



Aspen High School

IB World School

Course of Study

2022-2023

NONDISCRIMINATION/EQUAL OPPORTUNITY

Aspen School District does not discriminate on the basis of race, creed, color, sex, sexual orientation, genetic information, national origin, religion, age, marital status, ancestry, disability, need for special education services, or other status protected by law in admission or access to, treatment and employment in its programs and activities. The following persons have been identified as the compliance officers for the District to handle inquiries regarding the nondiscrimination policies:

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**Students also have the opportunity to enroll in courses given at
Colorado Mountain College. <https://coloradomtn.edu/>**

GENERAL INFORMATION

The Board of Education adopted new graduation requirements for the graduating class of 2021.

COURSE SELECTION

Students and parents must be the primary decision makers in determining a high school program leading to desired post-secondary school options. Please read all of the information in the *Course of Study*, attend the informational sessions offered, and ask for guidance from teachers, counselors, and administrators in order to facilitate your student's achievement of his/her future goals.

The choices made by students during our spring registration are the principal factors used to create the master schedule. A major effort is made to offer classes so that potential course conflicts are minimized. In addition, every attempt is made to balance the size of classes. For these reasons it is crucial that students and parents take time and care in planning the courses requested for next year. Although schedule changes are allowed at the beginning of each semester, it is entirely possible that such changes may not be feasible due to the conflicts imposed by the master schedule. ***In addition, just because the course is listed in the Course of Study, does not guarantee it will run. Courses are dependent upon enrollment.***

ACCESSING TEACHERS AND ACADEMIC INFORMATION

The Aspen School District website, www.aspenk12.net, lists school phone numbers and email addresses for all Aspen High School staff. Students and parents are given an ID and password for our 2 online resources: The District's website - www.aspenk12.net and PowerSchool. Username and password information for these resources gives parents and students convenient access to the student's school activities, homework assignments, and athletic events from one, easy to use interface. Students and parents should check the website frequently as all the information related to the school will be available.

PowerSchool allows students and parents to check academic progress and attendance and lunch balance information. Grades are not updated daily, therefore parents who have concerns about grades found on PowerSchool are encouraged to speak to their son/daughter before contacting teachers. Access to the PowerSchool log on screen can be found by visiting the District's website: www.aspenk12.net.

GRADING SYSTEM

Aspen High School operates on a two-semester calendar year. Transcribed grades are recorded at the end of Semester One and Semester Two. Report cards are accessible online via Powerschool.

GRADING SCALE

Grade point average (GPA) is recalculated each semester and **only the semester grades are reflected on the transcript**. Students' grades are reported as the percentages earned which are then converted to letter grades. For GPA purposes, point values are then assigned to these grades.

<u>Percentage</u>	<u>Letter Grade</u>	<u>Grade Points</u>	<u>Pts for IB/AP*</u>
94-100	A	4.0	5.0
90-93	A-	3.7	4.7
88-89	B+	3.3	4.3
83-87	B	3.0	4.0
80-82	B-	2.7	3.7
78-79	C+	2.3	3.3
73-77	C	2.0	3.0
70-72	C-	1.7	2.7
68-69	D+	1.3	1.3
63-67	D	1.0	1.0
60-62	D-	0.7	0.7
59 & Below	F	0.0	0.0

*For AP classes offered at Aspen High School

AHS GRADING PHILOSOPHY

It is our belief at AHS that high school grades should measure the quality of the work actually completed while in high school. Therefore, no weighted high school credit will be awarded for high school classes taken while in middle school.

Our goal is to encourage all students to put forth their best efforts to meet the challenges of academic rigor. The grading "definitions" that follow will assist students in understanding the way in which their work is evaluated.

