participate in a variety of inquiry-based learning activities and verbal activities as well as write narrative, comparative analysis, informative, and persuasive pieces. This course focuses upon commonly known American authors and their work. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works and as they understand how the literature reflects the society of the time. Oral discussion is an integral part of this literature course, and written compositions (formal/persuasive research, literary analyses, etc.) are often required

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (S,T)

11 /12
Credit: 1 (CDHE-English, NCAA-English)
(Weighted 5.0)

AP English Language & Composition is a year-long course approved by The College Board, which states, “An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.” This course focuses on the study of nonfiction, close reading, and effective, persuasive, college-level writing. Students are expected to complete summer reading assignments and take the national Advanced Placement English Language and Composition exam offered in May which can result in college credit.

Counseling Notes:

1. Northglenn High School requires all advanced placement students to take the AP exam. The current fee for each AP exam is $98.00, but is subject to change based on The College Board. Financial aid is available for students who need assistance.
2. All seniors are required to take one of the year-long senior seminar literature courses or AP literature and composition.

AP RESEARCH (S, T, E, M)

(Seniors only; Recommended English course for students on a PLTW pathway)
12
Credit: 1

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Prerequisite:
AP Seminar
(Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.)

Counseling Notes:

1. The current fee for AP Capstone: Seminar and Research courses is $142.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance. In addition to the cost of the exam, this fee covers the use of required online research databases for the course.

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION (S,T)

12
Credit: 1 (CDHE-English, NCAA-English)
(Weighted 5.0)

AP English Literature & Composition is a year-long course approved by The College Board, which states, “An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.” This course focuses on the study of fiction, poetry, drama, close reading, and effective, analytical, college-level writing. Students are expected to complete summer reading assignments and take the national Advanced Placement English Literature & Composition examination, which can result in college credit.

Counseling Notes:

1. A College Preparatory Composition course or Advanced Placement English Language is recommended, but not required to take Advanced Placement English Literature and Composition. The current fee for each AP exam is $98.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance.

English 12 Literature/Composition

12
1.0 Credit
Students will engage in close reading of both assigned and self-chosen fiction and nonfiction texts, including novels, plays, essays, articles, and excerpts. Students will study how authors use literary and rhetorical techniques to develop meaning in their texts. Students will develop their own unique writerly style, tone, organization, conventions, and voice--and will understand how each literary and rhetorical choice they make functions in their own writing. Students will hone their speaking and listening skills through a variety of presentations and discussions. Students will demonstrate comprehension through multiple choice assessments, writing, and projects.

Texts may include, but are not limited to, the following: *Taming of the Shrew,Perks of Being a Wallflower, Macbeth, Kite Runner, The Road, Everything I Never Told You, Homegoing, A Thousand Splendid Suns, Firekeeper's Daughter. A Long Way Down, The Art of Racing in the Rain*
Note: *This course is one of three that fulfills the 12th grade English requirement.*

ENG 1031 - TECHNICAL WRITING (S,T,E,M)
12th Grade

Students will develop skills one can apply to a variety of technical documents. Focuses on principles for organizing, writing, and revising clear, readable documents for industry, business, and government.

English Electives

Students who choose to take one of the English elective classes listed below must be concurrently enrolled in a year-long English class.

CREATIVE WRITING (T)
12 only
Credit: .5 (CDHE-English, NCAA-English)

Creative Writing is a semester-long course that offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Students write about subjects of their choice and contemporary issues relevant to their lives. Students present oral essays based on their writing, multimedia presentations, and participate in Socratic seminars. Additional activities include keeping a journal, close reading, analyzing mentor texts, examining literary techniques, and sharing their work with other students. Students are expected to develop a distinct voice, style and tone in their writing.

MYTHOLOGY (T)
12 only
Credit: .5 (CDHE-English, NCAA-English)

In this interdisciplinary course, students will read and analyze mythology from around the world to understand patterns of cultural human development and thought. Students will undergo a comparative analysis of myths from various cultures, with special emphasis being placed on ancient Greek, Norse, Native American, and Egyptian mythologies. Creation myths, hero stories, and epics from several world mythologies are included. Students will also be exposed to modern adaptations of myths in music, art, literature, film, etc. to evaluate how each version compares to the original myth.

LITERATURE TO FILM (T)
12 only
Credit: .5 (CDHE-English)

This course examines the relationship between literature and film. Students will read several novels, examine the corresponding film adaptations and analyze the similarities and differences between the written word and filmmaking. Throughout the course, students will also produce a variety of written pieces in several modalities. Novels and their film counterparts will be chosen from a variety of literary movements and literature that includes pieces of classical, foundational world literature. Students will understand how works of literature and films are influenced by the time periods in which the authors, producers, or directors lived and how that influence is reflected in the works, and apply this understanding when reflecting upon their own writing. Additional texts will include nonfiction that supports the students' exploration of the historical background of the novels or films.

Students will participate in independent inquiry based on a students' independent choice of topics related to a novel, biography, or autobiography that has been also represented in a film. This course has the same aim as a general literature course (to improve students' language arts and critical-thinking skills), but uses selected pieces of literature and film to explore a particular theme as expressed from several points of view. Such themes might include The American Dream, Society and Self, Exploration, War and Peace, and the like. Oral discussion is an integral part of this course, and written compositions (formal/persuasive research, literary analyses, and college essays) are often required.

SPEECH (T)
12 only
Credit: .5 (CDHE-English, NCAA-English)

Speech is a semester-long course designed to introduce students to a wide variety of speaking experiences. Students learn how to plan, organize, and deliver various kinds of speeches for the purpose of informing, persuading, entertaining and demonstrating materials. Students complete additional work in original oratory, extemporaneous speaking, and debates of contemporary topics. Students also develop skills in oral interpretation which includes selection, preparation and oral presentation of literary material, including drama, prose, and poetry. Active participation in simulation work is encouraged.

Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

English Language Development

ELD - ENGLISH LANGUAGE DEVELOPMENT
9, 10, 11, 12
Credit: 1

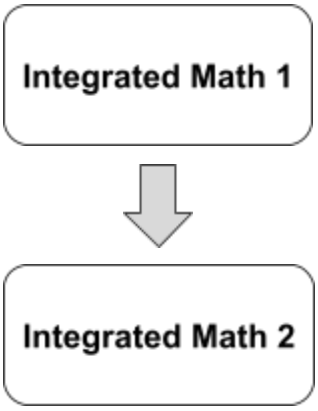
ELD is for students who qualify as a Multilingual Learner (ML). Our program has four levels including Entering courses for non-English speakers through Expanding English for students who are close to passing the ACCESS test in which their English language skills are tested. All courses are designed to develop skills in listening, speaking, reading and writing the English Language for both social skills and particularly academic language skills. The courses are all aligned to the WIDA language proficiency standards. The WIDA standards support academic language development and academic achievement for linguistically diverse learners. The WIDA standards are also the designated standards used to demonstrate proficiency on the ACCESS language assessment. Placements for language classes are determined by ACCESS test scores from the previous school year or the entrance Screener scores for students new to the district.

Courses:
Entering ELD
Emerging ELD
Developing ELD
Expanding ELD

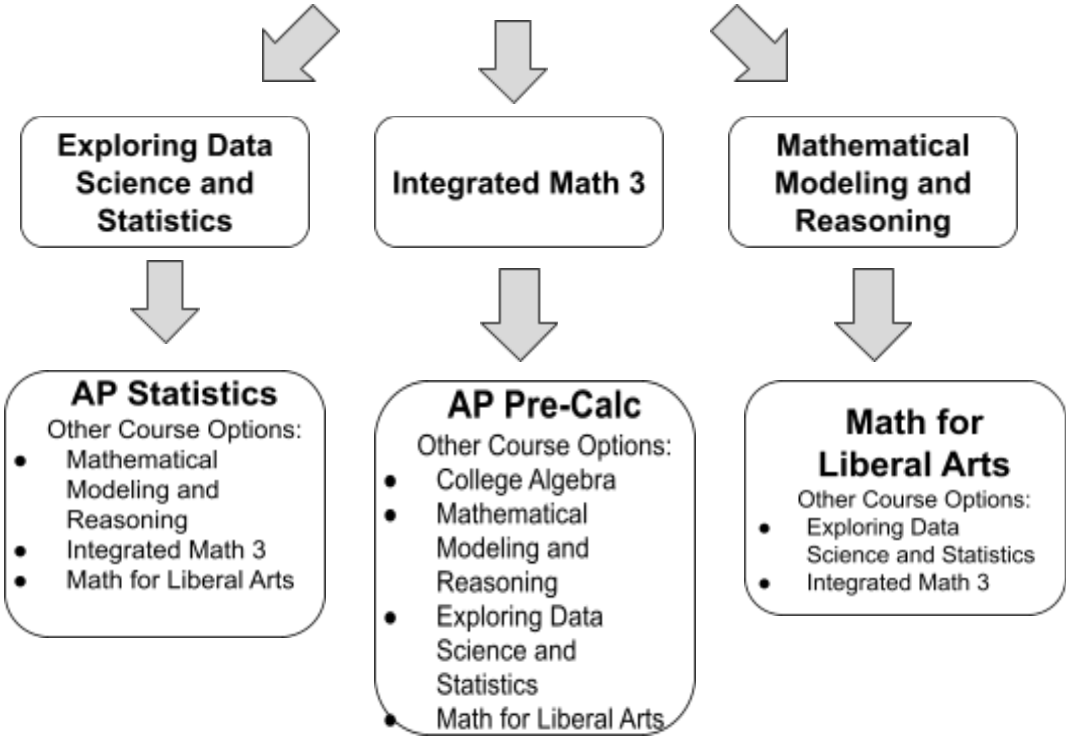
Entering ELD, Newcomer ELA and Entering Content (1-2 years) - Students will take all three classes of English Language Development daily. Students will not be enrolled in ELA or Social Studies classes.

Emerging English (1 year) / Developing English (1-3 years) / Expanding English (1 year) - Students will take one period of English Language Development daily in addition to ELA and other core classes for the remainder of the day.

Math



Please have conversations with your counselor and teacher to determine the best fit for your future goals



Other Courses offered with pre-requisites:

College Algebra

AP Calc AB

AP Calc BC

Calc 3

AP Statistics

Any other path is a special case and must be determined on a case by case basis with teacher and parent approval.

Counseling Notes:

1. Math course offerings are sequential. Students MUST pass a prerequisite in order to advance to the next math offering.
2. Math is required for all freshmen, sophomores and juniors.
3. Four-year colleges (CDHE) require successful completion of INTEGRATED MATH 3 or higher. Check with potential colleges to find out their math admittance requirements.
4. AP classes are weighted at 5.0
5. Freshmen will take either a single period or a blocked math class (INTEGRATED MATH 1 or INTEGRATED MATH 1/ MATH 2 or INTEGRATED MATH 2/ MATH 3) as determined by placement data.
6. MATH Foundations is available through Special Programs.

INTEGRATED MATH 1 (S,M)

9

Credit: 1 (CDHE-Math, NCAA-Math)

INTEGRATED MATH courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The multi-period sequence of Integrated Math replaces the traditional Algebra I, Geometry, Algebra II sequence of courses, and usually covers the following topics during a three- or four-year sequence: algebra, functions, geometry from both a synthetic and an algebraic perspective, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure.

INTEGRATED MATH 1 begins the integrated development of high school mathematics. Students will develop the ability to recognize and describe important patterns that relate quantitative variables, visual relationships and statistical relationships; to use data tables, graphs, words and symbols to represent these relationships; and to use reasoning and calculating tools to answer questions and solve problems.

Focused units of study include: variables and functions, algebraic expressions and recurrence relations; coordinate graphing, data tables and spreadsheets; equations and inequalities. Other topics include distributions of data, dot plots, histograms, and box plots; measures of center and their properties and measures of variability. Linear functions, slope of line, rate of change, data patterns, solving linear equations and inequalities, and equivalent linear expressions are included. The concepts of exponential growth and decay functions, data modeling, growth and decay rates, half-life and doubling time, compound interest, and properties of exponents will be developed. In the math standard of Shape and Geometric Relationships students will cover triangle inequality, congruence conditions, special quadrilaterals, Pythagorean Theorem, properties of polygons, and properties of polyhedral and Platonic solids. The math standard of Patterns, Functions, and Algebraic Relationships continues with quadratic functions and their graphs, applications to projectile motion and economic problems, expanding and factoring quadratic expressions, and solving quadratic equations. The math standard of Statistics and Probability is explored including sample spaces, equally-likely outcomes, probability distributions, mutually exclusive events, Addition Rule, simulation, random digits, discrete and continuous random variable, Law of Large Numbers, and geometric probability.

Counseling Note:

1. Students will need a TI-83 or TI-84 calculator.

INTEGRATED MATH 2 (S,T,M)
9, 10
Credit 1 (CDHE-Math, NCAA-Math)

INTEGRATED MATH courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The multi-period sequence of Integrated Math replaces the traditional Algebra I, Geometry, Algebra II sequence of courses, and usually covers the following topics during a three- or four-year sequence: algebra, functions, geometry from both a synthetic and an algebraic perspective, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure.

INTEGRATED MATH 2 continues by reviewing and extending students' abilities to recognize, describe, and use functional relationships among quantitative variables, with an emphasis on relationships that involve two or more independent variables. Students will also work on strengthening their understanding of coordinate methods for representing and analyzing properties of geometric shapes and describing geometric change. In the unit of regression and correlation students will work on understanding the characteristics and interpretation of the least square regression equations and the use of correlation to measure the strength of linear association between two variables. Within the standard of Patterns, Functions, and Algebraic Methods students will be introduced to function notation, constructing and reasoning with functions that model parabolic shapes and other quadratic relationships with more emphasis on symbolic reasoning methods and introducing common logarithms and algebraic methods for solving exponential equations. Trigonometric methods will develop student understanding of trigonometric functions and the ability to use trigonometric methods to solve triangulation and indirect measurement problems. Final units in Course 2 will increase students' abilities to understand and visualize situations involving chance by using simulation and mathematical analysis to construct probability distributions.

Prerequisite:
INTEGRATED MATH 1
Counseling Note:
1. Students will need a TI-83 or TI-84 calculator.

INTEGRATED MATH 3 (T,M)
10, 11
Credit 1 (CDHE-Math, NCAA-Math)

INTEGRATED MATH courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The multi-period sequence of Integrated Math replaces the traditional Algebra I, Geometry, Algebra II sequence of courses, and usually covers the following topics during a three- or four-year sequence: algebra, functions, geometry from both a synthetic and an algebraic perspective, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure.

INTEGRATED MATH 3 continues the integrated development of high school mathematics along the interwoven strands of algebra, functions, geometry, trigonometry, statistics and probability. Focused units of study connect these strands through an emphasis on reasoning and proof in geometric, algebraic, and statistical contexts and of basic principles that underlie those reasoning strategies. Inequalities and linear programming will extend students' ability to reason both algebraically and graphically with topics that include inequalities in one and two variables including absolute value and quadratic inequalities. Students will extend their understanding to similarity and congruence and use those relations to solve problems and to prove geometric assertions with and without the use of coordinates. Students will work on developing an understanding of the measurement of variability including normal distribution, standardized scores and binomial distributions. Polynomial and rational functions will extend students' abilities to represent and draw inferences using symbolic expressions and manipulations. The last units of study for this course will focus upon circles and circular

functions, recursion and iteration, and finally inverse functions with a focus on logarithmic functions and their use in modeling and analyzing problem situations and data patterns.

Prerequisite:
INTEGRATED MATH 2

Counseling Note:
1. Students will need a TI-83 or TI-84 calculator.

Mathematics for Liberal Arts and Quantitative Literacy (Math 1240)
11,12
1.0 Credit
This course highlights connections between mathematics and the society in which we live and is intended for liberal arts majors. Topics include set theory and logic, mathematical modeling, probability and statistical methods, and consumer mathematics. The last four units of study will span the Spring semester. These four units correspond with the Front Range Community College MAT 1240 Mathematics for Liberal Arts. All students must register for the Front Range concurrent enrollment credit in the Spring semester. Successful students will be awarded 4 CE math credits for MAT 1240.
Prerequisite: *Integrated Math III or equivalent.*
Note: *There is a $52 fee associated with this course for access to the digital workbook*

Mathematical Modeling and Reasoning
11,12
1.0 Credit
This course allows students to apply foundational mathematical skills and analytical concepts to real-world situations. These courses focus on strategies required for problem solving, critical evaluation of numerical information, decision making, and economic productivity in real-world applications. Topics included are numeracy, ratio and proportional reasoning, modeling, financial literacy, spatial and geometric modeling, and statistics.
Prerequisites: Integrated Math II or equivalent
The purchase of a TI-83 or 84 series calculator is required.

TRIGONOMETRY (M)
11, 12
Credit: 0.5 (CDHE-Math, NCAA-Math)

Trigonometry courses prepare students for eventual work in calculus and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.

Prerequisite:
Successful completion of INTEGRATED MATH 3.
Counseling Notes:
1. This course is highly recommended for any student who is interested in non-science/math based careers.
2. Students should have average to above average grades in all previous math courses.
3. A graphing calculator is required (TI-84 is recommended).

Trigonometry/PreCalculus (S,T,M)
10, 11, 12
Credit 1 (CDHE-Math, NCAA-Math)

Trig/PreCalc courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The multi-period sequence of Integrated Math replaces the traditional Algebra I, Geometry, Algebra II sequence of courses, and usually covers the following topics during a three- or four-year sequence: algebra, functions, geometry from both a synthetic and

an algebraic perspective, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure.

Trig/PreCalc formalizes and extends the integrated development of high school mathematics along with the interwoven strands of algebra, functions, geometry, trigonometry, statistics and probability. Focused units of study connect these strands through an emphasis on data collection, multiple representations, interpretation and prediction in an active and collaborative setting. Students will be able to use and apply mathematical concepts and skills involving: trigonometric, polynomial, rational, and logarithmic functions, vectors, binomial distributions, symbolic reasoning, and conics.

Prerequisites:
At least one of the following:

- "A" or "B" in INTEGRATED MATH 3
- Successful completion of Math Analysis and Trigonometry

Counseling Notes:

1. Students will need a T1-83 or T1-84 calculator.
2. This class is the prerequisite for AP Calculus.

AP Precalculus
10, 11, 12
1.0 Credit
In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses in order to prepare students for other college-level mathematics and science courses. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts
Students will apply their understanding of these functions by constructing and validating appropriate function models for various scenarios and data sets. Successful performance on the AP Exam may earn college credit.
The purchase of a TI-84 calculator is highly recommended.
Prerequisite*: Integrated Math III. Teachers strongly recommend a grade of "C" or higher to move on to the next level.*

Algebraic Literacy (S,T,M)
11, 12
Credit (0.5) - Prerequisite for College Algebra
Students will solve linear and absolute value equations. In addition, they will graph linear functions, systems of equations and linear inequalities. Students will refresh their understanding of factoring polynomials, including special cases. They will connect this learning to simplifying rational expressions. Students will include their knowledge of extraneous solutions in solving rational equations. Students will extend their knowledge of extraneous solutions to solving radical equations. As they work with radical expressions, students will create equivalent expressions by simplifying the radicals. Students will use their knowledge of rational exponents to rewrite radical expressions. Students will solve quadratics with multiple methods, including complex solutions.. They will also connect the solutions of quadratics to the intercepts of the graph.

Prerequisites:
Successful completion of INTEGRATED MATH 3

Counseling Notes:

1. This class is a prerequisite for Concurrent Enrollment College Algebra

College Algebra (S,T,M)
11, 12
Credit (0.5) CONCURRENT ENROLLMENT WITH FRCC
Focuses on a variety of functions and the exploration of their graphs. Topics include: equations and inequalities, operations on functions, exponential and logarithmic functions, linear and non-linear systems, and an introduction to conic sections. This course provides essential skills for Science, Technology, Engineering, and Math (STEM) pathways. This is a statewide Guaranteed Transfer course in the GT-MA1 category.

Prerequisite:
Successful completion of INTEGRATED MATH 3
AND
C or higher in Algebraic Literacy* This is a FRCC Requirement

ADVANCED PLACEMENT STATISTICS (S,T,E,M) 11, 12
Credit: 1 (CDHE-Math, NCAA-Math)
(Weighted 5.0)

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

Prerequisites:
At least one of the following:

- "A" or "B" in INTEGRATED MATH 3
- Successful completion of Trig/Pre-Calc
- Successful completion of Discrete Math.

Counseling Notes:

1. Students may not go from AP Statistics into AP Calculus without taking Math Analysis/Trig or Trig/Pre-Calc
2. Students are required to have a TI-83, TI-84 or TI-89 graphing calculator.
3. Northglenn High School requires all advanced placement students to take the AP exam. The current fee for each AP exam is $98.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance.

ADVANCED PLACEMENT CALCULUS (AB) (S,T,E,M)
11, 12
Credit: 1 (CDHE-Math, NCAA-Math)
(Weighted 5.0)

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including ant derivatives and the definite integral).

This class is equivalent to a first year college calculus and analytic geometry course. Students will be prepared to take the Advanced Placement Examination in Mathematics given each spring. Activities involve in-class oral and written work and extensive work outside the class.

Prerequisite:
A or B inTrig/Pre-Calc and the instructor's recommendation.
Counseling Notes:

1. Performance in all previous math classes and the recommendations of the teachers of those classes will determine eligibility.
2. Northglenn High School requires all advanced placement students to take the AP exam. The current fee for each AP exam is $98.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance.