A	Highest standards met, mastery, and consistent achievement
A-	Near mastery of highest standards, excellent achievement
B+	Very high standards, approaching mastery in many areas, very good achievement
B	Well above average, high level of achievement, approaching mastery in some areas
B-	Above average achievement, beginning mastery in some areas
C+	High average, capable in all basic standards
C	Average, acceptable achievement in most basic standards
C-	Low average, acceptable but not consistent achievement
D+	Below average achievement, gaps in basic standards
D	Near minimum level of achievement, marked by gaps in basic standards
D-	Lowest passing achievement, serious gaps in basic standards
F	Failing, very poor performance

CALCULATION OF THE GPA

Adding the total GPA points for all classes during a given semester and dividing by the number of classes attempted during that semester results in the ***Semester Grade Point Average***. Classes that are granted .25 credits (half the credit given to a semester class) should be counted as only half a class in the total number of classes attempted.

The ***Cumulative Grade Point Average*** reflects the student's average throughout high school. It is derived by adding the total GPA points earned *every* semester and dividing by the total number of classes attempted *throughout* high school.

** All final GPA considerations will be determined by the principal and the registrar.*

ACADEMIC HONORS

Eligibility for **Honor Roll** is determined each semester and is based upon only that semester's grade point average. To be eligible, a student must earn a **semester grade point average of 3.50**. **Academic Letters** are awarded each semester to students who earn a **3.75 grade point average** during that semester.

Students in 11th and 12th grade with a 3.5 cumulative average or higher are eligible for nomination to National Honor Society. Students must apply for admission and must receive the nominations of three or more of their teachers, at which point they will be invited to join the organization. Students who join must commit to a program of school and community service totaling a minimum of 50 hours, *concurrent to the academic year*.

VALEDICTORIAN AND SALUTATORIAN

For the graduating class of 2022, Valedictorian and Salutatorian honors are assigned to those seniors whose Aspen High School coursework cumulative GPAs rank numbers one and two in the senior class. **To be considered for this honor, students must attend Aspen High School during the last four semesters of high school.** The transcript grades of transfer students will be evaluated by the administration to determine eligibility for these honors. Valedictorian and Salutatorian are recognized at the graduation exercises.

No correspondence courses or high school courses taken during middle school are included in this GPA computation. Class rank for Valedictorian and Salutatorian determination will be computed at the end of the second semester senior year.

For the graduating class of 2023 and beyond, Valedictorian and Salutatorian will be selected by teacher and student panels respectively. There will be a nomination/application process available for students their senior year.

LATIN LAUDE GRADUATION HONORS

Starting with the graduating class of 2023, students will be eligible to graduate with Summa Cum Laude, Magna Cum Laude, and Cum Laude Honors. By definition, “Laude” means “with Honors.” This system was created to recognize high academic achievement, service learning, rigorous coursework, and the IB learner profile traits.

Honor	Academic Achievement	Rigor (IB courses taken over 2 years only counts as 1)	Service
Summa Cum Laude:	4.2 GPA or higher	6 or more IB/AP courses	150 or more service hours
Magna Cum Laude	4.0-4.19 GPA	4 or more IB/AP courses	100-149 service hours
Cum Laude	3.8-3.99 GPA	2 or more IB/AP courses	50-59 service hours

*Students must meet the requirements of the three components (Academic Achievement, Rigor, Service) to be recognized by a specific Latin designation. For example a student that meets the academic and rigor benchmarks for Summa Cum Laude and meets the service benchmarks for Magna Cum Laude will receive Magna Cum Laude honors.

Students starting their 9th grade year and onto graduation are responsible for submitting all service work using this link: www.tinyurl.com/aspenservice. In order to process the paperwork, all hours must be submitted by **May 1st during their graduation year.**

ASPEN HIGH SCHOOL GRADUATION REQUIREMENTS Revised: Spring 2017

1. Students must earn a total of 24 credits.
2. Students who complete the IB Diploma Course of Study, and who earn at least 24 credits, satisfy all AHS graduation requirements.
3. Students must meet the CDE basic requirements for math & literacy proficiency.
4. Completion of the Individual Career and Academic Plan, known as the ICAP. Required by state statute for every ninth through twelfth grade student (or in the years required for a student to graduate), the ICAP is designed to assist a student and his or her parent or legal guardian in exploring the postsecondary career and educational opportunities available to the student, aligning coursework and curriculum, applying to postsecondary education institutions, securing financial aid, and ultimately entering the workforce.
5. Demonstration of 21st Century skills. The skills include critical thinking and reasoning, information literacy, collaboration, self-direction, and invention. These skills are embedded in the Colorado Academic Standards. As a result, students' successful completion of coursework and/or other learning experiences aligned to the Colorado Academic Standards may provide one method for students to demonstrate 21st Century skills. Student engagement in and completion of extracurricular activities, service learning experiences, capstone projects, and other student demonstrations may also serve as demonstrations of 21st Century skills.

Principal has discretion to amend graduation requirements as needed and when necessary. (i.e., transfer students, special needs)

State and district content standards

All students must meet or exceed state and district academic content standards prior to becoming eligible to graduate or complete the requirements and goals as listed on a student's Individualized Education Program (IEP), which may include modified academic content standards.

Graduation from high school is a culminating event that results from the foundations built at the elementary and middle levels. Graduation is a collaborative effort among levels in a student's public school career. Each level of school and each staff member or parent/guardian who instructs or counsels a student shares responsibility for the ultimate ability of that student to demonstrate proficiency in the content standards and to meet the expectations for graduation.

Graduation requirements are established to ensure high academic standards for the Aspen Schools. Any student who meets these requirements shall be awarded a diploma. Graduation requirements are based on the needs of the students, the expectations of the School District, and guidelines of the Colorado Department of Education. They are designed for all students and should meet the needs of both college and non-college bound students.

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

Multiple Pathways

Graduation requirements should provide appropriate challenge and opportunity for all students. All pathways are available for students with special needs (ESS, ESL, 504, Medical Conditions) depending on the option designated in the student's individual learning plan and the amount of modifications required.

Students must earn credits in the following content area to qualify for an AHS diploma:

Aspen High School Graduation Requirements for the Graduating Class of 2021 and Beyond			
Content	Required Credits	AHS recommended credits for College Bound students	Notes
English	4	4	ELL Courses are counted as Language Arts credit.
Math	3	4*	*Including one year beyond Algebra 2
Science	3	3*	Of the 3 science credits required for graduation, at least one must be in a life science and one must be in a physical science.
Social Studies	3*	3*	Grade 9 .5 Civics/Government and .5 Geography Grade 10 1.0 US History Grade 11 or 12 Modern World History/ IB History/Philosophy
World Language	2	3*	* Students should complete through level 3 of world language. Two years of study must be in the same language.
Health	.5	.5	Health
Physical Education	.5	.5	Principal has discretion to approve other activities with comparable criteria as pass/fail credit.
Performing/ Visual Arts	.5	1.0	Art/Music/Theater/Woodworking/Graphic Design/ Film
Practical skills/CTE	.5	.5	Includes any of the following courses: CTE (Business, Culinary, Computer Science, Aviation) Career/Tech through CEPA Graphic Design (Art) Internships, work experience and Woodworking
Experiential Education	1	1	.25 credit for every year attending Aspen High School
Prescribed	18.0	20.5	Prescribed Credits (listed above)
Electives	6.0	3.5	+Students can select any classes
TOTAL	24.0	24.0	Total credits required to graduate

+This table defines the minimum number of credits required in various subjects of study. To reach the number of credits required to graduate, students may fulfill the remaining balance with any courses that match their post-secondary goals for college and career readiness.

To earn a diploma approved by the Colorado Department of Education a student must prove college and career readiness by demonstrating competency in core subjects using criteria established by the Colorado Board of Education. [Students must demonstrate college or career readiness in English and math based on at least one measure.](#)

GRADUATION GUIDELINES | FACT SHEET

Menu of College and Career-Ready Demonstrations

Local school boards establish high school graduation requirements that meet or exceed the Colorado Graduation Guidelines for the graduating class of 2021 and/or 2022.

Local school boards and districts select from this menu to create a list of options that their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021 and/or 2022. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas.

Graduation Guidelines begin with the implementation of Individual Career and Academic Plans (ICAP), 21st Century Essential Skills, and Colorado Academic Standards for all content areas, including Civics.