ADVANCED PLACEMENT CALCULUS (BC) (S,T,E,M)
11, 12
Credit: 2 (CDHE-Math, NCAA-Math)
(Weighted 5.0)

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus BC courses provide students with an intuitive understanding of the concepts of calculus and experience with its methods and applications, and also require additional knowledge of the theoretical tools of calculus. These courses assume a thorough knowledge of elementary functions, and cover all of the calculus topics in AP Calculus AB as well as the following topics: vector functions, parametric equations, and polar coordinates; rigorous definitions of finite and nonexistent limits; derivatives of vector functions and parametrically defined functions; advanced techniques of integration and advanced applications of the definite integral; and sequences and series.

This class is equivalent to a two semester college calculus and analytic geometry course. Activities include oral and written work and extensive work outside the classroom. This course will help students prepare for the required A. P. Calculus AB or BC exam.

Prerequisite:
A or B inTrig/Pre-Calc and the instructor's recommendation.
Counseling Notes:
1. Performance in all previous math classes and the recommendations of the teachers of those classes will determine eligibility.
2. Northglenn High School requires all advanced placement students to take the AP exam. The current fee for each AP exam is $98.00, but is subject to change based on College Board. Financial aid is available for students who need assistance.

CALCULUS 3 (S,T,E,M)
12
Credit: 1 (CDHE-Math, NCAA-Math)
(Weighted 5.0)

Calculus courses include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of pre-calculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis). Multivariate Calculus courses include the study of hyperbolic functions, improper integrals, directional directives, and multiple integration and its applications. Differential Calculus courses include the study of elementary differential equations including first- and higher-order differential equations, partial differential equations, linear equations, systems of linear equations, transformations, series solutions, numerical methods, boundary value problems, and existence theorems.

Prerequisite:
Successful completion of AP Calculus BC.
Counseling Notes:
1. Students may be able to earn credit through the CU Succeed Gold Program.

Physical Education

Two semesters of physical education are required to graduate at the senior high level. One semester of these courses should be selected from physical education activity classes and one semester of Healthy Choices. Healthy Choices is required to be taken at the ninth grade level for most students.

The senior high physical education curriculum is designed to provide students with the opportunity to select co-educational activities that emphasize the development of skill proficiency in lifetime sports and offers carry-over value for adult life. This curriculum provides the student with situations that encourage and stress the development of desirable social attitudes along with both mental and physical fitness.

Physical Education Courses

9th Grade	10th Grade	11th Grade	12th Grade
Healthy Choices Lifetime Fitness	Healthy Choices Athletic Performance Lifetime Fitness Racket Sports Soccer/Floor Hockey Strength & Conditioning Team Sports I Weight Training I Weight Training II	Healthy Choices Athletic Performance Lifetime Fitness Positive P.E. Positive P.E. (Peer Tutor) Racket Sports Soccer/Floor Hockey Strength & Conditioning Team Sports I Weight Training I Weight Training II	Healthy Choices Athletic Performance Bowling Lifetime Fitness Positive P.E. Positive P.E. (Peer Tutor) Racket Sports Soccer/Floor Hockey Strength & Conditioning Team Sports I Weight Training I Weight Training II

Physical Education Content Standards

1. Movement Competence and Understanding
2. Physical & Personal Wellness
3. Emotional & Social Wellness
4. Prevention and Risk Management

Health Content Standards

1. Apply knowledge and skills to engage in lifelong healthy eating.
2. Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health.
3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.
4. Utilize knowledge and skills to enhance mental, emotional, and social well-being.
5. Apply knowledge and skills to make health-enhancing decisions regarding the use of marijuana,illegal drugs, prescription drugs, alcohol, and tobacco.
6. Apply knowledge and skills that promote healthy, violence-free relationships.
7. Apply personal safety knowledge and skills to prevent and treat injury.

HEALTHY CHOICES (S,T,E)
9 *Required
Credit: .5 (CDHE-Academic Elective)

Healthy Choices is a required ninth grade health class that is designed to promote healthy lifestyle choices. Topics covered within Health Education courses may vary widely, but typically include (Personal Wellness, Nutrition, Mental and Emotional Wellness, Substance Abuse, Violence Prevention, Human Sexuality, and Relationships). Healthy choices incorporates lessons and activities that explains why, what, and how the health education concepts presented relate to real-life situations. This includes active learning activities, hands-on practice, & demonstrations to help participants understand and apply content.

ATHLETIC PERFORMANCE
10, 11, 12
Credit .5

This semester course is designed for the student athlete who would like to take their training to the next level. Ground Based Power Movements along with advanced weight training concepts will be emphasized. Courses in Specific Sports Activities help students develop knowledge, experience, and skills in a single sport or activity (such as basketball, volleyball, track and field, and equestrian events) other than those coded within this section.

Counselor Note:
1. Requires instructor approval/Signature.

LIFETIME FITNESS (S)
10, 11, 12
Credit: .5

Lifetime Fitness refers to a system of exercise based on stimulating heart and lung activity for a time period sufficiently long enough to produce beneficial changes in the body. These courses emphasize acquiring knowledge and skills regarding lifetime physical fitness; content may include related topics such as nutrition, stress management, and consumer issues. Students may develop and implement a personal fitness plan.

POSITIVE PHYSICAL EDUCATION
10, 11, 12
Credit: .5
These courses provide physical education activities (sports, fitness, and conditioning) adapted for students with special needs. In this course students will be paired with a peer tutor with supervision of the teacher. Students will be participating in the following activities: Basketball, volleyball, dance, hockey, soccer, flag football, badminton and tennis.

Prerequisite:
Must have an IEP to enroll in this course

RACKET SPORTS
10, 11, 12
Credit: .5

Individual/Dual Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one individual or dual sport (such as tennis, badminton, pickleball, table tennis, and so on). Students will learn how participation in racket sports promotes lifelong fitness.

SOCCER/FLOOR HOCKEY
10, 11, 12
Credit: .5

Team Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one team sport. This course will include a nine-week unit in floor hockey and soccer, and will focus on the development of skills necessary for successful and enjoyable participation in these activities, as well as care and selection of appropriate equipment. Rules, strategy, safety, game courtesies, and related terminology are introduced and applied to game situations.

STRENGTH AND CONDITIONING
11, 12
Credit: .5

Strength and Conditioning class will provide an opportunity for development of strength and conditioning for various sports and fitness related activities. Students wishing to enroll in this class will need a recommendation from a P.E. Teacher, or their coach, and a parent signature. Free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, and speed. Proper technique, safety precautions and proper application of the Principles of Training will be emphasized.

Counselor Note:
1. Requires instructor approval/Signature.

TEAM SPORTS
10, 11, 12
Credit: .5

Team Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one team sport. This course involves 4-5 week units in each of the following activities: basketball, volleyball, softball, and flag football. All units will provide proper instruction of the activities to include technique, fundamental skills, origin, safety practices, values, playing courtesies, strategies, rules and terminology.

WEIGHT TRAINING I (S)
10, 11, 12
Credit: .5

Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning. This course is designed for the student with a high interest in muscle development through use of resistive exercise. The course also includes a well-rounded education for specific lifts for each specific body part. Also included is a study of the muscle system, setting up personal workouts, and keeping daily workout charts.

Counselor Note:
1. This class may be repeated as often as a student would like for elective credit.

WEIGHT TRAINING II (S)
10, 11, 12
Credit: .5

Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning. The semester-long course is designed for the experienced weightlifter. In addition to the topics covered in Weight Training I, students will be instructed in program design, adaptations to training, anatomical planes and periodization.

Prerequisite:
Successful completion of Weight Training I

POSITIVE PHYSICAL EDUCATION PEER TUTOR
11, 12
Credit: .5 (Elective)

Physical, Health, and Safety Education—Aide courses offer students the opportunity to assist instructors in preparing, organizing, or delivering course curricula. Students may provide tutorial or instructional assistance to other students. This course is designed for students who like to assist students with special needs in learning and experiencing the enjoyment in the following physical activities: basketball, volleyball, dance, hockey, soccer, flag football, badminton and tennis.

Prerequisite:
Completion of one PE class not including Healthy Choices

BOWLING
12
Credit: .5

Recreation Sports courses provide students with knowledge, experience, and an opportunity to develop skills. This course is designed for both beginning and intermediate skilled bowlers. The origin, development, and nature of the game will be introduced along with the techniques and fundamentals of the game. Rules of the game, scoring, and safety practices are examined and expected. Bowling is a fun educational class that will create a learning environment in which students feel comfortable trying new skills in hope of finding a lifetime recreational activity.

Counseling Note:
1. Class Fee: $75.00

Science

Science Courses and Suggested Sequence

Engineering Pathway Suggested Science Course Sequence			
NOTE: Students will enroll in 1 science class each year.			
9th Grade **(Beginning Fall 2026)** Biology CP Biology *NOTE: Students will be placed based on pathway and/or teacher recommendation*	**10th Grade** Physics CP Physics	**11th Grade** CP Chemistry Chemistry AP Physics 1* AP Physics 2 *	**12th Grade** AP Chemistry - *CP** AP Environmental Science* AP Physics C* AP Physics 2* AP Chemistry* Biology CP Biology* AP Biology* CP Anatomy/Physiology* Forensics AP Physics C or 2*

Biomedical Sciences Pathway Suggested Science Course Sequence			
NOTE: Students will enroll in 1 science class each year.			
9th Grade **(Beginning Fall 2022)** Biology CP Biology *NOTE: Students will be placed based on pathway and/or teacher recommendation*	**10th Grade** Chemistry CP Chemistry*	**11th Grade** Chemistry CP Chemistry * AP Chemistry* Biology CP Biology* AP Biology* CP Anatomy/Physiology* Forensics	**12th Grade** Chemistry CP Chemistry* AP Chemistry* Biology CP Biology* AP Biology* CP Anatomy/Physiology* Forensics AP Physics C or 2*

Non- Pathway Students Suggested Sequence			
NOTE: Students will enroll in 1 science class each year.			
9th Grade **(Beginning Fall 2026)** Biology CP Biology *NOTE: Students will be placed based on teacher recommendation and/or grades*	**10th Grade** Chemistry CP Chemistry* Teachers will help guide students in their selection.	**11th Grade** Physics I AP Physics 1*	**12th Grade** AP Chemistry * AP Biology* CP Anatomy/Physiology* Forensics* AP Physics 2* Environmental Science AP Environmental Science* Geology

Prerequisites for ALL CP and AP courses:
Must have an A or B in previous science course or a C or better in previous CP or AP science course as well as a teacher recommendation.

Counseling Notes:

1. Northglenn High School requires all advanced placement students to take the AP exam. The current fee for each AP exam is $94.00, but is subject to change based on the College Board. Financial aid is available for students

PHYSICS (S,T,E,M)
10th-12th Grade
Credit: 1 (CDHE/NCAA-Science)

The students in this year-long, 9th grade algebra based physics course will explore and apply Newtonian Mechanics including: kinematics, forces, momentum, energy, waves, and circuits. Physics is designed to help students explain and find applications of physical laws. The interrelationships with other sciences will also be developed, particularly the areas of chemistry and astronomy. The course provides many opportunities for students to verify and apply physical laws using experiments. This is an inquiry based course that will be hands-on and lab-based.

Counseling Notes:

1. A $10.00 materials fee will be charged.
2. Students will be assigned based on math placement.

ADVANCED PLACEMENT PHYSICS C (S,T,E,M)
11th-12th Grade
Credit: 1 (CDHE/NCAA-Science)
(Weighted 5.0)

This is a college-level, calculus based physics course that explores Newtonian over 2 semesters.

Prerequisites:
Previous physics course required. C or better in AP physics 2 course. A or B in CP physics or A in physics 1. Concurrent enrollment or completion of calculus A/B or B/C.

ADVANCED PLACEMENT PHYSICS 2 (S,T,E,M)
11th - 12th Grade
Credit: 1 (CDHE/NCAA-Science)
(Weighted 5.0)
This is a college-level, algebra based physics course that covers advanced topics including thermodynamics, fluid dynamics, waves and geometric optics, electricity, magnetism and modern physics.

Prerequisites:
Previous physics course required. C or better in AP Physics C. A or B in CP physics or A in physics 1. Completion or concurrent enrollment in Integrated Math 3.

CHEMISTRY (S,T,E,M)
10th -12th Grade
Credit: 1 (CDHE/NCAA-Science)

This year-long course studies matter, its structure, properties and composition, and the changes that matter undergoes. The emphasis in this course is on theory and the mathematical application of chemical concepts through a real-world application. Laboratory work provides a basis for understanding concepts and principles in this course.

Counseling Notes:

1. A $10.00 materials fee will be charged.

COLLEGE PREPARATORY CHEMISTRY (S,T,E,M)

10th -12th Grade
Credit: 1 (CDHE/NCAA-Science)

This year-long course studies matter, its structure, properties and composition, and the changes that matter undergoes. The emphasis in this course is on theory and the mathematical application of chemical concepts. Laboratory work provides a basis for understanding concepts and principles in this course. This course is intended to prepare students for college level or AP Chemistry. This course is a prerequisite for AP chemistry.

Counseling Notes:
A $10.00 materials fee will be charged.
Prerequisites:
A or B in previous science **AND** math class. Students with a C or better in a previous AP or CP science class will be considered based on teacher recommendation. Concurrent enrollment in or completion of Integrated Math 2/3.

ADVANCED PLACEMENT CHEMISTRY (S,T,E,M)

11th and 12th Grade
Credit: 1 (CDHE/NCAA-Science)
(Weighted 5.0)

This program is the equivalent of a typical first year chemistry lecture and lab course at the college level. It is appropriate for students planning to major in biological or physical sciences, engineering, medical technologies, pre-med studies, or pre-dental studies. Topics include stoichiometry, atomic structure, bonding, molecular structure, thermodynamics, gases, liquids, solutions, equilibria, kinetics, redox, organic chemistry, and nuclear chemistry. The lab component allows students to perform experiments on these topics and gain experience observing, recording and interpreting physical and chemical phenomena. As a college level course, AP Chemistry will require substantial independent study.
Prerequisites: Successful completion with an A or B in C.P Chemistry. Successful completion (C or better in Integrated Math 3 or higher math course.) Students with a C in CP chemistry will be considered based on recommendation by the previous science teacher.

Counseling Notes:

1. A $10.00 materials fee will be charged.
2. Northglenn High School requires all advanced placement students to take the AP exam. The current fee for each AP exam is $98.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance.

BIOLOGY (S,T,E,M)

9th Grade
Credit:1 (CDHE/NCAA-Science)

This lab-based course investigates evolution, ecology, kingdoms of organisms, cellular and biochemical processes, basic genetics, populations and natural selection. Activities presented emphasize the development of science skills, experimental design, collection and analysis of data, reporting and communicating results, and the use of technology. Laboratory skills will be emphasized and will apply the content via a real-world application. Dissections will be performed..

Counseling Notes:

1. A $10.00 materials fee will be charged

COLLEGE PREPARATORY BIOLOGY (S,T,E,M)
9th Grade
Credit: 1 (CDHE/NCAA-Science)

This lab-based course investigates evolution, ecology, kingdoms of organisms, cellular and biochemical processes, basic genetics, populations and natural selection. Activities presented emphasize the development of science skills, experimental design, collection and analysis of data, reporting and communicating results, and the use of technology. Dissections will be performed. There will be a strong emphasis on reading, writing, and mathematics to develop a more in-depth understanding of the relationships that exist between the biological topics covered. This course will build on concepts from physics and chemistry. This course is designed for students with a high interest in science.
Prerequisites: A or B in previous science course. Students with a C in a previous science class will be considered based on teacher recommendation.

Counseling Notes:

1. A $10.00 materials fee will be charged

ADVANCED PLACEMENT BIOLOGY (S,T,E,M)
11th and 12th Grade
Credit: 1 (CDHE/ NCAA Science)
(Weighted 5.0)

AP Biology allows outstanding science students to complete the equivalent of a college-level biology survey course with the possibility of earning college credit while still in high school. All AP students are expected to take the AP exam in May. The core-theme of evolution unites study in the biological fields of biochemistry, cytology, bioenergetics, heredity, molecular genetics, ecology, taxonomy, and anatomy. Due to the lecture format, as well as the depth and scope of these topics, students MUST have good reading, organizational and comprehension skills for success. A standard college text for science majors is used.
As a college level course, AP Biology also includes a laboratory component. Most of the lab activities cannot be completed within the regular class period. Because of this, students will be required to budget additional time before or after school to complete these activities.

Prerequisites:
previous AP or CP science class.

Counseling Notes:

1. Northglenn High School requires all advanced placement students to take the AP exam. The current fee for each AP exam is $98.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance.

COLLEGE-PREPARATORY ANATOMY / PHYSIOLOGY (S,T,E,M)
11th and 12th Grade
Credit: 1 (CDHE/NCAA-Science)

Students study human anatomy and physiology, reproduction and development. Emphasis will be on accurate terminology, metabolic processes, and homeostasis, the complementary nature of structure and function, and clinical application. Mammalian dissections are required. Coursework will include a variety of teaching methods with several in and out of class projects. This is a year-long course designed for students with either a high interest in biology or who want to pursue careers in medicine, nursing, medical technology, genetics, or health fields. Optional field trip at cost.
Prerequisites: A or B in previous science course. Students with a C in a previous science class will be considered based on teacher recommendation.

ENVIRONMENTAL SCIENCE (S,T,E,M)
11th and 12th Grade
Credit: 1 (CDHE/NCAA-Science)

This one year course will explore the relationship between the environment and the factors that impact it. Students will use a variety of science disciplines including biology, geology, meteorology, and chemistry in order to understand the interrelationships of the natural world, and to identify and analyze environmental problems both natural and human-made. Students will perform field work in addition to laboratory work to investigate risks and solutions for resolving and/or preventing environmental related problems.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (S,T,E,M)
11th and 12th Grade Credit: 1 (CDHE/NCAA-Science)
(Weighted 5.0)

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Prerequisites:
A or B in the previous science course. C or better in a previous AP or CP science class.
Counseling Notes:

1. Northglenn High School requires all advanced placement students to take the A.P exam. The current fee for each A.P exam is $98.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance.

FORENSIC SCIENCE (S,T,E,M)
11th and 12th Grade
Credit: 1 (CDHE/NCAA-Science)

This rigorous year-long course focuses on many scientific and non-scientific disciplines including chemistry, anatomy, genetics, physics, medicine, anthropology, math, sociology, law, and communication. Coursework focuses on case studies, teamwork and cooperative learning to study a variety of topics central to forensic science.
Note: There will be a limited number of section offerings. Seniors will have first priority.

GEOLOGY (S,T,E,M)
11th and 12th Grade
Credit: 1 (CDHE/NCAA-Science)

Geology is the study of how and why the earth is constantly changing. Students will be engaged in how people reconstruct and date events in Earth's planetary history, why the continents move, and what causes earthquakes and volcanoes. Students will also explore the properties and movements of water that shape Earth's surface and affect its systems. Students will investigate biogeology, researching questions related to natural hazards, Earth's surface processes, human activities and how they interact. This course covers both historical and physical geology, in particular, invertebrate fossils, dinosaurs, plate tectonics, volcanoes, earthquakes, and rocks and minerals. Emphasis will be placed on the geologic history of the western U.S. including dinosaur discoveries, formation of the Rocky Mountains, Yellowstone, and the minerals of Colorado.

FUTUREFORWARD
at Northglenn High School

	Engineering	Biomedical Sciences
ENTRY-LEVEL:	*PLTW: Project Lead the Way Engineering Essentials S1 & S2 *PLTW: Project Lead the Way Introduction to Engineering Design (IED) S1 & S2 *PLTW: Project Lead the Way Computer Science Principles S1 & S2^	*PLTW: Project Lead the Way Principles of Biomedical Sciences (PBS) S1 & S2
INTERMEDIATE:	*PLTW: Project Lead the Way Principles of Engineering (POE) S1 & S2 *PLTW: Project Lead the Way Advanced Manufacturing (ADM) S1 & S2 *PLTW: Project Lead the Way Computer Science A S1 & S2^	*PLTW: Project Lead the Way Human Body Systems (HBS) S1 & S2 *PLTW: Project Lead the Way Medical Interventions (MI) S1 & S2
ADVANCED:	*PLTW: Project Lead the Way Engineering Capstone S1 & S2 Work-based Learning: Engineering	*PLTW: Biomedical Innovations (BI) S1 & S2 Work-based Learning: Biomed
ADDITIONAL BENEFITS:	CTSO Participation: TSA College credit offered from UCCS All courses are considered CCHE Academic Electives On-the-job Work-based Learning Credit Available *College Credit Opportunities ^Course has a prerequisite	CTSO Participation: HOSA College credit offered from UCCS All courses are considered CCHE Academic Electives On-the-job Work-based Learning Credit Available *College Credit Opportunities

College credit opportunities, leadership development or certifications from:

DECA FCCLA FBLA COLLEGE NOW hosa Office Specialist PLTW TSA

STEM CTE Project Lead the Way(PLTW) Elective Courses

PLTW Biomedical Sciences and Engineering Elective Courses

Northglenn High School offers innovative STEM Career and Technical Education electives through Project Lead the Way (PLTW) curriculum in Biomedical Science and Engineering. These hands-on, project-based and problem-based courses allow students to explore real-world challenges, build problem-solving and critical-thinking skills, and apply math and science in meaningful ways.

PLTW Biomedical Science Courses

The PLTW Biomedical Science elective courses allow students to explore human health, disease, and medical innovation through hands-on investigations and real-world scenarios. Students act as scientists and healthcare professionals as they analyze medical cases, conduct labs, and design solutions related to diagnostics, treatment, and prevention. These electives are ideal for students interested in medicine, nursing, allied healthcare, research, forensics, public health, bioengineering, veterinary medicine, or life sciences.