Students must demonstrate college or career readiness in English and math based on at least one measure.

Districts have the authority to provide accommodations to students in meeting the college and career demonstrations necessary to earn a standard high school diploma for: English learners, gifted students and students with disabilities.

MENU OF OPTIONS: This menu lists the minimum scores required.

ACCUPLACER		
Classic	ENGLISH	MATH
	62 on Reading Comprehension OR 70 on Sentence Skills	61 on Elementary Algebra
Next Generation	ENGLISH	MATH
	241 on Reading OR 236 on Writing	255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)

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 college courses that match their skill levels.

ACT	
ENGLISH	MATH
18 on ACT English	19 on ACT Math

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	
ENGLISH	MATH
Bronze or higher	Bronze or higher

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 must score at the bronze level (at least 3) in all three assessments – Applied Mathematics, Graphic Literacy and Workplace Documents, and they will earn the ACT's National Career Readiness Certificate.

Advanced Placement	
ENGLISH	MATH
2	2

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	
ENGLISH	MATH
31 on the AFQT	31 on the AFQT

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	
ENGLISH	MATH
Passing grade per district and higher education policy	Passing grade per district and higher education policy

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 and concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course, and 3) governed by a district-level cooperative agreement or MOU.

District Capstone	
ENGLISH	MATH
Individualized	Individualized

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.

Industry Certificate	
ENGLISH	MATH
Individualized	Individualized

Industry certificates are credentials recognized by business and industry. They 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)	
ENGLISH	MATH
4	4

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: Scores updated for SAT (2016)	
ENGLISH	MATH
470	500

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	MATH
State-wide scoring criteria	State-wide scoring criteria

An authentic application of Essential Skills for Postsecondary and Workforce Readiness, through the creation of a complex product or presentation. (In development)

District Guidance: www.cde.state.co.us/postsecondary/graduationguidelines
July 2020

Credit from other institutions and home-based programs

All students entering from outside the district must meet district graduation requirements. Transfer students must submit transcripts for review to the registrar at the prospective ASD high school they plan to attend. Transcripts will be reviewed to determine which classes transfer, the value of those transfer credits, and the accompanying GPA translation.

The District provides credit bearing online courses through online options, which fulfill ASD graduation requirements. Therefore, students currently enrolled in Aspen School district schools who wish to obtain credit from outside institutions, or through online programs, must have prior approval from the principal. Aspen High School may accept a limited number of online credits from online providers not supervised by ASD teachers, based on principal discretion.

The district shall consider transcripts from home-based educational programs. In order to determine whether courses and grades earned are consistent with district requirements and district academic standards, the district may require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student's transcripts. The district may reject any transcripts that cannot be verified through such testing.

Alternate education/Independent Study plans to meet individual academic needs may be approved by the principal in consultation with appropriate school and District Office staff.

Non-immigrant Foreign Students (Foreign Exchange)

Non-immigrant foreign students who enroll through a one-year exchange program are not eligible to graduate from a district high school.

Student course load

The course load for freshmen, sophomores, juniors and seniors shall be a minimum of 5 credits per school year. AHS Counselors and Administration recommend that all freshmen and sophomores take a full load of classes (8 out of 8 periods). Juniors and seniors are allowed to request one or two 'free periods' if deemed appropriate by counseling and administration. Students who wish to take fewer than five classes per semester in any given school year must obtain advance permission from the counseling department and/or principal.

Graduation requirements of the Aspen School District are based on the units of credit earned in grades 9-12. A unit of credit (.5) is defined as the amount of credit earned for the successful completion of a full semester course. Year-long courses shall be counted as 1 credit. Quarter courses shall be counted as .25 credits.

Graduation

Upon completion of these graduation requirements, the student may participate in the year-end graduation ceremony of the school from which the final credits were gained. A student is not eligible to participate in the graduation ceremony from the school from which he/she transferred. Students must be in attendance during the current school year and receive credit in the current year to graduate in that year. ASD students who travel abroad in approved exchange programs will be able to graduate with their class in which he/she was previously enrolled. Principals have the ultimate discretion to determine who participates in graduation ceremonies.