PLTW: PROJECT LEAD THE WAY PRINCIPLES OF BIOMEDICAL SCIENCES (PBS) (S,T,E,M)

9th Grade 1.0 Credit

From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

NOTE: Dual College Credit is offered through UCCS (BIOL 1011) - 3 college credits (tuition through UCCS - spring)

PLTW: PROJECT LEAD THE WAY HUMAN BODY SYSTEMS (HBS): (S,T,E,M)

10th-12th Grade 1.0 Credit

Students experience real-world scenarios and cases to see medicine in action – as they diagnose and provide treatment and rehabilitation to patients at an outpatient center, keep clients safe and healthy on adventure medicine trips in remote locations, and work in a research center to design laboratory investigations to explore development and aging.

NOTE: Dual College Credit is offered through UCCS (BIOL 1012) - 3 college credits (tuition through UCCS - spring)

PLTW: PROJECT LEAD THE WAY MEDICAL INTERVENTIONS (MI): (S,T,E,M)

11th-12th Grade 1.0 Credit

Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease.

NOTE: Dual College Credit is offered through UCCS (BIOL 1013) - 3 college credits (tuition through UCCS - spring)

PLTW BIOMEDICAL INNOVATIONS (BI) : (S,T,E, M) - CAPSTONE

12th Grade 1.0 Credit

Students build on the knowledge and skills gained from previous courses to design their own innovative solutions for the most pressing health challenges of the 21st century.

NOTE: Dual College Credit is offered through UCCS (BIOL 2040) - 3 college credits (tuition through UCCS - spring)
Prerequisites: Completion of at least one other PLTW Biomedical Science course (PBS, HBS, or MI).
Counseling Notes:

1. A $40 materials fee will be charged for all PLTW Biomedical Sciences courses.
2. Concurrent college credit will be offered through UCCS – University of Colorado, Colorado Springs. There will be a fee associated with the college credit and will be set by UCCS.

PLTW Engineering Courses

The PLTW Engineering elective courses engage students in the engineering design process as they identify problems, brainstorm solutions, build prototypes, and test their ideas. These activities not only build knowledge and skills in engineering, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. These electives are well-suited for students interested in engineering, technology, architecture,computer science, and/or innovation-driven careers.

PLTW: PROJECT LEAD THE WAY INTRODUCTION TO ENGINEERING DESIGN: (IED) (S,T,E,M) 9th-12th Grade
1.0 Credit

Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skill in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.

NOTE: Dual College Credit is offered through UCCS (ENGR 1503) - 2 college credits (tuition through UCCS - spring)

PLTW: ADVANCED MANUFACTURING (ADM) (S,T,E,M) 10th-12th Grade
1.0 Credit

This new course, coming Fall 2026, is designed to prepare students in grades 10–12 in the advanced manufacturing process and opens the door to the high-tech, high-wage careers powering today's innovation economy. Whether students are just starting their journey in engineering or building on prior experience, this course immerses them in the exciting world of Industry 4.0—where semiconductors, automation, AI, machine learning, cyber-physical systems, and data analytics converge to transform how we design, build, and maintain everything.

NOTE: Dual College Credit is still being developed. More information will be provided in the Fall of 2026. Industry Certifications will also be available with more information coming in the Fall of 2026.

PLTW: PROJECT LEAD THE WAY ENGINEERING CAPSTONE (S,T,E,M) 12th Grade
1.0 Credit

Students engage in an open-ended research experience in the PLTW Capstone course, a culminating program for those completing PLTW's high school offerings. They collaborate in teams, designing and developing original solutions to well-defined and justified real-world problems.

NOTE: Dual College Credit is offered through UCCS (ENGR 1508) - 3 college credits (tuition through UCCS - spring)

Counseling Notes:

1. A $40 materials fee will be charged for all PLTW Engineering courses.

Engineering Courses that will be offered beginning in 2027/2028

PLTW: PROJECT LEAD THE WAY: PRINCIPLES OF ENGINEERING (POE) (S.T.E.M) 10th-12th Grade
1.0 Credit

Students explore how modern engineers help improve the world through diverse engineering fields, such as product design, mechanical design, infrastructure, and sustainability. Students learn and use some of the cutting edge tools engineers use in robotics, 3D modeling, programming, and prototyping.
NOTE: Dual College Credit is offered through UCCS (ENGR 1502) - 3 college credits (tuition through UCCS - spring)

PLTW: PROJECT LEAD THE WAY ENGINEERING ESSENTIALS: (EE) (S.T.E.M) 10th-12th Grade
1.0 Credit

Students explore the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems like creating a natural relief center system or creating a solution to improve the safety and well-being of local citizens.
NOTE: Dual College Credit is pending. More information to come in Fall 2026.

PLTW: Project Lead the Way Computer Science Courses

Empower students to become creators of the technology all around them. PLTW Computer Science engages students in collaborative projects that help them develop in-demand computer science knowledge as well as transportable skills like creative thinking and communication. And whether they're creating an online art gallery or using automation to process and analyze DNA-sequence data, PLTW Computer Science students are seeing how their learning connects to the real world.

PLTW: PROJECT LEAD THE WAY COMPUTER SCIENCE PRINCIPLES (CSP) 10th-12th Grade
1.0 Credit

Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

NOTE: Dual College Credit is offered through UCCS (ENGR 1509) - 3 college credits (tuition through UCCS - spring)

PLTW: PROJECT LEAD THE WAY COMPUTER SCIENCE A (CSA) 10th-12th Grade
1.0 Credit

Throughout the Computer Science A course experience, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science A (AP CSA). This endorsement affirms that all components of PLTW CSA's offerings are aligned to the AP Curriculum Framework standards and the AP CSA assessment.

NOTE: Dual College Credit is offered through UCCS (ENGR 1511) - 3 college credits (tuition through UCCS - spring)

Other Non-Project Lead the Way and/or AP Computer Science Courses

CODING I Grades 9th-12th
Credit: 0.5 (Fine Practical Arts/Elective)

Coding I is a Python course intended to teach students the basics of computer programming. Students begin by learning the history of computing, the impacts it has had, and the impacts it may have. Students explore career opportunities associated with coding.
The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students

will be able to solve problems by planning multi-step procedures; understanding number systems and how they are used in programming; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications on a computer and/or microcontroller to correct malfunctions and ensure their proper execution.

Counseling Notes:

1. Enrollment in Coding II required for second semester.
2. This course is a recommended prerequisite to AP Computer Science A

CODING II Grades 9th-12th

Credit: 0.5 (Fine Practical Arts/Elective)

Coding II challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. In so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs. Upon completion of this course, proficient students will demonstrate an understanding of object-oriented programming language using high-level languages such as Processing (Java version), FOCUS, Python, or SAS.

Counseling Notes:

1. Prerequisite: Coding I or teacher approval

P-Tech Computer Information Systems Pathway

The P-TECH Computer Information Systems Pathway is an innovative partnership between CenturyLink, Front Range Community College and Adams 12 Schools as a talent pipeline for STEM industries. Over the course of five to six years, four years at the high school, students can earn an AAS in Computer Information Systems at no cost to their family.

ALL CLASSES BELOW ARE ONE SEMESTER

CIS 1018 - INTRO TO PC APPLICATIONS (S,T,E,M)

9th Grade

This course is a broad overview of the Microsoft Office Suite. Not only will students learn about the individual programs and how to integrate them (Word, PowerPoint, Excel, and Access), they will also be able to navigate the operating system and manipulate file names, locations and backups.

CIS 1055 - PC SPREADSHEET CONCEPTS - EXCEL (S,T,E,M)

10th Grade

Students will be able to manipulate worksheets and workbooks for a variety of purposes. This includes: formulas, charts, templates, sorts, and analysis.

HIS 1210 - US History to Reconstruction (S,T,E,M)

10th Grade

United States history, including the multiple perspectives of gender, class, and ethnicity, between the period when Native American Indians were the sole inhabitants of North America, and the American Civil War. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline.

CIS 1035 - COMPLETE PC WORD PROCESSING: WORD AND SHAREPOINT (S,T,E,M)
10th Grade

Students will be able to create a variety of documents. Including styles (outlines, tables, and table of contents), automating work(form letters, mailing labels, and macros), and customizing the Word interface.

HIS 1220 - US History to Since the Civil War (S,T,E,M)
10th Grade

Explores events, trends, peoples, groups, cultures, ideas, and institutions in United States History, including the multiple perspectives of gender, class, and ethnicity, between the period of the American Civil War and the present. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline.

CIS 1045 - COMPLETE PC DATABASE: ACCESS (S,T,E,M)
11th Grade

Students will be able to query a database, create forms and reports. This also includes integrating their databases with other application programs. Students will also automate tasks using a programming language.

At this point, students earn an Application Specialist Certificate

BUS 2017 - Business Communications and Report Writing (S,T,E,M)
11th Grade

Emphasizes effective business writing and covers letters, memoranda, reports, application letters, and resumes. Includes the fundamentals of business communication and an introduction to international communication.

CIS 2068 - SYSTEMS ANALYSIS AND DESIGN (S,T,E,M)
11th Grade

Introduces the student to the materials, techniques, procedures, and human inter-relations involved in developing computer information systems. Includes the systems approach, fact gathering techniques, forms design, input/output, file design, file organization, various charting techniques, system audits on controls, project management, implementation, and evaluation.

MAN 2024 - Leadership (S,T,E,M)
11th Grade

Focuses on the leadership skills for contemporary organizations. Covers development and communication and a shared vision to motivate and empower employees to manage conflict, to negotiate, and to develop teams.

CIS 2043 - INTRODUCTION TO SQL (S,T,E,M)
12th Grade

Introduces students to Structured Query Language (SQL). Students learn to create database structures and store, retrieve and manipulate data in a relational database. Students create tables and views, use indexes, secure data, and develop stored procedures and triggers.

MAN 2026 - PRINCIPLES OF MANAGEMENT (S,T,E,M)
12th Grade

Provides an overview of the principles of management. Emphasis is on the primary functions of planning, organizing, staffing, leading and controlling with a balance between the behavioral and operational approaches.

At this point, students earn Foundations of Leadership & Management Certificate

CSC 1019 - INTRO TO PROGRAMMING (S,T,E,M)
12th Grade

Students will learn the basics of programming including: variables and constants, processes, loops, sequences, structures, functions and arrays.

MAT 1340 - COLLEGE ALGEBRA (S,T,E,M)
12th Grade

Focuses on a variety of functions and the exploration of their graphs. Topics include: equations and inequalities, operations on functions, exponential and logarithmic functions, linear and nonlinear systems, and an introduction to conic sections. This course provides essential skills for Science, Technology, Engineering, and Math (STEM) pathways.

At this point, students will continue their education on the Westminster Campus of Front Range Community College. Students will meet with an academic advisor to choose their courses to complete their AAS.

CIS 2040 - DATABASE DESIGN AND DEVELOPMENT (S,T,E,M)
13th or 14th Grade

Students will be introduced to: relational databases, data storage and retrieval. This includes design, data modeling, transaction processing, and SQL.

CSC 1060 - COMPUTER SCIENCE I (C++) (S,T,E,M)
13th or 14th Grade

Students will learn: algorithm development, data representation, logical expressions, subprograms and input/output operations using C++.

CSC 2033 - OBJECT-ORIENTED PROGRAMMING (S,T,E,M)
13th or 14th Grade

This advanced level OOP language programming class covers all the syntactical components of an object oriented language. Emphasizes include: inheritance, overloading, and polymorphism.

CSC 2040 - JAVA PROGRAMMING (S,T,E,M)
13th or 14th Grade

Introduction to Java including: basic graphics, events/procedures, user interfaces and libraries.

CSC 1065 - DISCRETE STRUCTURES (S,T,E,M)
13th or 14th Grade

Prepares students for a fundamental understanding of computing and computer science. Includes set theory, boolean algebra, relations, functions, graph theory and techniques for formal reasoning.

CSC 2046 - MOBILE APP DEVELOPMENT (S,T,E,M)
13th or 14th Grade

Using a software development kit (SDK), students will develop mobile apps featuring: UI triggered and touch events, data management, simple and complex UI views, location and application settings.

CSC 2053 - MS WEB DEVELOPMENT FUNDAMENTALS (S,T,E,M)
13th or 14th Grade

CSC 2041 - ADVANCED JAVA PROGRAMMING (S,T,E,M)
13th or 14th Grade

In this advanced Java course, students will work with: multithreading, network/Internet programming, and JavaBeans. This will enable the students to write advanced, large, and complex programs.

Social Studies

The Social Studies Department offers a variety of classes that are valuable to any student regardless of their goals.

Three credits of social studies must be earned in order to satisfy high school graduation requirements.

- Freshmen must take World History and Geography or AP World History
- U.S. History is required for graduation and should be taken during the sophomore year.
- All Juniors must take Economics 11 and U.S. Government 11 or CP Economics 11 and CP U.S. Government 11. (Civics is a requirement for high school graduation, and US Government satisfies this requirement.)
- Students are encouraged to choose as many Social Studies electives as they may desire during their Junior and Senior years.

Courses with an asterisk (*) indicate courses in which students may earn college credit.

Suggested Social Studies Courses:
The Northglenn High School Social Studies Department is proud to offer a variety of course selections that reflect the needs, interests, and abilities of a wide range of students. It is, therefore, very important that each individual carefully consider the alternatives available to make thoughtful choices. Each student should develop a three/to four-year plan of study. Please consider the “Counseling Notes” after each course description very carefully.

Special Note: Students who take World History & Geography meet the Geography requirement for state colleges.

Social Studies Content Standards

Civics Content Standards

1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies.
2. Understand 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.

Economics Content Standards

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 affect markets.
3. Government and competition affect 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 (PFL).

Geography Content Standards

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 interactions of people, places and environments.
3. Understand the interconnected nature of the world, its people and places.

History Content Standards

1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. Understand the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. Understand the significance of ideas as powerful forces throughout history.

WORLD HISTORY AND GEOGRAPHY (S,T,E)

9
Credit: 1 (CDHE/NCAA-Social Studies)

World History and Geography is a year-long course examining the major civilizations of past and present. This course concentrates on humanity's more significant political, economic, cultural, and intellectual achievements from 1450-present. The impact of geography, nationalism, imperialism, and the rise of science are emphasized. World Geography provides students with an overview of world geography. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.

ADVANCED PLACEMENT WORLD HISTORY* (S, T, E)

9
Credit: 1 (CDHE/NCAA-Social Studies)
(Weighted 5.0)

Following the College Board's suggested curriculum designed to parallel college-level World History courses, AP World History courses examine world history from 8000 BCE to the present with the aim of helping students develop a greater understanding of the evolution of global processes and contacts and how different human societies have interacted. This course highlights the nature of changes in an international context and explores their causes, continuities and changes.

Counseling Notes:

1. Students should be highly motivated in Social Studies and demonstrate a high degree of success in past Social Studies courses. **(removed item 2)**
2. Students will be expected to read and write at a proficient or advanced level. MAPS scores will be reviewed to determine placement in AP classes. Minimum of "A" or "B" in **eighth** grade social studies, or "C" in CP **eighth** grade social studies, and teacher recommendation.
3. Northglenn High School requires all advanced placement students to take the AP exam. The current fee for each AP exam is $93.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance.

AP Human Geography
9
1.0 Credit
Following the College Board's suggested curriculum designed to parallel college-level Human Geography courses, AP Human Geography introduces students to the systematic study of patterns and processes that have shaped the ways in which humans understand, use, and alter the Earth's surface. Students use spatial concepts and landscape analysis to examine human social organization and its environmental consequences and also learn about the methods and tools geographers use in their science and practice.

U.S. HISTORY I AND II (T,E)
10, 11
Credit: 1 (CDHE/NCAA-Social Studies)

Modern U.S. History examines the history of the United States from the Civil War or Reconstruction era through the present time. The course typically includes a historical review of political, military, scientific, and social developments. United States History is a two-semester course in which the history and civilization of America are examined from a broad perspective. The course focuses on analysis of important concepts, events, and people in the American experience. The student is asked to use the historical method and to examine carefully the social, political, and economic forces which shaped America.

Counseling Note:
1. This course must be completed by all high school students in compliance with graduation requirements. It is intended for junior level students.

ADVANCED PLACEMENT U.S. HISTORY* (T,E)
10, 11, 12
Credit: 1 (CDHE/NCAA-Social Studies)
(Weighted 5.0)
Following the College Board's suggested curriculum designed to parallel college-level U.S. History courses, AP U.S. History provides students with the analytical skills and factual knowledge necessary to address critical problems and materials in U.S. history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past.

Counseling Notes:
1. Students should be highly motivated in Social Studies and demonstrate a high degree of success in past Social Studies courses.
2. This course is recommended for the college bound student and fulfills the U.S. History Graduation Requirement or the General Social Studies.
3. Students will be expected to read and write at a proficient or advanced level. MAPS scores will be reviewed to determine placement in AP classes. Minimum of "A" or "B" in **ninth** grade social studies, or "C" in AP **ninth** grade social studies, and teacher recommendation.
4. Northglenn High School requires all advanced placement students to take the AP exam. The current fee for each AP exam is $93.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance.

PSYCHOLOGY (S,T,E)
11, 12
Credit: .5 (CDHE/NCAA-Social Studies)

Psychology introduces students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

Counseling Notes:

1. Psychology is recommended for all students interested in better understanding themselves and others.
2. The course may be particularly beneficial for students wishing to continue with higher education.
3. This course is open to both seniors and juniors, but seniors have priority in scheduling.

SOCIOLOGY (T,E)

11, 12
Credit: .5 (CDHE/NCAA-Social Studies)

Sociology introduces students to the study of human behavior in society. This course provides an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.

Counseling Notes:

Sociology is recommended for all students interested in better understanding society.
The course may be **particularly beneficial for students interested in careers in law enforcement, criminal justice, health care, and family services.**
This course is open to both seniors and juniors, but seniors have priority in scheduling.

U.S. GOVERNMENT 11 (T,E)

11
Credit: .5 (CDHE/NCAA-Social Studies)

U.S. Government and is required for all 9th graders. This course is offered as a semester course. U.S. Government provides an overview of the structure and functions of the U.S. government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course may examine the structure and function of state and local governments and may cover certain economic and legal topics.

CP GOVERNMENT 11 (S,T,E) / CP ECONOMICS 9 (T,E,M)

11
Credit: .5 (CDHE/NCAA-Social Studies)

Students who want a more academically challenging course may elect CP Government/Economics. Students will be using more advanced level texts and primary source readings. Content standards will be covered in more depth. Class activities may include seminars, panel presentations, debates, and research papers. This is a yearlong course.

Counseling Notes:

1. Students should expect to spend greater time outside the classroom completing assignments.
2. Students will be expected to read and write at a proficient or advanced level. MAPS scores will be reviewed to determine placement in CP classes.
3. Students should expect to complete one major paper each quarter.
4. Minimum of “A” or “B” in eighth grade social studies and teacher recommendation.

PERSONAL FINANCIAL LITERACY

11

.5 credits

This semester-long course is designed to introduce students to basic financial literacy skills to support them in making responsible financial decisions into adulthood. The course broadly covers behavioral economics and applying economic reasoning to financial decision making. Students then explore concepts and practice the skills necessary for financial independence more in depth. Topics include: saving and investing, managing credit and debt, financial planning for both short and long-term goals, college and career planning, maintaining a budget, and insuring and managing risks. Students will develop their own financial planning portfolio and gain the information and skills they need to implement a life-long plan for financial success. **NOTE**: For the Class of 2029 and beyond, successful completion of Personal Financial Literacy is required for graduation.

Law For Everyone* (T, E)

11, 12

Credit: .5 (CDHE/NCAA Social Studies)

This course examines the basic principles of the American constitutional, legal, and political systems. Students will explore topics that have immediate impact on their lives and will be able to look at government from a variety of perspectives such as the US legal and justice systems, elections, public policy, and citizenship. Although these courses emphasize the legal process, they may also cover the history and foundation of U.S. law (the Constitution, statutes, and precedents).

Counseling Notes:

This course is open to both seniors and juniors, but seniors have priority in scheduling.

ADVANCED PLACEMENT PSYCHOLOGY* (S,T,E)

11, 12

Credit: 1 (CDHE/NCAA-Social Studies)

(Weighted 5.0)

Following the College Board's suggested curriculum designed to parallel a college-level psychology course, AP Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, exposes students to each major subfield within psychology, and enables students to examine the methods that psychologists use in their science and practice.

Counseling Notes:

1. Students should be highly motivated and have demonstrated success in past social studies courses.
2. This course is open to both seniors and juniors, but seniors have priority in scheduling.
3. Students will be expected to read and write at a proficient or advanced level. MAPS scores will be reviewed to determine placement in AP classes. Minimum of "A" or "B" in eleventh grade social studies, or "C" in AP tenth or eleventh grade social studies, and teacher recommendation.
4. Northglenn High School requires all Advanced Placement students to take the AP exam. The current fee for each AP exam is $93.00, but is subject to change based on the College Board. Financial aid is available for students who need assistance.

Special Education (Student Support Services)

The Special Education program provides individualized and small group instruction for students who have documented disabilities and who need intensive interventions and specialized instruction. Collaboration with general education teachers and staff including co-teaching in English and Math is an integral part of the program. Transition issues and goals are also part of this program.

English Classes

English I, II, III
Focus of these courses will be on developing pre-reading and basic reading skills for students with significant support needs (SSN). They also include vocabulary development, basic communication skills, following directions and functional literacy skills. This course requires confirmation from the school Special Education Department.

Voyager English I, II, III, IV
Year-long courses for students who require specialized instruction at a modified grade level aligned with English Language Arts grade level standards. Using literary and informational texts, students will learn and practice strategies to increase reading comprehension as well as instruction and opportunities to develop the writing skills necessary to convey their experience in the world, to produce thoughtful analyses of academic and real-world topics, and to develop well-reasoned arguments on relevant topics in their lives. These courses include the four aspects of language: reading, writing, speaking and listening. Requires confirmation from the school Special Education Department. This course requires confirmation from the school Special Education Department.

Math Classes

Math I, II, III
Emphasis on basic math skills and functional math skills including development of number sequencing, number sense, time, money, measurement and basic operations. These classes are for students with significant support needs (SSN). This course requires confirmation from the school's Special Education Department.

Foundation Math II
A year-long course for students who require specialized instruction at a modified grade level aligned with mathematics standards. Lessons incorporate conceptual understanding, procedural skills, fluency and application. Units include Number Sense, Operations, Algebra, Statistical Analysis and Geometry & Measurement. Students who successfully complete this course are prepared for general education math course CMIC I. This course requires confirmation from the school's Special Education Department.

Foundation Math I
A year-long course for students who require specialized instruction at a modified grade level aligned with mathematics standards. The course emphasizes conceptual understanding, procedural skills, fluency and application. Units include Number Sense, Operations, Algebra, Statistical Analysis and Geometry & Measurement. Students who successfully complete this course will continue to Foundation Math II prior to taking CMIC I. This course requires confirmation from the school 's Special Education Department.

Voyager Math
A year-long mathematics course for students who require specialized instruction at a modified grade level aligned with mathematics standards. Lessons incorporate conceptual understanding, procedural skills, fluency and application. Requires confirmation from the school's Special Education Department.

Social Studies Classes

SOCIAL STUDIES I, II, III
For students who need to learn basic community and social studies skills with a modified curriculum. Students will also work on communication skills, functional literacy skills, and functional math skills within the context of social studies. These classes are for students with significant support needs and require confirmation from the school's Special Education Department.

Science Classes

SCIENCE I, II
For students with significant support needs who need instruction in basic concepts of science with a modified curriculum. It includes the study of physical life and earth sciences with an emphasis on the nature of science and the everyday world. This course requires confirmation from the school's Special Education Department.

Elective Credit Classes

LITERACY EXTENSIONS
A year-long course for students who are enrolled in grade level English classes, but require additional specialized instruction in all aspects of literacy including speaking, listening, reading and writing. The skills taught and practiced are directly aligned to grade level English Language Arts standards in order to increase overall literacy proficiency. Requires confirmation from the school Special Education Department.

READING
Year-long daily, intensive, small-group course which supplements classroom literacy teaching for students who are reading significantly below their grade level peers. It is designed to deepen and expand comprehension with close reading and increase reading fluency by engaging students in daily reading with texts at their instructional levels. Integrated lessons will also incorporate word study, vocabulary and writing. Requires confirmation from the school Special Education Department.

INTERPERSONAL DEVELOPMENT I, II, III, OR IV
Students learn and practice skills necessary for developing successful interpersonal relationships. Topics will include effective communication, listening skills, negotiation skills, stress management, conflict resolution, problem solving, healthy thinking, self-advocacy, decision making, and goal setting. This course requires confirmation from the school Special Education Department.

LIFE SKILLS I, II, III
Designed to prepare students with developmental and/or physical disabilities to live as independently as possible as adults. Instruction will include skills necessary in a variety of settings such as home, work and community. Topics may include: nutrition and food preparation, personal safety, clothing and grooming, relationships, simple first aid, recognition and use of money, communication and vocational skills. In addition to classroom instruction, students will use the kitchen to practice basic cooking and safety rules. Students may also have the opportunity for job training within the school environment. They may also leave the school building for community activities. This course requires confirmation from the school 's Special Education Department.

Special Programs

CAPSTONE SEMINAR
10, 11, 12

Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component. Counselor recommendation is required.

GIFTED AND TALENTED PROGRAM
9, 10, 11, 12

Students in Adams 12 Five Star School District are identified as Gifted and Talented through a process of testing, behavioral checklists and evaluation of student work and behaviors. Teachers, parents, other staff members, and students all have input in the process, but the final determination of Gifted and Talented identification is made by district personnel. The Gifted and Talented Committee at Northglenn offers a variety of enriched and advanced courses, including Advanced Placement classes, and the opportunity for students to earn college credit. The Gifted and Talented Committee funds enrichment opportunities throughout the year specifically intended to meet the needs and interests of our Gifted and Talented population. Identified students may choose to develop a formal plan upon request.

POSITIVE ART PEER TUTORS
9, 10, 11, 12
Credit: 1

Experience the joy of helping others in art! Work one-on-one with special needs students to help them discover their talents in sculpture, drawing watercolor and tempera painting.

Counseling Notes:
1. Students will be working one-on-one with a special needs student.
2. Successful completion of one semester of art recommended.

STUDENT/OFFICE ASSISTANT
9, 10, 11, 12
Credit: Student .25, Office .5
GPA Excluded

Student Assistants serve the school in a variety of ways. A student who assists a teacher may perform duties such as checking materials in and out, preparing bulletin boards and working with individual students. An assistant in the library may be responsible for the circulation of equipment and materials to teachers and students. Assisting in one of the school's offices (elementary, middle, or high school) may involve duties such as filing, record keeping, sorting materials, and running errands.

Counseling Notes:
1. A student may officially be enrolled and receive credit as a teacher assistant for only one period per semester with a limit of one (1) credit total counting towards graduation.
2. To receive credit, a student will report to that teacher daily with the expectation of working for the full period.
3. The "Student Assistant" category covers all types of assistantships.
4. A student would need an additional quarter (.25) credit and four half (.5) credit classes to meet the 2.5 credit per semester requirement. Or, student may take this course in addition to his/her 2.5 credit schedule.

5. Students do not select “Student Assistant” during the registration process. A student may add “Student Assistant” to any open hour with teacher permission during the first ten days of the beginning of the semester.

STUDENT GOVERNMENT

10, 11, 12
Credit: 1
GPA Excluded

This year-long course deals with student leadership and organization of special school activities. The class acts as an aid in communication between the staff and student body. In addition, Student Government may initiate service projects. The course emphasizes personal growth, group dynamics, and the development of leadership skills through school and community service which will occur both during and outside the normal school day. Students must be available 7th and 8th hour. Continued enrollment in this course is based upon instructor evaluation. Occasionally, Student Government meets on a flexible schedule.

Prerequisite:
Election to student office or instructor permission (via written application).
Counseling Notes:

1. Student Government involves work outside of the normal class day.
2. This class is for elective credit only.
3. This class may be repeated for credit.
4. Class size is limited.
5. A high level of commitment and participation is required. Students who do not demonstrate this commitment will be required to reapply to continue in this class.
6. Students are required to attend the fall retreat. The spring retreat is optional.
7. Participation in STUCO can be reviewed based on academic performance at Northglenn.

SERVICE LEARNING

11, 12
Credit: 1

Service Learning is a year-long course open to all 11th and 12th grade students (both in general and special education classes). This course focuses on diversity and inclusion, teamwork, self-awareness and care. Students will engage in classroom lessons, participate in team-building activities, and also be key participants in the Spread the Word Campaign. This would be an excellent course for students who are interested in pursuing a career in education, but is open to all who are interested.

ONLINE CLASSES

Available for Remediation Credit Only (See your Counselor)

World Languages

World Languages Content Standards

1. Students comprehend spoken language through listening to the target language.
2. Students communicate by speaking in the target language.
3. Students comprehend written language through reading in the target language.
4. Students communicate by writing in the target language.
5. Students develop an acceptance of diversity through the exploration of cultures.
6. Students use the target language to explore other content areas.
7. Students extend acquired language and cultural experiences into everyday living.
8. Students build self-concept and confidence in one's ability to learn a language through successful classroom and life experiences.
9. Students develop individual, self-directed language learning processes through interaction with another language.

Counseling Notes

1. World Language course offerings are sequential. Students MUST pass a prerequisite in order to advance to the next offering in that language.
2. Four-year colleges (CDHE) require successful completion of two years of a world language. Check with potential colleges to find out their world language admittance requirements.
3. AP classes are weighted.

FRENCH I

9, 10, 11, 12
Credit: 1 (CDHE/NCAA-Academic Elective or CDHE Foreign Language)

In this beginning course, students will engage in Communication in French, Knowledge and Understanding of Other Cultures, Making Connections with Other Disciplines, and Information Acquisition Comparisons to Develop Insight into the Nature of Language and Culture. Collaborative communication practice will be emphasized to improve pronunciation and communicative competency. Class activities will involve individual and collaborative work primarily designed to develop listening and speaking ability. Reading and writing activities will be used to reinforce oral skills. Students will explore the cultures of French-speaking countries through a variety of student-centered, inquiry based activities focusing on food preparation, art, music projects and holiday celebrations in order to discover the similarities and differences of the French-speaking world and other areas. Students will develop confidence in their ability to learn a new language. This course also integrates STEM elements through using digital media and environments to communicate and work collaboratively in a student centered environment, including at distance, to support individual learning and contribute to the learning of others

FRENCH II

9, 10, 11, 12
Credit: 1 (CDHE/NCAA-Academic Elective or CDHE Foreign Language)

French II continues to develop students' skills in Communication in French, Knowledge and Understanding of Other Cultures, Making Connections with Other Disciplines, and Information Acquisition Comparisons to Develop Insight into the Nature of Language and Culture. Collaborative communication practice will be emphasized to improve pronunciation and communicative competency. A student-centered, inquiry based approach to culture, communication, and comparison will be taken as students actively participate in hands-on activities, role-playing, and cultural simulations expanding their

understanding of the similarities and differences of the French-speaking world. This course also integrates STEM elements through using digital media and environments to communicate and work collaboratively in a student centered environment, including at distance, to support individual learning and contribute to the learning of others.

Prerequisite:
French I or instructor approval upon completion of placement test.

FRENCH III
10, 11, 12
Credit: 1 (CDHE/NCAA-Academic Elective or CDHE Foreign Language)

Conversational competency and writing are the major emphasis in third-year French. Although communication in French, knowledge and understanding of other cultures, making connections with other disciplines, and information acquisition comparisons to develop insight into the nature of language and culture are practiced, special emphasis will be placed on the reading of brief, edited French classics, and the writing of short essays using elementary vocabulary. A student-centered, inquiry based approach to culture, communication, and comparison will be taken as students actively participate in oral and written work using more advanced grammar and vocabulary in role-playing skits and dialogues using 21st century technology skills. This course also integrates STEM elements through using digital media and environments to communicate and work collaboratively in a student centered environment, including at distance, to support individual learning and contribute to the learning of others.

Prerequisite:
French II or instructor approval upon completion of placement test.

FRENCH IV
11, 12
Credit: 1 (CDHE/NCAA-Academic Elective or CDHE Foreign Language)

Fourth-year French provides students the opportunity to master Communication in French, Knowledge and Understanding of Other Cultures, Making Connections with Other Disciplines, and Information Acquisition Comparisons to Develop Insight into the Nature of Language and Culture. Classes are conducted in the language, and activities are designed to help students continue to develop their fluency and competency in French. The course includes a survey of the historical and cultural background of the French people as reflected in their art and literature, as well as an emphasis on current events and other French speaking countries. A student-centered, inquiry based approach to culture, communication, and comparison will be taken as students actively participate in oral and written work using more advanced grammar and vocabulary in role-playing skits and dialogues using 21st century technology skills. This course also integrates STEM elements through using digital media and environments to communicate and work collaboratively in a student centered environment, including at distance, to support individual learning and contribute to the learning of others.

Prerequisite:
French III or instructor approval upon completion of placement test.

SPANISH I
9, 10, 11, 12
Credit: 1 (CDHE/NCAA-Academic Elective or CDHE Foreign Language)

Spanish I will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation. The second is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts. This course also integrates STEM elements through using digital media and environments to communicate and work collaboratively in a

student centered environment, including at a distance, to support individual learning and contribute to the learning of others.

SPANISH II
9, 10, 11, 12
Credit 1 (CDHE/NCAA-Academic Elective or CDHE Foreign Language)

Spanish II builds upon knowledge gained in Spanish I. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Oral practice will be emphasized to improve pronunciation and communicative competency. Students will actively participate in hands-on activities, role-playing, and cultural simulations expanding their understanding of the similarities and differences of the Spanish-speaking world. Homework is given daily.
Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past and future tenses. Students will be expected to apply them in their writing and speaking. This course also integrates STEM elements through using digital media and environments to communicate and work collaboratively in a student centered environment, including at a distance, to support individual learning and contribute to the learning of others.

Prerequisite:
Spanish I or instructor approval upon completion of placement test.

SPANISH III
10, 11, 12
Credit: 1 (CDHE/NCAA-Academic Elective or CDHE Foreign Language)

This course builds upon knowledge gained in Spanish I & II. The course is a continuation and recycling of knowledge acquired in Spanish I and Spanish II, as well as an introduction to new vocabulary, structures and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts such as the pluperfect and the subjunctive mood. Students will view Spanish language films and read selected Spanish literature. A student-centered, inquiry based approach to culture, communication, and comparison will be taken as students actively participate in oral and written work using more advanced grammar and vocabulary in role-playing skits and dialogues using 21st century technology skills. This course also integrates STEM elements through using digital media and environments to communicate and work collaboratively in a student centered environment, including at a distance, to support individual learning and contribute to the learning of others.

Prerequisite:
Successful completion of Spanish I & II, or instructor approval upon completion of placement test.

Counseling Note:
1. Students need a comprehensive dictionary.

SPANISH IV
11, 12
Credit: 1 (CDHE/NCAA-Academic Elective or CDHE Foreign Language)

Spanish IV aims at developing and improving students' oral and written communication through the continued study of the language, literature and culture of Spain, Latin America and Hispanic communities in the United States. It also seeks to improve students' ability to read and appreciate literary and non-literary texts in Spanish, deepening students' awareness and understanding of the cultural diversity of the Spanish-speaking world. The course is organized by themes based on contemporary social, political and cultural issues of Spanish-speaking societies such as: cultural identity, the changing roles of women and family, economic development and its effects on cultural heritage and environment, and the

individual's rights in the political system. A student-centered, inquiry based approach to culture, communication, and comparison will be taken as students actively participate in oral and written work using more advanced grammar and vocabulary in role-playing skits and dialogues using 21st century technology skills. This course also integrates STEM elements through using digital media and environments to communicate and work collaboratively in a student centered environment, including at a distance, to support individual learning and contribute to the learning of others.

Prerequisite:
Successful completion of Spanish 1 2, &3, , or instructor approval upon completion of placement test.

Counseling Note:
1. Students need a comprehensive dictionary.

ADVANCED PLACEMENT SPANISH
12
Credit: 1 (CDHE/NCAA-Academic Elective or CDHE Foreign Language)
(Weighted 5.0)

This AP Spanish Language and Culture course is conducted primarily in Spanish with authentic materials from the Spanish-speaking world, and it is equivalent to a third-year college course in Advanced Spanish Writing and Conversation. This course is designed to provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills to be ready for the AP Spanish Language and Culture Examination. The instructional philosophy of this course includes the integration of the four required language skills that are critical to the successful usage of Spanish: reading, writing, speaking, and listening. The general flow of each week's work consists of vocabulary, grammar structure, literary analysis, application of passive and active vocabulary, supplementary reading, and finally, writing assignments and tests. Students should be able to achieve the following objectives:

To continue to develop communicative competence in these skills. To be able to understand the textbook lessons and supplementary materials and participate in discussions using the Spanish language. To be able to use the knowledge gained through course materials to develop critical thinking and writing skills to compose essays in Spanish on given topics. To be able to use the Spanish language to communicate effectively both in the school setting and in real-life situations. To be able to use Spanish as they seek clarifications through the use of communication and language learning strategies that are running elements of the course. To be able to carry on a conversation or a discussion with other students in class. The AP Spanish Language and Culture class will be conducted exclusively in Spanish. Students are required to speak Spanish as much as possible in the classroom and in Skype sessions. Students are also expected to read and write essays in Spanish on a weekly basis.

Prerequisite:
Successful completion of Spanish I, II, III and IV, or instructor approval upon completion of placement test.

Counseling Notes:
1. Students need a comprehensive dictionary.
2. Northglenn High School requires all advanced placement students to take the AP exam. The current fee for each AP exam is $98.00, but is subject to change based on the College Board. Financial aid is available for students in need.

SPANISH FOR HERITAGE SPEAKERS LEVEL 1
9, 10, 11, 12
Credit: 1 (CDHE/NCAA-Academic Elective or CDHE Foreign Language)

Would you like to expand your Spanish skills and be considered bilingual in the professional world? This class is for the student who speaks but needs to improve reading and writing skills in Spanish. This class will teach you the basics of how to read and write in Spanish through the use of your oral language skills. In addition to the study of grammar, you will also

study various topics including music, literature, current events and geography. Also, Spanish for Native Speakers I utilizes a student-centered, inquiry based approach to culture, communication, and comparison will be taken as students actively participate in oral and written work using more advanced grammar and vocabulary in role-playing skits and dialogues using 21st century technology skills. This course also integrates STEM elements through using digital media and environments to communicate and work collaboratively in a student centered environment, including at a distance, to support individual learning and contribute to the learning of others.

Prerequisite:
Students must complete a pre-assessment with a Spanish teacher to determine the correct level of placement. This year-long course cannot be repeated. Successful completion of this course is a prerequisite for Spanish for Native Speakers Level II.

ESPAÑOL PARA HISPANOHABLANTES NIVEL 1
9, 10, 11,12
Crédito: 1

¿Le gustaría aumentar sus habilidades en español y ser considerado bilingüe en el mundo profesional? Este curso es para el estudiante que habla pero necesita mejorarse el escribir y leer en español. Le enseñará la estructura básica de como leer y escribir en español por el uso de sus habilidades lingüísticas orales. Además de estudiar la gramática, también, estudiarás varios temas que incluyen la música, la literatura, los eventos corrientes y la geografía.

Requisito:
Los estudiantes necesitan completar una evaluación con una profesora de español en el colegio de Northglenn para determinar el nivel correcto para ellos. El curso es de un año entero y no se permite repetirlo. Para seguir con el curso de Español para Hispanohablantes Nivel 2, necesitan cumplir con todos los requisitos de nivel uno según el profesor.

SPANISH FOR HERITAGE SPEAKERS LEVEL 2
9, 10,11,12
Credit: 1 (CDHE/NCAA-Academic Elective or CDHE Foreign Language)

Explore the diverse world of Spanish language and its cultures! The goal is to improve your reading and writing skills in Spanish. This class is for students who can read and write in Spanish. You will study music, literature, geography, and history through group discussions, projects and presentations. Also, Spanish for Native Speakers 1 is a student-centered, inquiry based approach to culture, communication, and comparison will be taken as students actively participate in oral and written work using more advanced grammar and vocabulary in role-playing skits and dialogues using 21st century technology skills. This course also integrates STEM elements through using digital media and environments to communicate and work collaboratively in a student centered environment, including at a distance, to support individual learning and contribute to the learning of others.

Prerequisite:
Students must complete a pre-assessment with a Spanish teacher to determine the correct level of placement or have completed the Level 1 course. This year-long course cannot be repeated.

ESPAÑOL PARA HISPANOHABLANTES NIVEL 2
9, 10, 11, 12
Crédito: 1
ESPAÑOL PARA HISPANOHABLANTES NIVEL II (Full Year)

¡Exploren el mundo diverso del idioma y sus culturas! La meta es mejorar cómo se escribe y lee en español. Este curso es para los estudiantes que ya pueden leer y escribir en español. Van a estudiar la música, la literatura, la geografía, y la historia a través de discusiones en grupo, proyectos y presentaciones.

Requisito:
Los estudiantes necesitan completar una evaluación con una profesora de español en el colegio de Northglenn para determinar el nivel correcto para ellos o cumplir el curso de nivel 1. El curso es de un año entero y no se permite repetirlo.

U.S. Army

Junior Reserve Officers' Training Corps JROTC

9, 10, 11, 12

Credit: 1 Fine/Practical Arts or Elective

Location: Northglenn High School

The Army Junior Reserve Officers' Training Corps (JROTC) is the Department of Defense's (DoD) most extensive youth program globally. The JROTC Program's mission philosophy is "To Motivate Young People to be Better Citizens," and it is a service to our nation that provides Cadets the motivation and skills to remain drug-free, graduate from high school, and become successful citizens. The program instills in students the values of citizenship, service to the community and the United States, personal responsibility, and a sense of accomplishment. While participation in
JROTC does not require a military service commitment, Junior ROTC Cadets may qualify for advanced placement in the Senior ROTC Program or the Active or Reserve Components of the Armed Forces. Cadets may be authorized the enlistment grade of Private First Class (PFC/E-3) if they have completed three or more years of JROTC with a recommendation from the Senior Army Instructor (SAI).

The Adams 12 Five Star School District's JROTC program is based at Northglenn High School (601 W 100th Pl, Northglenn, CO 80260). Any student that attends an Adams 12 High School is eligible to be enrolled in the JROTC courses.

Students who are interested in joining the JROTC program should enroll in the Leadership Education and Training Course (LET 1) and will travel to Northglenn High School to attend this course on a daily basis. Details on District provided transportation will be forthcoming.

If you have any questions, contact the Northglenn High School Counseling department at (720) 972 - 4600.

JROTC Course Descriptions

LET (Leadership Education Training) 1 - The Emerging Leader
This is the first of four core courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This course supports 22 lessons designed for first-year Cadets. Because the central focus of the JROTC program is to help develop strong leaders and model citizens, first year Cadets are introduced to content that will help the inner leader begin to emerge. Knowledge, skills, and abilities acquired in this unit are: JROTC Foundations, Personal Growth and Behaviors, Team Building, Decision Making, Health and Fitness, Service Learning, and Cyber Ethics and Authentication.

LET (Leadership Education Training) 2 - The Developing Leader
The Developing Leader builds upon the mastery of LET 1 skills and abilities, providing Cadets with new and more challenging opportunities in leadership development. Knowledge, skills, and abilities covered in this course are: Leadership, Personal Growth and Behaviors, Team Building, First Aid, Decision Making, Health and Fitness, Service Learning, Citizenship and Government, and Identifying Security Threats.