Seal of Bi-literacy

Students who earn a cumulative 3.0 GPA in their English Language Arts courses and who pass the AAPPL test with an Intermediate 5 (I5) in each of the four sections or who pass an IB world language exam with a 4 or better are able to graduate with the Aspen School District Seal of Bi-literacy. This State recognized distinction helps students to differentiate themselves as bilingual learners.

Years of Attendance

The District believes that most students benefit from four years of high school experience and are encouraged not to graduate early. However, in some cases, students need the challenge provided by post-secondary education or other opportunities at an earlier age. Therefore, the principal may grant permission to students wishing to graduate early, provided the student has met all the district graduation and timeline requirements.

LEGAL REF.: C.R.S. 22-33-104.5 (*home-based education law*)

C.R.S. 22-1-104 (*teaching history, culture and civil government*)

C.R.S. 22-32-132 (*discretion to award diploma to honorably discharged veterans*)

C.R.S. 22-2-106 (*Updated Graduation Requirements*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment

AEA, Standards Based Education

IA, Instructional Goals and Learning Objectives

IHA, Basic Instructional Program

IHBG, Home Schooling

IHCDA, Postsecondary Options/Concurrent Enrollment

ILBA, District Program Assessments

ILBB, State Program Assessments

ILBC, Literacy and Reading Comprehension Assessments

JFABB, Admission of Non-Immigrant Foreign Students

SCHEDULE CHANGES

APPROVED SCHEDULE CHANGES WILL BE MADE DURING THE FIRST TWO WEEKS OF SCHOOL BOTH FIRST AND SECOND SEMESTERS.

Changes in a student's course schedule should only be made when absolutely necessary. The following are acceptable reasons for schedule changes:

1. A student needs to add a course to an incomplete schedule
2. A course is overcrowded or has been canceled
3. A student is inappropriately placed academically
4. An illness or injury prevents participation in class
5. A student is failing a course and the teacher recommends that he drop that class

DROPPED COURSES

Typically, students will not be allowed to drop a class after the first two weeks of each semester. In the unlikely event that such a request is granted, the change must be reflected on the transcript. The grade, therefore, will be determined as follows:

1. ***If*** the teacher recommends a student drops a course and the student is passing, a "WP" (withdraw pass) is recorded on the transcript. No credit is given and no points are figured in the grade point average (GPA).
2. If a student is failing at the time of the drop, a "WF" is recorded on the transcript. No credit is earned, and the W/F is not calculated in the GPA..
3. If a student is considering withdrawing from a course after the add/drop window, he/she must meet with his/her counselor, teacher of record and an administrator to determine the best course of action.

REPEATING COURSES

If a student earns a grade of a D or an F in a course they are eligible to retake the course.

Students may repeat courses that were designed to be taken multiple times. (e.g, Advanced Studio, Athletic Conditioning, SAC, Learning Theory, etc).

If a student retakes a course both grades will be factored into their GPA. If a student retakes a course for credit recovery from Colorado Digital Learning Solutions, they have the option to request a letter grade be transcribed on their Aspen High School transcript.

TRANSFER STUDENTS

Students who transfer to Aspen High School from other accredited high schools will be placed in appropriate classes, as determined by the counselor after examination of available records and consultation with students and their parents/guardians. If a student transfers mid-semester their final semester course

grades will be determined by averaging the marks of the sending school with those earned by the student while attending Aspen High School.

All transcribed grades that are transferred to Aspen High School will be transcribed as “P.” An asterisk at bottom of the Aspen High School transcripts document will explain that only courses completed at Aspen High School are included in a student's GPA calculation.

INDEPENDENT STUDY

Any student who wishes to enroll in an Independent Study must seek initial approval from the teacher who will be facilitating the course. After that conversation has occurred, the student must see his or her counselor in order to obtain an Independent Study Request Form. Students must complete this Independent Study process within the first two weeks of the semester.