LET (Leadership Education Training) 3 - The Supervising Leader
The Supervising Leader builds upon the mastery of LET 1 and 2 skills and abilities, providing Cadets with new and more challenging opportunities as a leader by overseeing planning, project implementation, and team personnel. Cadets at this level can acquire battalion staff positions and responsibilities and help integrate improvements in the local JROTC program and community. Knowledge, skills, and abilities covered in this course are: Leadership, Personal Growth and Behaviors, Team Building, Health and Fitness, Service Learning, Citizenship and Government and Social engineering.

LET (Leadership Education Training) 4 - The Managing Leader
The Managing Leader provides Cadets multiple opportunities to manage and lead in the battalion, in the school, and their respective communities . The LET 4 Cadet is ready to assume responsibilities and manage him or herself and others with whom they work or oversee as a Cadet manager. Knowledge, skills, and abilities covered in this course are: Leadership, Personal Growth and Behaviors, Team Building, Health and Fitness, Service Learning, Citizenship and Intro to Cybersecurity.

FUTUREFORWARD
at Bollman and Washington Square

Career and Technical Education

2026-2027

FutureForward Career and Technical Education (CTE) programming gives all students a competitive advantage as they enter college, career or the military.

FutureForward Students:

- Explore opportunities that prepare them for high-demand careers and give them an edge entering college.
- Engage in authentic, hands-on learning.
- Equip themselves with relevant, rigorous, and practical skills.

LOCATIONS:

FutureForward at Bollman 9451 Washington St. Thornton, CO 80229 (720) 972-5820 https://futureforward.adams12.org/bollman Principal: Janet Renden	**FutureForward at Washington Square** 12521 Washington St. Thornton, CO 80241 (720) 972-2900 https://futureforward.adams12.org/washingtonsquare Principal: Marvin Lewis

futureforward.adams12.org

FutureForward at Bollman
FutureForward at Washington Square

Adams 12 Five Star Schools offers Career and Technical Education (CTE) courses at its Bollman and Washington Square campuses to all high school students enrolled in the district. The District is committed to non-discrimination in relation to race, color, sex (including pregnancy, childbirth, and related medical conditions), age, religion, creed, national origin (including ethnicity), ancestry, genetic information (including family medical history), marital status, sexual orientation, transgender identity, gender identity, gender expression, or disability ("Protected Classes"), in its educational programs, activities, operations and employment decisions. Harassment is a form of discrimination. Anyone engaging in discrimination shall be subject to discipline in accordance with District policies. Any student or staff member who believes they have been discriminated against, or who witnesses discrimination (including bullying or harassment) will promptly make a report to an administrator or supervisor, or the Title IX/Non Discrimination Coordinator. The District's interim Title IX/Non-Discrimination Coordinator is:

Michaela Bland
Educational Support Center (ESC)
1500 E. 128th Avenue
Thornton, CO 80241
720-972-4179
Michaela.M.Bland@adams12.org

FutureForward at Bollman is located at 9451 Washington Street and FutureForward at Washington Square is located at 12521 Washington Street. Bus transportation is provided for Horizon, Legacy, Mountain Range, Northglenn, Thornton, and Vantage Point students from their home high schools to each of these campuses. It will be necessary for students enrolled in programs at FutureForward campuses to have travel time built into their schedules to allow for transportation between schools.

CAREER AND TECHNICAL COURSE OFFERINGS BY CAREER PATHWAY

AGRICULTURE *Introduction to Aviation & Aeronautical Engineering*
Veterinary Assistant Drone Flight Training & Analysis
ARTS & DESIGN / MEDIA ARTS HEALTH SCIENCE
Graphic Design Introduction to Medical Careers
Video Production Medical Sciences
BUSINESS AND ENTREPRENEURSHIP *Advanced Medical Sciences - CNA*
Real Estate Sports Medicine
Small Business Operations **HOSPITALITY & FOOD PRODUCTION CRIMINAL JUSTICE & PUBLIC SAFETY** *ProStart (Culinary Arts) - (Offered at ESC) Crime Scene Investigation Baking & Pastry Applications - (Offered at ESC) Emergency Medical Technician – EMT* **HUMAN SERVICES & EDUCATION** *Firefighting Introduction to Mental Health Careers*
Law Enforcement Behavioral/Mental Health **ENGINEERING, COMPUTER & DIGITAL TECHNOLOGIES** *P-TEACH*
AI for Everyone **SKILLED TRADES & TECHNICAL SCIENCES**
AP Computer Science A Auto Body Collision Repair & Refinishing
Coding Automotive Technology
Cybersecurity Construction, Mechanical, Electrical, and Plumbing
Game Design Diesel Automotive Technology
Networking Welding Technology
Principles of Engineering

All Career and Technical Education courses meet the Fine/Practical Arts graduation requirement. These courses are offered to all Five Star students; however, it may be necessary for students to purchase supplies that are beyond the basic program requirements, and all programs have a course fee. Safety is a priority at both campuses and special clothing may be required for some program areas.

NOTE TO PARENTS:

- Any alcohol, drug, or other substance use violation could be grounds for denial of admission to a program or removal from a program once admitted.
- Excellent attendance is important in all FutureForward at Bollman and Washington Square programs. Five or more unexcused absences may result in a student being placed on an attendance contract. Failure to comply with an attendance contract may result in disenrollment from a program.
- Students enrolled in the Advanced Medical Sciences/CNA programs will be required to have up-to-date immunizations, flu and COVID-19 Vaccinations, a TB test, and a current physical. ● Students enrolled in Advanced Medical Sciences/CNA or Education (P-TEACH) must provide their own transportation to off-site locations for projects, clinical rotations, observations, or teaching experiences.
- Transportation may not be provided for some programs. Please speak with a FutureForward at Bollman or Washington Square campus staff member for more details.
- It is required that all students who register for a FutureForward at Bollman or Washington Square program attend a pre-acceptance/orientation meeting in the spring.
- Juniors are given priority acceptance into most programs. Sophomores and seniors will be accepted on a “space available” basis.
- College credits are available in many FutureForward at Bollman and Washington Square programs. Contact the registrars or counselors for more information.

EXCEPTION TO THE THREE (3) CORE CLASS REQUIREMENT: According to Superintendent Policy 6340 Section 1.4.2, “Exceptions to the three (3) core class (1-1/2 credits) requirement may be made for students at FutureForward at Bollman and Washington Square providing such students can demonstrate competency in the core areas, and students with special circumstances as approved by the principal or designee.”

WORK-BASED LEARNING

Potential Credit Earned: 0.5 - 2.0 credits per year, up to 4.0 credits total toward graduation Interested students enrolled in a pre-approved Career and Technical Education course (CTE) or who have successfully completed the pre-approved CTE pathway may choose to participate in Work-Based Learning. In Work-Based Learning, students will have the opportunity to apply their classroom knowledge to their job. Students will work with the Work-Based Learning Coordinator throughout the semester. **Students should not enroll in Work-Based Learning as a separate class on the course registration selection form. The Work-Based Learning Coordinator will sign up students after courses have begun each semester (students must complete a Work-Based Learning agreement to enroll).**

- The student must be currently enrolled or previously enrolled in at least one CTE course and earned credit in the course.
    - *Summer semester exception explained below.*
    - *Alternative education campuses and Five Star Online Academy do not require enrollment in CTE courses.* ● If a student is taking their first CTE course while simultaneously taking a work-based learning course, the student must pass the CTE course in order to earn credit for work experience.
- 0.5 Credit = 125 hours worked / 1.0 Credit = 250 hours worked
    - Credit for work experience can be earned during three time periods:
        - Fall semester (August - December)
        - Spring semester (January - May)
        - Summer semester (June and July) - completed through home high school, not Bollman or Washington Square
            - Summer credit for work experience documentation must be submitted to the work-based learning supervisor by September 1 in order to earn up to 1 credit.

- For students to earn credit for work experience during the summer, they must have at least one CTE course on their transcript **prior to** the summer semester. (*Alternative education campuses and Five Star Online Academy do not require enrollment in CTE courses.)*
  - Maximum of 4.0 credits can be earned throughout a high school career.
  - Maximum of 2.0 credits can be earned in a given school year (August-May).
  - Maximum of 1.0 credit can be earned during the summer semester.
  - A student cannot earn more than 1 credit per semester.
    (*Note*: *Alternative education and Five Star Online Academy students may earn more than 1 credit per semester but no more than 4 credits while in high school.)*
  - Any exceptions must have Executive Director approval.
- The student must work the required number of hours in the semester in which they are awarded credit.

SERVICE LEARNING

Service Learning Credit can be awarded to students that complete 60 hours of unpaid approved volunteer experience within a semester. Students need to submit the Student Volunteer Time Sheet and Work Ethics Evaluation Form completed by a supervisor from the approved volunteer company and/or organization. Hours will be verified before credit is awarded. Students must be enrolled and in good standing in a FutureForward at Bollman or Washington Square program the semester the Service Learning hours are completed and credit is awarded. Students may earn a maximum of 0.5 Service Learning credits per semester. Students may not transcript more than 2.0 Service Learning credits total.

CAREERREADY COLORADO CERTIFICATE

Students enrolled in a FutureForward at Bollman or Washington Square program have the opportunity to train and test for the CareerReady Colorado Certificate developed by ACT WorkKeys. Students who complete the training and testing at the Silver Level or higher will receive 0.5 elective credits. This certificate verifies workplace competencies in three areas: Applied Math, Workplace Documents, and Graphic Literacy. The FutureForward Counseling Department facilitates training and testing. A test fee may apply.

CONCURRENT ENROLLMENT

Concurrent Enrollment is designed to improve coordination between secondary and post-secondary institutions to create a seamless pathway for students to transition from one level to the next. A student is simultaneously enrolled in FutureForward at Bollman or Washington Square and an institute of higher-level education. **To receive credit in a Concurrent Enrollment (CE) course, students must be registered and earn a grade of "C" or higher in that course.** CE courses will show on the high school transcript, but actual college credits will only show on the college transcript. Not all programs will be eligible for Concurrent Enrollment for the 2026-2027 school year. Please contact the registrars or counselors, or visit our website at futureforward.adams12.org for more information or program-specific questions about Concurrent Enrollment.

AGRICULTURE

VETERINARY ASSISTANT 1 & 2 - (Agriculture Pathway)

11, 12
Credits: 2
1 Science - Animal Science 1
1 Fine/Practical Arts or Elective
Location: Washington Square

In this program, first-year students gain hands-on experience and develop practical skills.

Animal Handling and Restraint: Students learn safe and effective techniques for working with a variety of animals, focusing on minimizing stress for both patients and handlers. Skills include proper restraint methods for companion animals, handling equipment, and safety protocols in clinical settings. **Large Animal Medicine:** This course introduces the care and management of livestock species. Students explore nutrition, preventive health

practices, and common medical concerns, as well as the unique challenges of working with large animals in both farm and clinical environments. **Office Procedures:** Students develop essential front-office skills that are vital in veterinary practice. Emphasis is placed on client communication, scheduling, medical recordkeeping, and maintaining professionalism in a veterinary team environment. These courses provide a strong foundation in both the medical and professional aspects of veterinary assisting, preparing students for success in animal care careers.

Counseling Notes:

1. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE AGRICULTURE PATHWAY: *Veterinary Assistant Kennel Assistant Veterinary Technician Veterinarian Animal Nutritionist Animal Control Officer Pet Groomer Veterinary Technician Specialist Biologist Wildlife Assistant Zoo Keeper*

VETERINARY ASSISTANT 3 & 4 - (Agriculture Pathway)

12

Credits: 2

1 Science - Animal Science 2

1 Fine/Practical Arts or Elective

Location Washington Square

Second-year students advance their training with coursework focused on surgical support, clinical diagnostics, and emergency care.

Small Animal Surgical Nursing: Students practice surgical preparation, sterile technique, instrument handling, and post-operative patient care. Emphasis is placed on assisting veterinarians in maintaining a safe and efficient surgical environment. **Lab Clinical Procedures:** This course provides hands-on experience with diagnostic testing and sample collection. Students learn bloodwork, urinalysis, fecal exams, and other lab techniques commonly performed in veterinary clinics. **Small Animal Emergency Medicine:** Students are trained to recognize and respond to urgent and
life-threatening situations. Coursework emphasizes patient triage, stabilization, and essential life-saving procedures to support veterinarians in high-stress environments. By completing this advanced training, students leave the program with the knowledge, technical skills, and confidence needed to support veterinary teams in both routine and emergency settings.

Counseling Notes:

1. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE AGRICULTURE PATHWAY: *Veterinary Assistant Kennel Assistant Veterinary Technician Veterinarian Animal Nutritionist Animal Control Officer Pet Groomer Veterinary Technician Specialist Biologist Zoo Keeper*

ARTS & DESIGN / MEDIA ARTS

GRAPHIC DESIGN I & 2 - (Arts & Design / Media Arts Pathway)
10, 11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Bollman

Course work and projects are developed to equip each student with a comprehensive understanding and the essential skills needed to become a proficient and knowledgeable visual designer. Projects are designed to increase students' artistic abilities, provide a variety of perspectives for visual problem-solving, and expand critical and creative thinking.

Using a variety of industry-standard practices, students will engage in a structured design process that includes research, ideation, prototyping, and testing. Students will gain proficiency with industry-standard technologies, including the Adobe Creative Cloud (Illustrator, Photoshop, InDesign). Projects will span a range of media, including brand identity, photo manipulation, motion graphics, social media advertising, packaging, and print collateral (posters, brochures, banners), preparing students for an evolving creative landscape.

Notes:

- Students may have the opportunity to earn college credits.

Counseling notes:

1. Supplies required:
   a. Sketchbook or journal
   b. 32 GB or larger flash drive
   c. Portfolio
   d. Refillable or disposable artist inking pen
2. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE GRAPHIC DESIGN PATHWAY:
Creative Director Art Director Visual Designer Product Designer Digital Product Manager
UX / UI Designer Web Designer Web Developer Motion Designer Graphic Designer
Production Artist Production Designer & Manager Prepress Technician Illustrator Brand Designer Communications Coordinator & Manager Communications Director Environmental Graphic Designer

GRAPHIC DESIGN 3 & 4 - (Arts & Design / Media Arts Pathway)
11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Bollman

In Graphic Design 3 & 4, students develop advanced skills and techniques across the entire creative process, including communication arts, production, post-production, and both print and web media development. This course emphasizes visual problem-solving, critical thinking, and artistic fundamentals while fostering teamwork and essential real-world employability skills.

The curriculum is designed to equip each student with the competencies necessary to become proficient and efficient designers who effectively integrate technology, psychology, and marketing principles into their work.

Coursework and projects are strategically developed to further advance their Adobe Creative Cloud skills

(Illustrator, Photoshop, InDesign, Express), software knowledge, elevate students' artistic capabilities, provide diverse perspectives for visual problem-solving, and enhance critical and creative thinking skills. Collaborative projects will simulate a studio environment, allowing students to refine their teamwork skills.

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. Prerequisite: Successful completion of Graphic Design 1 & 2
2. Supplies required:
    a. Sketchbook or journal
    b. 32 GB or larger flash drive
    c. Portfolio
    d. Refillable or disposable artist inking pen
3. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE GRAPHIC DESIGN PATHWAY:

Creative Director Art Director Visual Designer Product Designer Digital Product Manager UX / UI Designer Web Designer Web Developer Motion Designer Graphic Designer Production Artist Production Designer & Manager Prepress Technician Illustrator Brand Designer Communications Coordinator & Manager Communications Director Environmental Graphic Designer

GRAPHIC DESIGN INTERNSHIP - (Arts & Design / Media Arts Pathway)

12
Credits: 2 Fine/Practical Arts or Elective
Location: Bollman

This course is designed to prepare students to enter the workforce through on-the-job training in the form of an internship. Students will have the opportunity to apply their advanced graphic design skills in a real-world setting, gaining valuable practical experience under supervision. This program emphasizes the application of previously
acquired knowledge and skills in the creation of self-directed portfolio pieces.

Significant focus is placed on cultivating the essential computer and creative competencies necessary for designing impactful visual communications. By engaging with industry-relevant scenarios, students will develop the expertise to effectively convey information and meaning through their designs, positioning them as competent graphic designers ready to meet the demands of the industry.

Notes:

- Subject to industry availability and teacher approval.

Counseling Notes:

1. Prerequisite: Photoshop, Graphic Design and Screen Printing each with a grade of "A" or better. This course is designed for the serious student pursuing a career in the graphics field.

VIDEO PRODUCTION 1 & 2 - (Media Arts Pathway)

10, 11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Bollman

FRONT RANGE COMMUNITY COLLEGE
CONCURRENT ENROLLMENT

This hands-on project-based course introduces students to the art and craft of television, video, and film production. Students will be actively involved in creating dynamic, cinematic projects while learning to use professional mirrorless cameras, studio lighting, audio gear, and the full Adobe Creative Cloud suite (Premiere Pro, After Effects, Audition, Photoshop, and more).

Projects emphasize storytelling, technical skill, and collaboration, culminating in a public screening at the FutureForward Film Festival and Awards Ceremony.

Learning outcomes:

- Operate professional-grade cameras and production equipment
- Apply cinematic composition, framing, and movement techniques
- Capture and mix high-quality audio
- Edit using Adobe Premiere Pro with industry-standard workflows
- Create visual effects, color correction, and sound design with Adobe tools
- Format and write scripts, plan shoots, and manage production schedules
- Work collaboratively in production teams
- Investigate career opportunities in media arts

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE VIDEO PRODUCTION PATHWAY: *Video Editor Scriptwriter Producer/Director Storyboard Artist Television Production Manager Production Designer Cinematographer Sound Designer*

VIDEO PRODUCTION 3 & 4 - (Media Arts Pathway)

11, 12
Credits 2 Fine/Practical Arts or Elective
Location: Bollman

Video Production 3 & 4 is an advanced, project-based course designed for students who have successfully completed Video Production 1 & 2. This class focuses on mastery of advanced cinematography, audio, lighting, directing, and post-production workflows using professional-grade mirrorless cameras, cinema rigs, and the full Adobe Creative Cloud suite (Premiere Pro, After Effects, Audition, Photoshop, and more).

Students will create professional-level projects that mirror industry expectations. Assignments include a Documentary, a Movie Trailer, and a Final Short Film, as well as specialized exercises in directing, sound design, VFX, Foley, and AI integration in filmmaking. The course culminates with a public screening at the Future Forward Film Festival and preparation for Adobe Premiere Pro Certification.

Learning Outcomes:

- Master advanced cinematography techniques including lens selection, camera rigs, and dynamic range management
- Direct actors and crew effectively on set
- Apply advanced audio recording and mixing techniques including foley and sound design
- Execute color correction, grading, and advanced editing workflows in Adobe Premiere Pro
- Utilize After Effects for motion graphics, rotoscoping, and compositing
- Plan, produce, and deliver professional-quality films from concept to final export
- Demonstrate leadership and professionalism in production environments
- Prepare for and complete Adobe Premiere Pro Certification

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. Prerequisite: Successful completion of Video Production 1 & 2
2. Course Fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE VIDEO PRODUCTION PATHWAY: *Video Editor Scriptwriter Producer/Director Storyboard Artist Television Production Manager Production Designer Cinematographer Sound Designer*

VIDEO PRODUCTION INTERNSHIP - (Media Arts Pathway)

12
Credits: 2 Fine/Practical Arts or Elective
Location: Bollman

The Video Production Internship is designed to provide students with real-world, work-based learning experiences in the field of film, television, and digital media production. This capstone course focuses on building professional skills and preparing students to be workforce ready. Interns will participate in supervised, hands-on projects including school and
district video productions, collaboration with Level II peers, networking with industry professionals, and creating films that exceed their prior capabilities.

Students are expected to demonstrate professionalism, adaptability, and leadership as they transition from student filmmakers to industry-ready professionals. This course also allows students to refine their skills in advanced cinematography, directing, editing, sound design, and project management while developing a strong portfolio.

Learning Outcomes:

- Apply advanced production skills in real-world settings
- Collaborate with industry professionals and school district clients
- Demonstrate leadership and initiative in professional video environments
- Strengthen skills in cinematography, editing, audio design, and production management
- Build a professional portfolio showcasing high-level work
- Develop workplace skills such as communication, time management, and problem-solving

Notes:

- Subject to industry availability and instructor approval.

Counseling Notes:

1. Prerequisite: Successful completion of Video Production 3 & 4 and Instructor recommendation

BUSINESS AND ENTREPRENEURSHIP

REAL ESTATE 1 & 2 - (Business Pathway)
11, 12
Credits: 1 Fine/Practical Arts or Elective
Location: Washington Square

This course provides a comprehensive introduction to the real estate industry, covering both residential and commercial sectors. Students will explore fundamental concepts, principles, and practices essential for understanding real estate transactions, property management, and investment strategies.

Students will also learn about the fundamentals of real estate to include: Market Analysis, Property Valuation, Financing and Investment, Leasing and Property Management, Legal Considerations, Development and Construction, Current Market Trends, and Technologies used in the industry.

Counseling Notes:
1. Course fee: $20.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE REAL ESTATE PATHWAY:
Leasing Agent Foreclosure Specialist Property Management Real Estate Investor Title Examiner
Real Estate Agent Appraiser
Home Inspector Property Developer Mortgage Broker

SMALL BUSINESS OPERATIONS 1 & 2 - (Business Pathway)
11, 12
Credits: 1 Fine Practical Arts/Elective
Location: Washington Square

This year-long course is designed to provide students with a comprehensive understanding of small business operations. Students will learn about the basic fundamentals of starting, managing, and growing a small business, with practical applications specific to career programs.