ALTERNATIVE COURSE OPTIONS

The expectation at Aspen High School is that students will enroll in seven Aspen High courses, however with Counselor and/or Admin approval students may be enrolled in a minimum of five courses each semester. If we offer a particular course at our institution, students are expected to enroll in that course unless there is a circumstance that prevents them from doing so. These rare exceptions will be offered on a case by case basis. Students must obtain approval *prior* to enrollment in an alternative course not offered at Aspen High School.

Courses completed via Colorado Digital Learning Solutions for enrichment or elective credit will only be awarded “P” or “F” grades.

CONCURRENT ENROLLMENT

High School Credit via Coursework Taken at Institutions of Higher Learning:

1. Eligibility: Any student who is under the age of 22 shall be eligible to apply to an institution of higher education for enrollment through post-secondary options program if he or she has met the following criteria:
 - a. is deemed by the student and parent/guardian on the advice of the principal to be in need of course work at a higher academic level than that is available at school
 - b. is deemed by school personnel to show a high degree of maturity and responsibility, especially with regard to potential for completing post-secondary courses
 - c. is deemed by school personnel to be in need of a different environment
2. Academic Credit: Academic credit granted for course work successfully (“C” or better) completed by a student under this program shall count as high school credit toward graduation requirements unless credit is denied by the principal and the denial is upheld by the Superintendent and the Board of Education on the basis that such credit is inappropriate. An appeal procedure is provided in the event a student is denied high

school credit. A student participating in this program shall still be considered as enrolled in the District and eligible for all high school activities.

Colorado Mountain College Credit for Specific Courses taken at Aspen High School:

1. AHS is planning to offer the following courses for college credit through a Concurrent Enrollment partnership with Colorado Mountain College: Introduction to Accounting, IB Business HL, Statistics and Graphic Design.
2. AHS is working to offer more Career and Technical Education courses as part of our Concurrent Enrollment partnership with Colorado Mountain College. These courses could include our Culinary, Construction, and Manufacturing classes.

GRADUATION PROCEDURES

Early Graduation: Students who wish to graduate early must request permission from the principal prior to the completion of the first quarter of their proposed year of graduation. Early Graduation Request Forms are available in the Counseling Center. Approved students may participate in the graduation exercises at the end of the year.

Students wishing to become a part-time student during the second semester of their senior year must initiate the process by meeting with their counselor and the principal at the beginning of the first semester of their senior year.

Failure to Meet Graduation Requirements: Parents or guardians of students who do not fulfill requirements for graduation shall be notified as soon as possible. STUDENTS MUST COMPLETE ALL REQUIREMENTS FOR GRADUATION BEFORE THEY WILL BE ALLOWED TO BE A PART OF THE GRADUATION EXERCISES.

Graduation Exercises: Graduation exercises shall be held once each school year in the spring. Practice for graduation will be held the day before graduation. **ATTENDANCE AT GRADUATION PRACTICE IS MANDATORY FOR STUDENTS WHO ARE PLANNING TO PARTICIPATE IN THE GRADUATION CEREMONY.**

PROGRAMS

COUNSELING SERVICES

Counselors at Aspen High School are responsible for participating in and maintaining a comprehensive program which promotes and enhances academic, social/emotional, and career development for its students. AHS counselors provide individual counseling and mediation, academic advisement/scheduling, and crisis intervention to students, as well as supportive services to parents/guardians, faculty, and staff. They align their practices and principles with the ASCA framework (American School Counselor Association), and they follow the CASEL (Collaborative for Academic, Social, and Emotional Learning) curriculum as well.

Our counselors help coordinate standardized testing at AHS as well as the development of individualized programs for students. In addition, they are involved in various aspects of community outreach as well as in-building and district committees. They are able to provide information about summer programs, community service opportunities, study abroad programs, and referral resources outside of the school.

Our counselors strive to know every student well in order to be as effective as possible in helping them reach their potential as developing young adults. Although the daily duties of the counselor will include committee meetings, phone calls, and paperwork, they view being available to students as their primary and most important role.

As students begin high school, they are assigned to a counselor who serves as the students' primary advisor throughout those years. Individual appointments are available to both students and parents/guardians. In most cases, Josh Berro (jberro@aspenk12.net) is the counselor for students whose last names begin with "A-K", and Lauren Reiss (lreiss@aspenk12.net) is responsible for students with last names that begin with "L-Z".

POST-SECONDARY COUNSELING

The Aspen High School Post-Secondary Counseling Office is dedicated to helping each student create a personalized plan and guide them towards realizing their dreams for post-secondary success -- whether that includes: 4-year colleges, 2-year colleges, technical/trade schools, professional certifications, apprenticeships, military, workforce, or other.

A student and parent post-secondary planning curriculum is offered for each grade level including Freshman Seminar, quarter-long Post-Secondary Exploration Class for juniors (.25 credit), Senior Boot Camp, and dozens of evening presentations covering a broad range of topics. Beginning junior year, students have access to individualized post-secondary counseling meetings. The goal is to find the right postsecondary match for each student and to assist the student in the application process.

New in 2022-2023 is our Senior Advisory Program that will run through the fall. This offering will provide seniors with 3 weekly workshops where they can work on their application directly with the Post-Secondary Counseling staff.

Each spring, in conjunction with the RMACAC Spring Fair, AHS Post-Secondary Counseling hosts the Annual College Admissions Case Studies Program. This event welcomes over 30 colleges/university

representatives to our campus, where they guide our students and parents through the application review process. This evening event helps provide valuable insight into the college application process and offers an intimate setting where our families get to meet and chat with college representatives.

Throughout the fall, we welcome over 80 schools through in-person and virtual visits. These visits allow our students to learn more about the college application process as well as the specifics of each institution. It is also a great opportunity for our students to establish a connection with the admission representatives at each school.

Post-Secondary Counseling can be contacted at 970-925-3760, ext. 1174. Charlie Laube works with students whose last names begin with L through Z, and Karen Hawkes works with students with last names A-K.

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (CLD)

The Culturally and Linguistically Diverse (CLD) program, formerly the ELL (English Language Learner) program at Aspen High School, is designed to accommodate the cultural and linguistic needs of students whose primary language is other than English. At the introductory levels, courses provide a cultural orientation to the classroom of public schools with a focus on building listening and conversational skills, basic sentence structure and vocabulary. At the more accelerated levels, courses are designed to further develop reading and writing skills, concentrating on more complex grammar skills and writing techniques.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Aspen High School has an MTSS system in place to support students who are struggling to find academic success. The MTSS model is an integrated approach based upon a three-tiered model that monitors student progress with different levels of intervention intensity. Parents or guardians who would like their child referred to the MTSS Team should contact their son/daughter's counselor.

Teachers, counselors, and administrators serve on this team in an effort to evaluate how well students are responding to the classroom instruction being provided, to identify those who need additional support, and to provide a monitored, individualized support plan designed to increase student success. By providing interventions to students and monitoring the progress of these interventions, the MTSS team can utilize the information to identify students who may be in need of more direct services. The goal of the MTSS program is to ensure that we provide differentiated, high-quality instruction that is matched to our students' specific needs.

EXCEPTIONAL STUDENT SERVICES

Specially Designed Instruction is available to students who qualify under the Individuals with Disabilities Education Act (IDEA). Determination of eligibility requires:

1. A body of evidence documenting the student's response to interventions that have already been provided.
2. If necessary, testing/data collection by any or all of the following: general education teachers, special education teachers, school psychologist, speech therapist, occupational therapist, school nurse, other related service personnel identified by the team. If the parent has obtained outside evaluation information, the team will consider this as part of the eligibility process.
3. A multidisciplinary team meeting to review testing results/relevant data and determine a student's eligibility for special education services.
4. If a student is determined to be eligible for services under IDEA, an Individualized Education Program (IEP) is developed by the multidisciplinary team to determine placement, services, and instructional support related to the student's individual needs that have been identified by the team.