Small business operations involve the day-to-day activities and processes that keep a business running efficiently. Key components include:
1. **Management**: Overseeing daily activities, setting goals, and making strategic decisions.
2. **Finance**: Managing budgets, expenses, and cash flow, as well as bookkeeping and financial reporting.
3. **Marketing**: Promoting products or services to attract customers through various channels, including social media, advertising, and networking.
4. **Sales**: Engaging with customers to drive sales and build relationships, often through direct selling or online platforms.
5. **Human Resources**: Hiring, training, and managing employees, as well as ensuring compliance with labor laws.
6. **Customer Service**: Providing support to customers before, during, and after their purchase to enhance satisfaction and loyalty.
7. **Supply Chain Management**: Coordinating the procurement, production, and distribution of goods or services.

Counseling Notes:
1. Course fee: $20.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE SMALL BUSINESS OPERATIONS PATHWAY: *Small Business Owner Entrepreneurship Sales Manager Business Consultant Operations Manager Non-Profit Manager e-commerce Manager Financial Analyst*

CRIMINAL JUSTICE & PUBLIC SAFETY

CRIME SCENE INVESTIGATION 1 & 2 - (Criminal Justice & Public Safety Pathways)

11, 12
Credits: 2
1 Science - Forensic Science 1
1 Fine/Practical Arts or Elective
Location: Washington Square

In this class, students will be provided hands-on experience on what real Crime Scene Investigators do. This course includes what a Crime Scene Investigator does working in the field and laboratory processing. Students will learn how the investigation team works and the Crime Scene Investigator's role. In this course, students will have the opportunity to use real crime lab equipment and study the following:

- Digital SLR photography
- Crime scene documentation
- Latent print processing techniques
- Trace evidence analysis
- Alternate Light Source (ALS) for evidence location, as well as chemical photography
- Impression evidence

Along with this class having a very hands-on, learn-by-doing process, we also collaborate with various law enforcement agencies and coroner offices throughout the Denver Metro area. This allows students to network with other professionals in this field and obtain various perspectives on a variety of case studies and personal experiences from forensic and law enforcement professionals. Through this program, students will have the potential of obtaining volunteer and shadowing opportunities through local agencies and obtain knowledge, skills and abilities that they can use moving forward in their career pathways.

Notes:

- Program will work in partnership with local area police departments.
- This course may contain sensitive material and graphic images.
- Students will have the opportunity to earn college credits.

Counseling Notes:

1. Course fee: $40.00.

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE CRIME SCENE INVESTIGATION PATHWAY: *Crime Scene Investigator Forensic Science Technician Forensic ID Technician/Criminalist Latent Print Examiner Forensic Autopsy Technician Crime Laboratory Analyst Crime Scene Reconstructionist Evidence Technician DNA Analyst*

CRIME SCENE INVESTIGATION 3 & 4 - (Criminal Justice & Public Safety Pathways)

12
Credits: 2
1 Science - Forensic Science 2
1 Fine/Practical Arts or Elective
Location: Washington Square

In this class, students will further their knowledge of the investigative team and their roles/responsibilities.

Students will further their expertise in crime scene investigation in the following areas:

- Timed/Aerial/Painting with light photography
- Chemical enhancements, to include BlueStar & Luminol
- Laser & shooting trajectory
- Latent print analysis & comparison
- Traffic accident documentation & reconstruction
- Bloodstain pattern analysis to include area of convergence & area of origin
- Faro 3D scanner
- Reflective Ultraviolet Imaging System (RUVIS)
- UV/IR forensic photography
- Gunshot residue recognition and documentation
- Clandestine graves
- Forensic entomology

Along with this class having a very hands-on, learn by doing process, we also collaborate with various law enforcement agencies and coroner offices throughout the Denver Metro area. This allows students to network with other professionals in this field and obtain various perspectives on a variety of case studies and personal experiences from forensic and law enforcement professionals. Through this program, students will have the potential of obtaining volunteer and shadowing opportunities through local agencies and obtain knowledge, skills and abilities that they can use moving forward in their career pathways.

Notes:

- Program will work in partnership with local area police departments.
- This course may contain sensitive material and graphic images.
- Students will have the opportunity to earn college credits.

Counseling Notes:

1. Prerequisite: Successful completion of CSI 1 & 2
2. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE CRIME SCENE INVESTIGATION PATHWAY: *Crime Scene Investigator Forensic Science Technician Forensic ID Technician/Criminalist Latent Print Examiner Forensic Autopsy Technician Crime Laboratory Analyst Crime Scene Reconstructionist Evidence Technician DNA Analyst Firearms Examiner Forensic Entomologist Forensic Pathologist Bloodstain Pattern Analyst Forensic Toxicologist Coroner Colorado Bureau of Investigation- Forensic Investigator FBI- Evidence Response Team*

EMERGENCY MEDICAL TECHNICIAN - EMT 1 & 2 - (Criminal Justice, & Public Safety Pathways) 12
Credits: 2
1 Science - Pathophysiology
1 Fine/Practical Arts or Elective
Location: Washington Square

The EMT program is designed for the student wishing to investigate health-related and public safety careers. The areas of study include pathophysiology, safety practices, simulated clinical situations, medical emergencies, working in the pre-hospital setting, and providing patient transportation. Students may have the opportunity to have authentic experiences with local emergency medical service agencies.

All experiences are delivered through classroom, laboratory, and simulated clinical situations. The EMT program will provide the foundation for professional opportunities in the medical field, e.g. nursing, physician, dental, medical records, pharmacy, firefighter, paramedic, and other emergency medical services. EMT provides students with general workplace skills and specific health industry knowledge that can assist them in attaining employment in a variety of entry-level positions within the health care setting, or continue their education at the post-secondary level.
Note: This course may contain sensitive material and graphic images.

Counseling Notes:

1. Course fee: $50.00

Students in this program will learn the following skills:

- Demonstrate an understanding of the roles and responsibilities of the EMT
- Demonstrate an understanding of the medical legal aspects
- Determine and record vital signs of a sick or injured person
- Use medical identification devices
- Identify the potential for a spinal injury
- Conduct a primary assessment of problems that are a threat to life if not corrected immediately
- Demonstrate Healthcare Professional BLS (Basic Life Support) procedures
- Recognize and control bleeding
- Recognize and control shock
- Identify and use mechanical aids to breathing
- Provide a secondary assessment of the patient
- Identify musculoskeletal injuries and treat them accordingly and effectively
- Provide emergency evacuation and transfer of a sick and/or injured patient
- Identify and care for patients who need specialized care
- Provide triage to victims of mass casualty incidents
- Recognize life-threatening situations
- Recognize entrapment situations
- Assist with emergency childbirth
- Identify critical incident stressors and techniques to effectively deal with them
- Communicate patient information to appropriate authorities
- Effectively communicate, both verbally and non-verbally, with patients of all ages

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN EMT PATHWAY:
EMT Firefighter ER Physician Psychologist Registered Nurse Paramedic

FIREFIGHTING 1 & 2 - (Criminal Justice & Public Safety Pathways)
10, 11, 12
Credits: 2
1.5 Fine/Practical Arts or Elective
0.5 Physical Education Credit-Candidate Physical Aptitude Test (CPAT)
Location: Washington Square

A firefighter is an important figure within the public health and safety industry. Firefighters combat and extinguish fires, often working in high-pressure circumstances. Students will learn hands-on, practical skills in firefighter orientation, safety, fire behavior, building construction, firefighter personal protective equipment, fire streams, fire control, fire detection, alarm and suppression systems, loss control, and communications.

Notes:
- Program will work in partnership with local area fire departments.
- This course may contain sensitive material and graphic images.
- Students will have the opportunity to earn college credits.

Counseling Notes:
1. Course fee: $40.00.

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE FIREFIGHTING PATHWAY:
Firefighter Paramedic Hazmat Technician EMT Wildland Firefighter

FIREFIGHTING 3 & 4 - (Criminal Justice, & Public Safety Pathways)
11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Washington Square

This program is designed to provide advanced training in firefighting skills such as extinguishing liquid and gas/vapor fueled fires, auto extrication, hazardous materials response awareness, advanced search and rescue skills and team leadership skills. Students will have the opportunity to complete clinical related experiences with live fire scenarios. Students will also have the opportunity to test for the CPAT (Candidate Physical Aptitude Test).

Notes:
- Program will work in partnership with local area fire departments.
- This course may contain sensitive material and graphic images.
- Students will have the opportunity to earn college credits.

Counseling Notes:
1. Prerequisite - Successful completion of Firefighting 1 & 2
2. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE FIREFIGHTING PATHWAY:
Firefighter Paramedic Hazmat Technician EMT Wildland Firefighter

LAW ENFORCEMENT 1 & 2 - (Criminal Justice & Public Safety Pathways)

10, 11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Washington Square

Do you dream of working in Law Enforcement, as a Police Officer, Detective, Lawyer, Victim Advocate, or a Corrections Officer? A career in law enforcement can be exciting and rewarding. Students will learn about law-enforcement-related professions through practical, industry-related experiences—providing students exposure to police procedures, defensive tactics, criminal statutes, arrest control, courtroom procedures, and verbal de-escalation so they can graduate with a competitive advantage in their chosen field. This course has an emphasis on critical thinking, respect for self and others, communication, confidence, and assertiveness. These skills are established through taking reports, scenarios, presentations, and practicing oral boards to prepare for actual hiring events. The curriculum will provide the most authentic, industry-standard experience that is a balance between hands-on and academic understanding, including the use of an interactive training simulator. Students will review traffic laws, criminal laws, and civil protections, as well as court procedures and cases, as they apply to and affect law enforcement. Standard law enforcement techniques and practices will be taught by both CTE educators and professionals in their respective fields. There is both a physical and a nervous system regulation component to the class on a daily basis. Hard topics related to law enforcement, and the students are challenged to take
accountability and challenge themselves physically and mentally as they maintain respect and professionalism in a police environment.

Notes:

- Program will work in partnership with local police departments.
- This course may contain sensitive material and graphic images.
- Students will have the opportunity to earn college credits.

Counseling Notes:

1. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE LAW ENFORCEMENT PATHWAY:
Police Officer Security Screener Records Specialist Detective Background Investigator Dispatcher Animal Control

LAW ENFORCEMENT 3 & 4 - (Criminal Justice & Public Safety Pathways)

11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Washington Square

Law Enforcement 3 & 4 students will learn advanced skills, knowledge, and techniques that were learned in the Law Enforcement 1 & 2 course. In this course, students will learn more in-depth knowledge of traffic investigation, including traffic accident reconstruction. Students will undergo advanced Investigation training and Interrogation training, which will also include Crisis Intervention Training (CIT). Students will also have the opportunity to participate in courtroom testimony, in the classroom and in an actual courtroom. Students will also learn more in depth about being a 911 Dispatcher and a Correctional Officer. Students will obtain more de-escalation skills, specifically when dealing with people in a crisis state and situations involving mental health. If you were enrolled in the Law Enforcement 1 & 2 course, and want to become experts on your skills, techniques, and knowledge, then this course is for you. Law Enforcement experts will teach and train students within this course.

Notes:

- Program will work in partnership with local police departments.
- Mental Health First Aid Certification possible.
- This course may contain sensitive material and graphic images.
- Students will have the opportunity to earn college credits.

Counseling Notes:

1. Prerequisite - Successful completion of Law Enforcement 1 & 2
2. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE LAW ENFORCEMENT PATHWAY: *Detective Court Reporter District Attorney Investigator Bailiff Paralegal*

ENGINEERING, COMPUTER & DIGITAL TECHNOLOGIES

PRINCIPLES OF ENGINEERING – (Engineering Technology Pathway)

10, 11, 12
Credit: 1 Fine/Practical Arts or Elective
Location: Bollman

This course introduces students to the foundational concepts of engineering through hands-on design, 3D modeling, and manufacturing. Students will explore the engineering design process while learning how to create and interpret technical drawings, develop 3D models using SOLIDWORKS, and bring their ideas to life through 3D printing and machining. Emphasizing both creativity and precision, this course helps students build the technical and problem-solving skills needed in modern engineering fields. Students will also prepare for and have the opportunity to earn the Certified SOLIDWORKS Associate (CSWA) credential.

Counseling Notes:

1. Students that complete this course may be eligible to test for Solidworks certification. **This certification may be used to demonstrate competency for new graduation guidelines.**
2. Students should have a good understanding of basic algebraic mathematics.
3. This course is recommended for students interested in design and engineering.
4. Course fee: $20.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE ENGINEERING PATHWAY: *Mechanical Engineer Electrical Engineer Structural Engineer Alternative/Renewable Energy Technician*

INTRODUCTION TO AVIATION & AERONAUTICAL ENGINEERING - (Engineering Technology Pathway)

10, 11, 12
Credit: 1
0.5 Science - Aeronautics
0.5 Fine/Practical Arts or Elective
Location: Bollman

This course offers students an in-depth introduction to the world of aviation and aerospace, exploring the history, physics, and technology that make flight possible. Through engaging, hands-on experiences—including flight planning, navigation, weather analysis, and operation of small Unmanned Aircraft Systems (sUAS)—students gain a practical understanding of modern aviation. While drones serve as a major tool for learning, the course is designed for *any student interested in aviation*, whether their goals include piloting, air traffic control, engineering, meteorology, or other aerospace careers. Students will also prepare for and may have the opportunity to earn their FAA Part 107 Remote Pilot Certification and may earn college credit through Metropolitan State University (MSU).

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. Students that complete this course may have the opportunity to earn FAA Part 107 certification. **This certification may be used to demonstrate competency for new graduation guidelines**.
2. Course fee: $20.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE AVIATION AND AERONAUTICAL ENGINEERING PATHWAY:

Commercial Pilot Drone Pilot Air Traffic Controller
Aerospace Systems Analyst Aerospace Engineer Mechanical Engineer

DRONE FLIGHT TRAINING & ANALYSIS - (Engineering Technology Pathway)

11, 12
Credit: 1 Fine/Practical Arts or Elective
Location: Bollman

This advanced course builds on the foundations established in *Introduction to Aviation and Aeronautical Engineering*, offering students a deeper exploration into the physics, design, and operation of unmanned aircraft systems. Students will apply principles of aerodynamics, electronics, and engineering design as they plan, build, and test their own custom drones. With an emphasis on hands-on learning, flight experience, and technical problem solving, this course challenges students to think like engineers and aviators while mastering advanced flight skills and systems integration.

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. Prerequisite: Introduction to Aviation & Aeronautical Engineering or instructor approval
2. Course fee: $20.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE AVIATION AND AERONAUTICS ENGINEERING PATHWAYS:

Commercial Pilot Drone Pilot Air Traffic Controller
Aerospace Systems Analyst Aerospace Engineer Mechanical Engineer

AI FOR EVERYONE - (Computer & Digital Technologies Pathways)

10, 11, 12
Credits: 0.5 Fine/Practical Arts or Elective
Location: Bollman

In this hands-on and thought-provoking course, students explore how artificial intelligence is transforming the world around them—and their own futures. Through real-world examples and creative projects, students learn how AI systems are built, trained, and applied to solve problems, while examining their benefits, limitations, and ethical implications. They gain practical experience using AI tools to generate ideas, identify patterns in data, and evaluate outputs critically and responsibly. From personal assistants and recommendation systems to robotics and generative models, students uncover how AI is shaping industries, influencing daily life, and raising new questions about creativity, privacy, and human oversight. By the end of the course, students will not only understand how AI works, but also how to use it thoughtfully to make a positive impact on their communities.

Counseling Notes:

1. Course length: 1 semester

2. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE COMPUTER SCIENCE PATHWAY: *Computer Programmer Computer Engineer Web Designer IT Specialist Network Technician Video Game Designer*

AP COMPUTER SCIENCE A - (Computer & Digital Technologies Pathways)

10, 11, 12
Credit: 1 Fine/Practical Arts or Elective
Location: Bollman

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.The course emphasizes object-oriented programming and design using the Java programming language.

Counseling Notes:

1. Prerequisites: Coding I and Coding II; or AP Computer Science Principles; or Instructor approval. Students must also be enrolled in, or have completed, Integrated Math II.
2. Course fee: $99 for AP Examination (subject to annual increase)
3. All students taking AP Computer Science A will be required to attempt the Advanced Placement Examination in order to receive the weighted credit for this course. A score of two or better demonstrates Math competency for new graduation guidelines.
4. There will also be a mandatory guardian/student meeting in April that will cover class expectations. At that time, the guardian and student will sign an AP contract.

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE COMPUTER SCIENCE PATHWAY: *Computer Programmer Computer Engineer Web Designer IT Specialist Network Technician Video Game Designer*

CODING I - (Computer & Digital Technologies Pathways)

10, 11, 12
Credits: 0.5 Fine/Practical Arts or Elective
Location: Bollman

Coding I is a Python course intended to teach students the basics of computer programming. Students begin by learning the history of computing, the impacts it has had, and the impacts it may have. Students explore career opportunities associated with coding.

The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multi-step procedures; understanding number systems and how they are used in programming; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications on a computer and/or microcontroller to correct malfunctions and ensure their proper execution.

Counseling Notes:

1. Course length: 1 semester
2. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE COMPUTER SCIENCE PATHWAY: *Computer Programmer Computer Engineer Web Designer IT Specialist Network Technician Video Game Designer*

CODING II - (Computer & Digital Technologies Pathways)
10, 11, 12
Credits: 0.5 Fine/Practical Arts or Elective
Location: Bollman

Coding II challenges students to develop advanced skills in problem analysis, construction of algorithms, and computer implementation of algorithms as they work on programming projects of increased complexity. In so doing, they develop key skills of discernment and judgment as they must choose from among many languages, development environments, and strategies for the program life cycle. Course content is reinforced through numerous short- and long-term
programming projects, accomplished both individually and in small groups. These projects are meant to hone the discipline and logical thinking skills necessary to craft error-free syntax for the writing and testing of programs. Upon completion of this course, proficient students will demonstrate an understanding of object-oriented programming language using high-level languages such as Processing (Java version), FOCUS, Python, or SAS.

Counseling Notes:
1. Prerequisites: Coding I or teacher approval
2. Course length: 1 semester
3. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE COMPUTER SCIENCE PATHWAY: *Computer Programmer Computer Engineer Web Designer IT Specialist Network Technician Video Game Designer*

CYBERSECURITY - (Computer & Digital Technologies Pathways)
10, 11, 12
Credit: 1 Fine/Practical Arts or Elective
Location: Bollman

In this one-year course students will explore the current cyber threat landscape to understand the types of adversaries organizations face and the techniques adversaries use to compromise systems and data. Students will learn how vulnerabilities create risks and how organizations implement security controls to manage that risk. Topics in this course include law, ethics, physical, operational, application and network security, security controls, cryptography, access control, attacks and detection, and response and recovery. Students will research emerging trends in cybersecurity and gain hands-on experience implementing security protocols.

Counseling Notes:
1. Prerequisite: Coding I or AP Computer Science Principles or teacher approval
2. Course fee: $20.00
3. Students may opt into the AP Networking & AI Cybersecurity Exam. If they opt into the AP Exam they are responsible for the cost of the AP Exam.

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE CYBERSECURITY PATHWAY: *Cyber Crime Investigator Cybersecurity Consultant IT Auditor Software Development Cybersecurity Engineer*

GAME DESIGN - (Computer & Digital Technologies Pathways)
10, 11, 12
Credits: 0.5 Fine/Practical Arts or Elective
Location: Bollman

Counseling Notes: Step into the world of interactive storytelling, digital art, and coding as you learn how to design your own playable games from the ground up. In this hands-on course, students explore every stage of game creation - from researching player experience and building engaging prototypes to coding game mechanics, designing art and sound, and testing finished products for quality and accessibility. Along the way, you'll dive into real industry practices, collaborate with

peers, and apply critical thinking to bring original game ideas to life while tackling important topics like ethics, representation, and digital rights. Whether you're into coding, art, strategy, or storytelling, this course gives you the tools to level up your creativity and build something players will love.

1. Course length: 1 semester
2. Prerequisite: Coding I or teacher approval
3. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE COMPUTER SCIENCE PATHWAY: *Computer Programmer Computer Engineer Web Designer IT Specialist Network Technician Video Game Designer*

NETWORKING A & B - (Computer & Digital Technologies Pathways)
10, 11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Bollman

Networking A & B is an advanced course designed to emphasize the conceptual and practical skills necessary to design, manage, and diagnose network hardware and software. Upon completion of this course, proficient students will identify types of networks, understand the layers of the open systems interconnection (OSI) model, prevent security risks, and apply troubleshooting theory to the successful execution of networking tasks. Course content covers transmission control protocol, internet protocol, wired and wireless topologies, switching and routing, network hardware, wireless networking, and network operating systems (NOS). Upon completion of this course, proficient students will be prepared to sit for the CompTIA Network+ exam. Students will also be halfway through the curriculum necessary to take the Cisco CCNA certification exam.

Counseling Notes:

1. Prerequisite: Coding I or AP Computer Science Principles or teacher approval
2. Course fee: $40.00
3. Students may opt into the AP Networking & AI Cybersecurity Exam. If they opt into the AP Exam they are responsible for the cost of the AP Exam.

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE NETWORKING PATHWAY: *Networking Administrator Network Engineer Network Technician Cybersecurity Specialist / Technician Incident Analyst/Responder*

NETWORKING C & D - (Computer & Digital Technologies Pathways)
11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Bollman

In this course, students develop and build a foundation for success in networking-related careers and degree programs. With the support of video and rich interactive media, participants learn, apply, and practice CCNA knowledge and skills through a series of in-depth hands-on experiences and simulated activities that reinforce their learning. Upon completion of this course students will be prepared to take the Cisco CCNA certification exam.

Counseling Notes:

1. Prerequisite: Networking A & B
2. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE NETWORKING PATHWAY: *Networking Administrator Network Engineer Network Technician Cybersecurity Specialist / Technician Incident Analyst/Responder*

COMPUTER SCIENCE INTERNSHIP - (Computer & Digital Technologies Pathways)
12
Credits: 3 Fine/Practical Arts or Elective
Location: Bollman

In this one year course students participate in the National Security Agency's (NSA) High School Work Study (HSWS) Program. It is a highly competitive program designed for high school students who plan to participate in a paid part-time internship during their senior year. Students have the opportunity to gain work experience in the IT and Cybersecurity Fields. The program provides hands-on work experience from September – August for 4 hours per day / 20 hours per week Monday – Friday with a security clearance, part-time salary, paid leave, and the opportunity for permanent employment upon successful completion of the program.

Notes:
- Subject to industry availability and teacher approval.

Counseling Notes:
1. Prerequisite: Student must apply for the position during their 11th grade year and be selected

HEALTH SCIENCE

INTRODUCTION TO MEDICAL CAREERS 1 & 2 - (Health Science Pathway)
10, 11, 12
Credit: 1 Fine/Practical Arts or Elective
Location: Bollman

Are you considering a career in the medical field? How will you choose from the numerous specialties available in this field? This engaging introductory course will provide students with the opportunity to interact with medical professionals and explore the many opportunities available. In addition to this fun exploration, students will be introduced to basic
medical terminology, gain an introduction to body systems,and practice leadership and teamwork through participation in HOSA (Future Health Professionals).

Counseling Notes:
1. Course fee: $20.00

POSSIBLE FUTURE CAREER OPPORTUNITIES FOR STUDENTS IN MEDICAL CAREERS PATHWAY:
Nurse Athletic Trainer CNA EMR/EMT/Paramedic Doctor Dental Hygienist Vet Tech Massage Therapist Physical Therapist Dentist Veterinarian Psychiatrist

MEDICAL SCIENCES I & 2 - (Health Science Pathway)
11, 12
Credits: 2
1 Science - CP Anatomy and Physiology
1 Fine/Practical Arts or Elective
Location: Bollman

The Medical Sciences 1 & 2 program is designed for students who are interested in pursuing careers in the healthcare field. This course is also recommended for students who plan to apply for Advanced Medical Sciences/CNA or Emergency Medical Technician/EMT in their senior year. The core curriculum is based on National Health Science Standards and is focused on the following:

- CP Anatomy & Physiology
- Healthcare career exploration
- Medical terminology
- Workplace skills, including problem-solving and teamwork
- Law and Ethics in Health Care
- Introduction to clinical skills
- Anatomage Table for virtual cadaver experiences

Counseling Notes:
1. Students that complete this course are eligible to test for National Health Science Certification. T**his certification may be used to demonstrate competency for the new graduation guidelines.** 2. Course fee: $40.00

POSSIBLE FUTURE CAREER OPPORTUNITIES FOR STUDENTS IN MEDICAL SCIENCES PATHWAY:
Nurse Athletic Trainer CNA EMR/EMT/Paramedic Doctor Dental Hygienist Vet Tech Massage Therapist Physical Therapist Dentist Veterinarian Psychiatrist

ADVANCED MEDICAL SCIENCES - CNA 1 & 2 - (Health Science Pathway)
12
Credits: 2.5
1 Science – Pathophysiology
1.5 Fine/Practical Arts or Elective
Location: Bollman
The Advanced Medical Sciences/CNA, Certified Nursing Assistant, program is designed for the mature, responsible student wishing to investigate careers in the medical field. Students interested in registering for this program should have a serious interest and long-term goal of employment in the medical field. A strong commitment to the program is necessary to be successful in this class. This program emphasizes character building, honesty, integrity, and professionalism. The core of the curriculum is focused on the following: medical terminology, pathophysiology, basic nursing skills, career exploration, safety practices, ethics, and human relations. All are delivered through classroom, laboratory, and clinical situations. **Students successfully completing this course will receive their CPR/First Aid Certification. They will also be eligible to take the Nurse Aide exam with the Board of Nursing to become certified nursing assistants, if all portions of the course, including clinicals, are successfully completed.**

IMMUNIZATIONS NEEDED:
- MMR (Measles, mumps, rubella)
- Polio
- Tdap (tetanus, diphtheria, pertussis)
- Hepatitis B (Hep B - may take up to six months to complete)
- Varicella (chicken pox)
- Influenza
- COVID-19

All immunizations must be completed by November 1st.

SCREENINGS:
- TB (Tuberculosis)
- Criminal Background Check – Due November 1st- will be completed in class
  Clinical facilities require a criminal background check on each student prior to allowing them to participate in clinical experiences at their facilities.
- Drug testing required for clinicals.

Counseling Notes:
1. Successful completion of Introduction to Medical Careers, Medical Sciences 1 & 2, CP/AP Anatomy & Physiology, or another CP or AP science course in the 11th grade year is recommended. 2. Excellent attendance expected.
3. Course fee: $50.00

Class Format:

Semester 1:
This course is offered in a two-hour block that includes classroom work, labs, field trips, and guest speakers.

Semester 2:
This course is offered in a three-hour block to include clinical experiences working with patients in a hospital, nursing home, and/or internship site settings. **Students must provide their own transportation for these clinical experiences.** Students enrolled in the 6/7/8 block must provide their own transportation after 8th hour, second semester.

Student Requirements:

1. Students must have 75% or higher in the course curriculum standards and teacher recommendation to continue in this class second semester.
2. Uniforms are required for both the class and clinicals.
3. Students are required to have the following items for clinical and internship experiences:
   a. Watch with second hand (analog)
   b. Black scrub pants (no sweats, leggings, or jeans) and turquoise scrub top (may be checked out from Bollman)
   c. Closed toe shoes (tennis shoes or nursing, etc.)
   d. Tattoos must not be visible during clinicals.
   e. No facial piercings; only a single post in each ear during clinicals.
   f. Nails must be kept clean and short. No artificial nails during clinicals.

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN MEDICAL SCIENCES-CNA PATHWAY: *Pediatrician Physician/Surgeon Registered Nurse Nurse Practitioner Psychiatrist Physical Therapist Respiratory Therapist Physicians Assistant LPN - Licensed Practical Nurse CNA - Certified Nursing Assistant*

SPORTS MEDICINE 1 & 2 - (Health Science Pathway)
11, 12
Credits: 2
1 Fine/Practical Arts or Elective
1 Science - Kinesiology 1
Location: Washington Square

The Sports Medicine Class is designed for students to learn about medical issues associated with sports, from joint pain to ligament tears to nutrition. Topics covered in this class include: athletic training, physical therapy, medicine, fitness, exercise physiology, kinesiology, nutrition, injury risk reduction, treatment, rehabilitation, emergency injury management, and administrative functions. This class will have a hands-on application in order to provide students with an avenue to explore these fields. Through these connections, students will understand the importance of exercise, nutrition, and methods for preventing and recovering from injuries.

Notes:

- Students will have the opportunity to earn college credits

Counseling Notes:

1. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE SPORTS MEDICINE PATHWAY:

Exercise Physiologist Athletic Trainer
Orthopedic Nurse
Occupational Therapist Physical Therapist Dietician
Sports Psychologist
Sports Medicine Nurse
Orthopedic Surgeon
Sports Medicine Physician Physiatrist
Personal Trainer
Chiropractor
Massage Therapist
Physician Assistant
Physical Therapist Assistant

SPORTS MEDICINE 3 & 4 - (Health Science Pathway) 12
Credits: 2
1 Fine/Practical Arts or Elective
1 Science - Kinesiology 2
Location: Washington Square

Sports Medicine 3 & 4 offers an in-depth exploration of how to effectively train individuals—from high-performing athletes to sedentary adults seeking a healthier lifestyle. This advanced course builds on foundational knowledge in anatomy, physiology, and injury treatment, emphasizing how to promote fitness, health, and injury prevention through personalized physical training. Students will engage in frequent hands-on learning experiences and collaborate with healthcare professionals to expand their understanding of the field. These collaborations provide valuable opportunities for networking, job exploration, shadowing, and developing professional relationships for future reference. Additionally, students have the opportunity to earn a personal training certification and will also be eligible to receive college credit upon successful completion of the course.

Notes:

- Students will have the opportunity to earn college credits.
- Students will have the opportunity to obtain their Personal Training Certificate.

Counseling Notes:

1. Prerequisite: Successful completion of Sports Medicine 1 & 2
2. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE SPORTS MEDICINE PATHWAY:

Exercise Physiologist Athletic Trainer
Orthopedic Nurse
Occupational Therapist Physical Therapist Dietician
Sports Psychologist
Sports Medicine Nurse
Orthopedic Surgeon
Sports Medicine Physician Physiatrist
Chiropractor
Massage Therapist
Physician Assistant
Physical Therapist Assistant Personal Trainer

HOSPITALITY & FOOD PRODUCTION

PROSTART 1 & 2 - (Hospitality & Food Production Pathway)
10, 11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: ESC

Interested in a fast-paced, hands-on, creative career? Do you have a passion for food or travel? ProStart may be the class for you. The ProStart program is designed to expose students to the culinary, tourism, and hospitality fields including food preparation, management, and customer service. Through the curriculum, students are able to blend food science, technical skills, and industry knowledge with each student's creativity and passion.

ProStart is a nationally certified program focusing on the hospitality industry. The ProStart curriculum is built around providing students the necessary industry skills and knowledge to succeed within the hospitality and tourism industry as well as a post-secondary hospitality or culinary program.

Content covered in this program:

- Food Safety and Sanitation
- Stocks, Soups, and Sauces
- Cooking Methods and Techniques
- Food Costing and Menu Control
- Kitchen Hierarchy and Brigade
- Nutrition
- Global Cuisine
- Meat, Poultry, and Seafood
- Salads, Dressings, and Dips
- Breakfast Foods and Sandwiches
- Management Strategies
- Garnishing and Plating Techniques

Notes:

- Kitchen Equipment
- Knife Skills
- Customer Service and Serving Techniques

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. Students that complete this course may be eligible to test for ProStart certification.
2. ProStart is a culinary arts and restaurant management program, taught by a professional Chef, and designed to prepare students for culinary school, apprenticeships, and/or careers in the industry.
3. ProStart is a FutureForward program taught at the Educational Support Center (Admin Building) 128th & Claude Ct. Transportation is provided.
4. Course fee $85.00

a. Personalized chef coat and chef hat included in course fee.

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE PROSTART/FOOD PRODUCTION PATHWAY: *Caterer Chef/Pastry Chef Hotel General Manager Food Photographer Event Planner Restaurant Entrepreneur Food/Beverage Director Food Scientist/R & D Chef*

BAKING & PASTRY APPLICATIONS 1 & 2 - (Hospitality & Food Production Pathway)

11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: ESC

Baking & Pastry Applications is designed to expose students to advanced techniques of baking and pastry, combining creativity with food science to produce ornate and delicious pastries and baked goods. For students who know they are pursuing a career in culinary arts, this class will enable them to dive deeper into advanced food production techniques, develop technical skills, and learn vital aspects of foodservice management.

Content covered in the program:

● Advanced Breads and Cakes ● Advanced and Classic Plated Desserts ● Functions of Ingredients in Baking ● Safety and Sanitation	● Food Artistry and Chocolate Work ● Cold Desserts ● Pies, Soufflés, and Custards ● Employability Skills ● Foodservice Management

Counseling Notes:

1. Prerequisite: Successful completion of ProStart 1 & 2
2. Course fee $40.00

a. Personalized chef coat $20.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE BAKING APPLICATIONS PATHWAY: *Baker Line Chef Food Scientist/R&D Chef Pastry Chef Food Artist Food/Beverage Manager*

PROSTART INTERNSHIP - (Hospitality & Food Production Pathway)

12
Credits: 2 Fine/Practical Arts or Elective
Location: ESC

This course is designed for students to engage and work in a foodservice business setting. Interns will work with industry professionals in various foodservice industries on real-world tasks meant to develop professional skills beyond those learned in prior food production classes including exposure to commercial kitchen procedures, structure, and timeframes. Students who take this class should be highly motivated in the field of culinary arts and actively considering a career within the foodservice industry. This course is meant to refine the intern's knife skills, food knowledge, cooking techniques, kitchen organization and efficiency, communication skills, self-management, and gain valuable resume-building experience.

Notes:

● Subject to industry availability and instructor approval.

Counseling Notes:

1. Prerequisite: Successful completion of ProStart and/or Baking & Pastry Applications and Instructor recommendation

HUMAN SERVICES & EDUCATION

INTRODUCTION TO MENTAL HEALTH CAREERS 1 & 2 - (Human Services Pathway)
10, 11, 12
Credit: 1 Fine/Practical Arts or Elective
Location: Bollman

This program is designed for students who are interested in pursuing careers in the behavioral/mental health fields. **Students will:**

- Explore educational and professional behavioral health career pathways
- Study common behavioral and mental health disorders and recognize signs of mental health distress
- Apply legal, professional, and ethical considerations important to the delivery of safe and effective behavioral health care
- Identify various communication techniques, including therapeutic communication and motivational interviewing, to assist in developing the skills needed to build therapeutic relationships with clients and improve patient outcomes in behavioral health settings
- Create a resource notebook, life skills class, and multiple project based learning assignments to take with them into the field

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. Course fee: $20.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE BEHAVIORAL/MENTAL HEALTH PATHWAYS: *Behavioral Health Technician Social Worker Psychologist Psychiatrist Medical Psychiatric Nurse School Counselor Therapist Law Enforcement Education*

BEHAVIORAL/MENTAL HEALTH 3 & 4 – (Human Services Pathway)
11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Bollman

Students will:

- Continue with all concepts introduced in Level 1 & 2 in a more advanced capacity
- Identify the steps of case management, from intake to follow-up
- Apply the strengths-based clinical case management model
- Practice crisis interventions and clinical documentation
- Demonstrate active listening skills, including paraphrasing, summarizing, and clarifying, to enhance client engagement and understanding
- Develop empathetic responses to client emotions and experiences, fostering a supportive and non-judgmental therapeutic environment.
- Create open-ended questions and reflective statements to facilitate exploration of client thoughts, feelings and behaviors

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. Prerequisite: Successful completion of Intro to Mental Health Careers 1 & 2
2. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE BEHAVIORAL/MENTAL HEALTH PATHWAYS: *Behavioral Health Technician Social Worker Psychologist Psychiatrist Medical Psychiatric Nurse School Counselor Therapist Law Enforcement Education*

BEHAVIORAL/MENTAL HEALTH 5 & 6 - (Human Services Pathway)

12
Credits: 2 Fine/Practical Arts or Elective
Location: Bollman

In this advanced course, students will continue to expand their knowledge in all concepts introduced in level 3 & 4 courses. Students will study personality theory and abnormal psychology with opportunities for additional college credit. In addition, there will be differentiated in-the-field placements providing hands-on learning opportunities. They will also work to solidify their Motivational Interviewing Skills as well as develop clarity in using the DSM-5 and DSM-5TR in various fields in relation to mental health diagnosis.

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. Prerequisite: Successful completion of Advanced Behavioral/Mental Health 3 & 4
2. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE BEHAVIORAL/MENTAL HEALTH PATHWAYS:

Behavioral Health Technician Social Worker Psychologist Psychiatrist Medical Psychiatric Nurse School Counselor Therapist Law Enforcement Education

P-TEACH INTERNSHIP - (Education Pathway)

10, 11, 12
Credits: 0.5 Fine/Practical Arts or Elective
Location: Bollman

Curious about the teaching profession? This course offers a hands-on field experience/internship where you will support a mentor teacher in a local classroom, gaining invaluable experience with students. Tailor your internship to your interests, with options in PreK, Elementary, Secondary, Music, Art, or Special Education. Offered in fall and spring semesters, this course may be repeated for credit, allowing you to deepen your skills and explore various educational environments. Join us and ignite your passion for teaching!

Counseling Notes:

1. Prerequisite: Must have previously completed at least one P-TEACH course prior to taking internship 2. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE EDUCATION PATHWAY: *Coach Counselor Elementary/Secondary Teacher School Administrator Social Worker Psychologist Special Education Teacher Child Advocate Speech/Language Pathologist Private Industry Trainer*

HDFR 1010 LIFESPAN DEVELOPMENT - (Education Pathway)
10, 11, 12
Credits: 0.5 Fine/Practical Arts or Elective
Location: Bollman

This course is designed to introduce students to human development across the lifespan within families, school and community contexts. We will examine emotional, physical and cognitive development, while emphasizing personal adjustment and achievement. This course may include some field experiences.

Notes:
- Students may have the opportunity to earn college credits.

Counseling Notes:
1. This is a semester-long course
2. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE EDUCATION PATHWAY: *Coach Counselor Elementary/Secondary Teacher School Administrator Social Worker Psychologist Special Education Teacher Child Advocate Speech/Language Pathologist Private Industry Trainer*

CLDE 1000 LANGUAGE, IDENTITY, & POWER: INTERNATIONAL PERSPECTIVES - (Education Pathway)
11, 12
Credits: 0.5 Fine/Practical Arts or Elective
Location: Bollman

This course invites students to explore how language, identity, and power shape educational experiences of all students. Students will also explore how to create inclusive and engaging classrooms that meet the needs of all diverse learners. Students will tackle pressing issues related to race, ethnicity, gender, and media - uncovering how societal attitudes towards language reveal deeper inequalities. This course may include classroom experience.

Notes:
- Students may have the opportunity to earn college credits.

Counseling Notes:
1. This is a semester-long course
2. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE EDUCATION PATHWAY: *Coach Counselor Elementary/Secondary Teacher School Administrator Social Worker Psychologist Special Education Teacher Child Advocate Speech/Language Pathologist Private Industry Trainer*

ECED 1202 CHILD GUIDANCE AND CLASSROOM COMMUNITY - (Education Pathway)
11, 12
Credits: 0.5 Fine/Practical Arts or Elective
Location: Bollman

Would you like to learn how to address children's social emotional needs and how to create a connected community in your classroom? This course explores and applies classroom strategies to promote social competence, build classroom community and facilitate emotional regulation. An emphasis is on understanding development within group contexts, observing children's behavior and engaging with families to make decisions about learning. This course may include classroom experience.

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. This is a semester-long course
2. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE EDUCATION PATHWAY: *Coach Counselor Elementary/Secondary Teacher School Administrator Social Worker Psychologist Special Education Teacher Child Advocate Speech/Language Pathologist Private Industry Trainer*

INTE 2000 DIGITAL TEACHING AND LEARNING - (Education Pathway)

11, 12
Credits: 0.5 Fine/Practical Arts or Elective
Location: Bollman

Denver

This course explores the transformative power of technology in education including artificial intelligence. Students will learn to effectively integrate digital tools and media to enhance personal learning, design engaging lessons, and share content. Key areas of focus include critically evaluating media for trustworthiness, creating impactful digital content, and utilizing technology to promote equity and access in the classroom.

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. This is a semester-long course
2. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE EDUCATION PATHWAY: *Coach Counselor Elementary/Secondary Teacher School Administrator Social Worker Psychologist Special Education Teacher Child Advocate Speech/Language Pathologist Private Industry Trainer*

LCRT 2000 REBELS, VILLAINS, AND SUPERHEROES - (Education Pathway)

11, 12
Credits: 0.5 Fine/Practical Arts or Elective
Location: Bollman

Denver

This course explores both classical and contemporary children's and adolescent literature and media. This course focuses on exploring perspectives and personal responses to literature, developing literary understanding among children and teens, and exploring how literature impacts identity development. Course readings include children's books, young adult literature, apps, graphic novels and multimodal texts. Students will read and respond to literature from the dual perspective of a literacy genre and representation of the pivotal issues of child and adolescent identity development.

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. This is a semester-long course
2. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE EDUCATION PATHWAY: *Coach Counselor Elementary/Secondary Teacher School Administrator Social Worker Psychologist Special Education Teacher Child Advocate Speech/Language Pathologist Private Industry Trainer*

SPED 1030 UNDERSTANDING (DIS)ABILITY IN CONTEMPORARY CLASSROOMS - (Education Pathway) 11, 12
Credits: 0.5 Fine/Practical Arts or Elective
Location: Bollman

Would you like to learn more about the world of Special Education and the strengths and needs of students with special needs? This course is designed to provide a basic introduction to special education and the needs of students who have disabilities. It includes introductory material regarding legal and historical foundations of special education, human growth and development, the nature of disabilities, and an introduction to the basic human needs that must be addressed. This course may include classroom experience.

Notes:
- Students may have the opportunity to earn college credits.

Counseling Notes:
1. This is a semester-long course
2. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE EDUCATION PATHWAY: *Coach Counselor Elementary/Secondary Teacher School Administrator Social Worker Psychologist Special Education Teacher Child Advocate Speech/Language Pathologist Private Industry Trainer*

UEDU 1930 INTRO TO SOCIALLY JUST EDUCATION 1 - (Education Pathway) 12
Credits: 0.5 English
Location: Bollman

This year-long course (paired with UEDU 1931) fulfills the English 12 graduation requirement. This course examines sociological issues concerning urban schools, communities and provides an overview of school culture, diversity and social realities in American schools. Students will critically examine education issues that affect their lives, their community and classrooms throughout the country.

Notes:
- Students may have the opportunity to earn college credits.

Counseling Notes:
1.This is a year-long course (paired with UEDU 1931).
2. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE EDUCATION PATHWAY: *Coach Counselor Elementary/Secondary Teacher School Administrator Social Worker Psychologist Special Education Teacher Child Advocate Speech/Language Pathologist Private Industry Trainer*

UEDU 1931 INTRO TO SOCIALLY JUST EDUCATION 2: SOCIAL ACTION PLAN - (Education Pathway) 12
Credits: 0.5 English
Location: Bollman

Building on UEDU 1930, this advanced course explores complex social issues in urban schools. We will examine school culture, diversity, and social challenges in American education, encouraging critical thinking about these issues personally, communally, and nationally. A key component is creating a social action plan, applying knowledge to real-world educational injustices, researching solutions, and developing advocacy, community involvement, and project management skills. The course emphasizes student leadership in addressing social injustices and fostering positive change. This course includes 30 hours of field experience.

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. This is a year-long course (paired with UEDU 1930).
2. Course fee: $10.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE EDUCATION PATHWAY: *Coach Counselor Elementary/Secondary Teacher School Administrator Social Worker Psychologist Special Education Teacher Child Advocate Speech/Language Pathologist Private Industry Trainer*

SKILLED TRADES & TECHNICAL SCIENCES

AUTO BODY COLLISION REPAIR & REFINISHING 1 & 2 - (Transportation, Distribution & Logistics Pathways)

10, 11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Bollman

Auto Body Collision Repair Technicians find their skills increasingly valued as more vehicles fill the roads and a greater number of traffic accidents damage these vehicles. As OEM vehicles continue to incorporate sophisticated new materials and increasingly complex design technologies in their vehicles, the collision repair industry will face an ongoing need for repair technicians. Students in FutureForward's Auto Body Collision Repair program will learn to assess the damage, remove and install parts, remove dents, replace sections, and paint the car body. In addition, students learn how to estimate a repair job and obtain the entrepreneurial skills to operate their own business. Collision repair and refinishing is a challenging, lucrative, and rewarding career, especially as vehicles become more diverse and high-tech in their construction. All students will have the opportunity to obtain an industry-relevant I-CAR certification. **I-CAR**, the Inter-Industry Conference on Auto Body Collision Repair, plays a major role in supplying the industry with well-trained, knowledgeable, and highly employable collision repair professionals.

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. Students who complete this course may be eligible to test for I-CAR, the Inter-Industry Conference on Auto Body Collision Repair. **This certification may be used to demonstrate competency for new graduation guidelines**.
2. Safety glasses, shop shirts, and appropriate shoes are required.
3. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE AUTO COLLISION REPAIR AND REFINISHING PATHWAY:

Auto Body Shop Owner/Manager Collision Estimator Automobile Customization Repair Technician Master Painter Prep Technician
Aviation Paint Technician Auto Detailing Technician Auto Restoration Technician

AUTO BODY COLLISION REPAIR & REFINISHING 3 & 4 - (Transportation, Distribution & Logistics Pathways)

11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Bollman

Auto Body Collision Repair Technicians find their skills increasingly valued as more vehicles fill the roads and a greater number of traffic accidents damage these vehicles. As OEM vehicles continue to incorporate sophisticated new materials and increasingly complex design technologies in their vehicles, the collision repair industry will face ongoing need for repair technicians.

Level 3 & 4 students in FutureForward's Auto Body Collision Repair program will learn auto estimating, color matching and theory, plastic repair, applying adhesives, custom painting techniques, and applying decals and pinstripes.

Notes:

- Students may have the opportunity to earn college credits.

Counseling Notes:

1. Prerequisite: Completion of Auto Body Collision Repair and Refinishing 1 & 2
2. Students that complete this course may be eligible to test for I-CAR, the Inter-Industry Conference on Auto Body Collision Repair. **This certification may be used to demonstrate competency for new graduation guidelines**.
3. Safety glasses, shop shirts, and appropriate shoes are required.
4. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE AUTO COLLISION REPAIR AND REFINISHING PATHWAY:

Auto Body Shop Owner/Manager Collision Estimator Automobile Customization Repair Technician Master Painter Prep Technician
Aviation Paint Technician Auto Detailing Technician Auto Restoration Technician

AUTO BODY COLLISION REPAIR & REFINISHING INTERNSHIP - (Transportation, Distribution & Logistics Pathways)

12
Credits: 3 Fine/Practical Arts or Elective
Location: Bollman

This course is designed to prepare students to enter the workforce through on-the-job training in the form of an internship. Students will have the opportunity to apply advanced automotive collision repair and refinishing skills in supervised practical experience on the job to become effective automotive technicians.

Notes:

- Subject to industry availability and teacher approval.

Counseling Notes:

1. Prerequisite: Successful completion of Auto Body Collision Repair and Refinishing 3 & 4 and Instructor recommendation
2. Safety glasses, shop shirts, and appropriate shoes are required.
3. Students are required to provide transportation to the job site.
4. Students will have to complete an individual company's pre-hiring approval process.

AUTOMOTIVE TECHNOLOGY 1 & 2 - (Transportation, Distribution & Logistics Pathways)
10, 11, 12
Credits: 2 Fine Practical Arts/Elective
Location: Bollman

The Auto Technology program is National Automotive Technical Education Foundation (NATEF) certified in all eight areas. Instructors are Master ASE Certified.

Auto Technology 1 & 2 program provides great opportunities for students interested in careers related to the automotive industry. Students will gain a thorough knowledge of engine performance, electronic diagnostics, light maintenance, brakes, tires, cooling systems, chassis, drivetrains, fuel systems, steering, suspension, and electrical systems. Students will have the opportunity to obtain student ASE certifications in the automotive field.

Notes:
- Students may have the opportunity to earn college credits.

Counseling Notes:
1. Students that complete this course are eligible to test for Automotive Service Excellence (ASE) certification. **This certification may be used to demonstrate competency for new graduation guidelines.** 2. Safety glasses, shop shirts, and appropriate shoes are required.
3. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE AUTO TECHNOLOGY PATHWAY: *Auto Shop Owner/Manager Diesel Mechanic Master Auto Technician Repair Service Estimator Small Engine Repair Automotive Parts Professional Automotive Service Writer*

AUTOMOTIVE TECHNOLOGY 3 & 4 - (Transportation, Distribution & Logistics Pathways) 11, 12
Credits: 2
1 Science - Conceptual Physics
1 Fine/Practical Arts or Elective
Location: Bollman

The Auto Technology program is National Automotive Technical Education Foundation (NATEF) certified in all eight areas. Instructors are Master ASE Certified. Auto Technology 3 & 4 students demonstrate a strong interest in the auto technology industry. This program is designed to provide a thorough knowledge of engine performance, advanced charging systems, advanced brakes, alignments, suspension, electrical system diagnostics, engine rebuilding, and emission testing. Students will have the opportunity to obtain student ASE certifications. It is expected that students will enroll in the AYES program.

Notes:
- Students may have the opportunity to earn college credits.

Counseling Notes:
1. Prerequisite: Completion of Automotive Technology 1 & 2
2. Students that complete this course are eligible to test for Automotive Service Excellence (ASE) certification. **This certification may be used to demonstrate competency for new graduation guidelines.** 3. Safety glasses, shop shirts, and appropriate shoes are required.
4. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE AUTO TECHNOLOGY PATHWAY:
Auto Shop Owner/Manager Auto or Diesel Mechanic Master Auto Technician Dealer Service Technician Repair Service Estimator Small Engine Repair Automotive Parts Professional Automotive Service Writer

AUTOMOTIVE TECHNOLOGY INTERNSHIP - (Transportation, Distribution & Logistics Pathways)
12
Credits: 3 Fine/Practical Arts or Elective
Location: Bollman

This course is designed to prepare students to enter the workforce through on-the-job training in the form of an internship. Students will have the opportunity to apply advanced automotive skills in supervised practical experience on the job to become effective automotive technicians.

Notes:
- Subject to industry availability and teacher approval.

Counseling Notes:
1. Prerequisite: Successful completion of Automotive Technology 3 & 4 and Instructor recommendation 2. Safety glasses, shop shirts or coveralls, and steel-toe shoes are required.
3. Students are required to provide transportation to the job site.
4. Students will have to complete an individual company's pre-hiring approval process.

CONSTRUCTION, MECHANICAL, ELECTRICAL, AND PLUMBING 1 & 2 - (Architecture & Construction Pathways)
10, 11, 12
Credit: 1 Fine/Practical Arts or Elective
Location: Washington Square

Principles of Construction, Mechanical, Electrical, and Plumbing prepares students for electrical, plumbing, and HVAC careers by introducing students to the physical principles of these systems and the fundamental skills needed to work with them. Upon completion of this course, proficient students will be able to follow safety procedures and use tools to perform basic operations with electrical circuits, as well as demonstrate understanding in fundamental concepts of electricity theory (i.e. Ohm's Law). Students will be able to apply proper tools and procedures to perform basic operations with plastic piping, including measuring, cutting, and joining. Furthermore, students will be able to apply mathematical concepts to solve HVAC, electrical, and plumbing problems.

Counseling notes:
1. Students that complete this course are eligible to test for OSHA 10 and PACT HBI core certification. **These certifications may be used to demonstrate competency for new graduation guidelines**. 2. Course fee: $20.00
3. Supplies include:
   a. Safety-toed shoes/boots
   b. Safety glasses
   c. Basic hard hat for field trip and on-the-job exercises

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE CARPENTRY PATHWAYS:
Construction Management Carpenter Architect Surveyor Home Maintenance and Repair Interior Designer Building Inspector Engineering Electrician Plumber HVAC

CONSTRUCTION, MECHANICAL, ELECTRICAL, AND PLUMBING 3 & 4 - (Architecture & Construction Pathways)

11, 12
Credits: 2
1 Math - Math in Construction
1 Fine/Practical Arts or Elective
Location: Washington Square

Throughout the course, students will interpret construction drawings to complete projects and implement material estimating procedures and safe working practices. Standards in this course also expand on principles of the construction industry and project management strategies. Students will continue to learn practical applications of electrical theory and techniques used by licensed electricians, including exploration of OSHA's electrical safety-related work practices. Students will learn approaches to commercial building wiring in compliance with current National Electrical Code and local codes. Math concepts related to construction will be integrated throughout the course.

Students will acquire knowledge and skills in use of tools, codes, installation of commercial HVAC equipment, heat pumps, troubleshooting techniques, various duct systems, and maintenance practices. Students will acquire knowledge and skills in plumbing codes, advanced plumbing mathematics, commercial drawings, basic electricity, hanger installation, supports and structural penetrations, roof drains, fixture installation, valves and faucets, and oxy-fuel safety. Students will also learn about setup, cutting, brazing, and welding water system sizing; gas, drain, waste and vent installation and testing; and water heater installation.

Counseling notes:

1. Prerequisite: Successful completion of Construction, Mechanical, Electrical, and Plumbing 1 &
2. 2. No math prerequisite for this course.
3. Students that complete this course are eligible to test for OSHA 10 and HBI certification. **These certifications may be used to demonstrate competency for new graduation guidelines**.
4. Course fee: $40.00
5. Supplies include:
    a. Safety toed shoes/boots
    b. Safety glasses
    c. Basic hard hat for field trip and on-the-job exercises

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE ADVANCED PRINCIPLES OF CONSTRUCTION, MECHANICAL, ELECTRICAL, AND PLUMBING PATHWAYS:

Construction Management Carpenter Architect Surveyor Home Maintenance and Repair Interior Designer Building Inspector Engineering Electrician Plumber HVAC Refrigeration Technician Building Maintenance Technician Building Maintenance Supervisor

CONSTRUCTION, MECHANICAL, ELECTRICAL, AND PLUMBING INTERNSHIP - (Architecture & Construction Pathways)

12
Credits: 3 Fine/Practical Arts or Elective
Location: Washington Square

This course is designed to prepare students to enter the workforce through work-based learning in the form of an internship. Through supervised practical experiences, students will job shadow and work as an apprentice in industry trades including: carpentry, electrical, HVAC, and plumbing.

Notes:

- Subject to industry availability and instructor approval.

Counseling notes:

1. Prerequisite: Successful completion of Construction 3 & 4 and Instructor recommendation
2. Safety glasses, shop shirts, and steel-toe shoes are required.
3. Students are required to have transportation to the job site.
4. Students will have to complete an individual company's pre-hiring approval process.

DIESEL AUTOMOTIVE TECHNOLOGY 1 & 2 - (Transportation, Distribution & Logistics Pathways) 10, 11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Washington Square

This AED certified program is designed to train entry-level diesel technicians. Students are trained in shop safety, preventive maintenance, braking systems, suspension systems, engine theory, electrical and electronic theory, hydraulic theory, design and troubleshooting, powertrain theory, performance, operation and component rebuild. All courses will
follow ASE/AED standards. Students will be working on live units with real world problems to diagnose and repair to gain the hands-on experience they need to become successful Diesel technicians. Students will have the opportunity to obtain ASE, AED, Snap-on, and EPA certifications in the automotive field.

Notes:

- Students will have the opportunity to earn college credits.

Counseling Notes:

1. Safety glasses, shop shirts, and steel-toed boots are required.
2. Course fee: $40.00

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE DIESEL TECHNOLOGY PATHWAY: *Auto Shop Owner/Manager Diesel Technician Master Auto Technician Repair Service Estimator*

DIESEL AUTOMOTIVE TECHNOLOGY 3 & 4 - (Transportation, Distribution & Logistics Pathways) 11, 12
Credits: 2
1 Math - Math in Diesel
1 Fine/Practical Arts or Elective
Location: Washington Square

The Diesel Automotive Technology 3 & 4 course is designed to train diesel mechanics to enter the workforce at the apprentice level. Students will have the opportunity to obtain student ASE, Snap-on, and EPA certifications. **These certifications may be used to demonstrate competency for new graduation guidelines**. All courses will follow ASE standards. Students will be working on live units with real-world problems to diagnose/repair and to gain the hands-on experience they need to become successful technicians.

Students are trained in:

• Advanced Manual/Automatic Transmission • DOT Inspection Procedures • HVAC • Advanced Electrical Diagnostic & Repair • Hydraulics	• Advanced Suspension & Repair • Engine Repair and Rebuild • Advanced Computer Diagnostic & Engine Performance – Gas and Diesel Engines • Advanced Braking Systems • Advanced Driveline Repair

Notes:
● Students will have the opportunity to earn college credits.

Counseling Notes:
1. Prerequisite: Successful completion of Diesel 1 & 2
2. Safety glasses, shop shirts, and steel-toe shoes are required. 3. Course fee: $40.00
1. Prerequisite: Successful completion of Diesel 1 & 2
2. Safety glasses, shop shirts, and steel-toe shoes are required. 3. Course fee: $40.00

POSSIBLE OPPORTUNITIES FOR STUDENTS IN THE DIESEL TECHNOLOGY PATHWAY: Auto Shop
Owner/Manager Diesel Technician Master Auto Technician Repair Service Estimator

DIESEL AUTOMOTIVE TECHNOLOGY INTERNSHIP - (Transportation, Distribution & Logistics Pathways) 12
Credits: 3 Fine/Practical Arts or Elective
Location: Washington Square

This course is designed to prepare students to enter the workforce through on-the-job training in the form of an internship. Students will have the opportunity to learn advanced diesel skills in supervised practical experience on the job to become effective diesel technicians.

Notes:
● Subject to industry availability and instructor approval.

Counseling Notes:
1. Prerequisite: Successful completion of Diesel 3 & 4 and Instructor recommendation
2. Safety glasses, shop shirts, and steel-toe shoes are required.
3. Students are required to have transportation to the job site.
4. Students will have to complete an individual company's pre-hiring approval process.
5. Course fee: $40.00

WELDING TECHNOLOGY 1 & 2 - (Manufacturing Pathway)

11, 12
Credits: 2 Fine/Practical Arts or Elective
Location: Washington Square

This course will provide students with entry-level welding skills. The Welding Technology program provides training in welding safety, oxyacetylene welding and cutting, plasma arc cutting, brazing, soldering, stick welding (SMAW), TIG Welding, MIG welding (GMAW) and Flux-cored Arc Welding (FCAW). Students learn to read and make weld prints and sketches. Basic fabrication skills, including the safe use of shop tools, will be learned in conjunction with class projects and personal projects.

Notes:

- Students will have the opportunity to earn college credits.

Counseling Notes:

1. Students that successfully complete this course may be eligible to receive American Welding Society certification. **This certification may be used to demonstrate competency for new graduation guidelines.** 2.. Course fee: $80.00
3. Supplies include:
    a. Welding helmet
    b. Safety glasses
    c. Welding gloves
    d. Welding jacket
    e. Steel-toed boots

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE WELDING PATHWAY:

Architect Auto-Body Specialist Engineer Ironworker
Sheet-Metal Worker Sculptor Pipefitter Machinist

WELDING TECHNOLOGY 3 & 4 - (Manufacturing Pathway)

12
Credits: 2
1 Math - Math in Welding
1 Fine/Practical Arts or Elective
Location: Washington Square

This course is for students who have demonstrated an interest in pursuing a career as a welder. This class will provide students with advanced instruction in Welding Technology including welding safety, oxyacetylene welding/cutting, plasma arc cutting, carbon arc cutting, exothermic cutting, stick welding (SMAW), flux-cored arc welding (FCAW), MIG welding (GMAW), and TIG welding (GTAW), and pipe welding. Students will continue to master skills in print reading and other technical information. Students successfully completing Welding Technology 3 & 4 may acquire an Entry-Level Welder's Certification from the American Welding Society.

Notes:

- Students will have the opportunity to earn college credits.

Counseling Notes:

1. Prerequisite: Successful completion of Welding 1 & 2
2. Students that complete this course may be eligible to receive American Welding Society certification. **This certification may be used to demonstrate competency for new graduation guidelines.** 3. Course fee: $80.00

4. Supplies include:
    a. Welding helmet
    b. Safety glasses
    c. Welding gloves
    d. Welding jacket
    e. Steel-toed boots

POSSIBLE CAREER OPPORTUNITIES FOR STUDENTS IN THE WELDING PATHWAY:
Architect Auto-Body Specialist Engineer Ironworker
Sheet-Metal Worker Sculptor Pipefitter Machinist

ACADEMIC COURSE OFFERINGS

Students ***must*** be enrolled in a FutureForward career and technical program to be eligible for enrollment in FutureForward academic courses.

English 11 – American Lit/Comp	
English 12 - Lit/Comp *- (must also register for Introduction to Technical Writing - ENG 1031)*	*Technical Writing - ENG 1031* *- (must complete/pass English 12)* **FRCC Guaranteed Transfer Course)*
College English 1021 – English Composition I - (must also register for English 1022) **FRCC Guaranteed Transfer Course*	*College English 1022 – English Composition II - (must complete/pass English 1021)* **FRCC Guaranteed Transfer Course*

FutureForward English courses meet district graduation requirements.
Please consult with your counselor to verify which courses meet the NCAA Clearinghouse requirements before making final course selections.

ENGLISH COURSES

ENGLISH 11 (American Lit/Comp)
11
Credit: 1 English

Students will understand the thematic progression of literature from the United States by studying literary texts across the 18th, 19th, and 20th centuries. They will analyze and explain authors' use of literary and figurative language techniques through argumentative writing, higher-level discussions, and oral presentations. Students will flexibly use technology for both research and the presentation of information, including that required for a long-term, in-depth project. They will assess the credibility and validity of sources to answer research questions and complete long-term works, as well as write narrative, problem-solution, comparative analysis, informative, and argumentative pieces.

Major units of study include:

- Argument and Inquiry
- Thematic Development and Authorial Choices
- Rhetorical Analysis and Crafting Arguments
- Interpretation of Drama: Genre Study
- Informed Public Advocacy

Counseling Notes:

1. This course meets the district English graduation requirement

ENGLISH 12 (Lit/Comp) - *(includes semester-long Technical Writing course - ENG 1031)* 12

Credit: 1 English

Students will engage in the study of literary movements to determine how various views affect the interpretation and understanding of literature and poetry. Students will participate in a large-scale independent inquiry project where they will research, develop, and refine a multi-faceted argumentative piece and presentation. In the Technical Writing course, students will develop rhetorical knowledge and focus on building their use of tone, format, and structure in a given writing situation, such as those that apply in the postsecondary world. Students in the course will develop their experiences as writers in at least one genre, and learn recursive strategies for generating ideas, revising, and editing, while using appropriate, credible sources and evidence in their discourse. Students will apply mechanics, syntax, style, vocabulary, and grammar appropriate to the writing task.

Major units of study include:

- Self-Directed Inquiry Project
- Narrative Thematic Development
- Initiating Inquiry
- Analysis and Argument
- Application and Presentation of Research

Counseling Notes:

1. Registration in English 1031 is also required.
2. This course meets the district English graduation requirements.

COLLEGE ENGLISH 1021: Freshman Composition I

12

Credit: 1 English

Emphasizes the planning, writing, and revising of compositions, including the development of critical and logical thinking skills. This course includes a wide variety of compositions that stress analytical, evaluative, and persuasive/argumentative writing. This is a statewide Guaranteed Transfer course in the GT-CO1 category.

Counseling Notes:

2. Registration in English 1022 is also required.
2. This course meets the district English graduation requirements.

COLLEGE ENGLISH 1022: Freshman Composition II

12

Credit: 1 English

Expands and refines the objectives of English Composition I. Emphasizes critical/logical thinking and reading, research strategies, and writing analytical, evaluative, and/or argumentative compositions. This is a statewide Guaranteed Transfer course in the GT-CO2 category.

Counseling Notes:

1. Prerequisite: Successful completion of ENG 1021
2. This course meets the district English graduation requirements.

Classes will only be offered if there is sufficient enrollment.

SCIENCE COURSES

CP ANATOMY & PHYSIOLOGY

11, 12

Credit: 1 Science

CP Anatomy and Physiology is a course designed for students interested in learning about their body's structure and function through integrated hands-on projects and activities. Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology and explore functional systems of the body. This course is recommended for students interested in pursuing careers in medical, health, or sports medicine related fields.

Counseling Notes:

1. This course meets the district Science graduation requirements.
2. Course does not include PE credit.

Classes will only be offered if there is sufficient enrollment.