Students who are eligible for specially designed instruction will receive services in an integrated setting within the general education environment with support services, consultation, and collaboration where appropriate. Students with exceptional needs may also receive remedial instruction and academic support in **Language Theory, English Essentials, Math Foundations, or other supplemental interventions identified by the school.**

THE INTERNATIONAL BACCALAUREATE PROGRAM AT AHS

The International Baccalaureate Organization (IBO), headquartered in Geneva, Switzerland, has been operating worldwide for over 50 years. There were over 165,000 IB candidates in May 2021. Almost 3000 high schools throughout the world, which represent over 200 nationalities, currently implement the IB Diploma Program (IB DP).

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of other people everywhere. We take responsibility for our actions and their consequences.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize the interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe that these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The IB Curriculum and Examinations

The curriculum for IB classes is developed and written by IB, and IB courses are taught at two different levels: Standard Level (SL) and Higher Level (HL). Higher level courses cover more content and require more time. All students in IB courses take externally marked examinations at the completion of each course. These examinations are marked on a scale from 0 – 7. Part of a student's IB overall mark is also based on teacher evaluations, moderated by IB. Marks on IB exams may determine whether students receive college credit for these classes.

The IB Diploma Program

The full Diploma Program is IB's most rigorous pre-university academic option, and requires a student to take at least one class in each of the 6 groups listed below **during the last two years of high school**. At least three, but no more than four of these IB classes are taken at the Higher Level (HL).

The following IB classes will be offered during the 2022-2023 school year: **All offerings are based on course availability/student interest.**

Group 1: Studies in Language & Literature	English A: Literature (HL), English A: Lang & Lit (SL)
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	English A: Lang & Lit (HL) Language A: Literature School Supported Self-Taught (SL)
Group 2: Language Acquisition	French B (SL/HL) Spanish B (SL/HL)
Group 3: Individuals & Societies	History (HL) Psychology (SL/HL) Business Management (SL/HL) Art History (SL) Economics (SL) Computer Science (SL)
Group 4: Sciences	Biology (HL) Physics (SL) Environmental Systems & Societies (SL)
Group 5: Mathematics	Mathematics: Analysis and Approaches (HL/SL) Mathematics: Applications and Interpretation (SL)
Group 6: The Arts	Visual Arts (HL), Music (SL) or a second course from Group 2, 3 or 4

Additionally, full IB Diploma Candidates are required to complete the following:

- CAS Component - *Creativity, Activity, and Service* during junior and senior years
- The *Theory of Knowledge* (TOK) course taken during the second semester of junior year and the first semester of senior year
- *Extended Essay* - a 4,000 word essay on a topic of choice written in an IB subject area

Students who meet the IB requirements, and pass all of their examinations, earn an IB Diploma in addition to an Aspen High School Diploma. In May 2021, 89% of IB Diploma Candidates world-wide received an IB Diploma. This program is recognized by many institutions of higher learning as one of the world's premier high school diploma programs.

For more information on the International Baccalaureate Diploma Program (IBDP), please see <https://www.ibo.org/programmes/diploma-programme/>. Specific information relative to the implementation of the IB DP at Aspen High School can be found by going on the high school web page at <https://www.aspenk12.net/domain/135>. As an additional resource, contact the IB Diploma Program Coordinator at 970-429-3536.

IB Certificates

In lieu of the Diploma Program students at Aspen High School may take individual IB courses for IB Certificates. These students must complete all of the IB requirements for the class including the IB assessments. All students can elect to take the *TOK* class, submit the *Extended Essay*, and participate in *CAS*.

Enrolling in IB Course(s)

Pursuing IB coursework (Diploma or Certificate Students) includes the expectation of a significant amount of reading and writing. In addition, many IB courses require some **coursework during the summer** after both the sophomore and junior years.

***Enrollment in the full IB Diploma requires completion of the [IB Admissions Packet](#), sent digitally to the IB Coordinator.** This packet includes information about the IB program, forms to sign by student and parent, the academic honesty policy, the IB learner profile, information on the philosophy and cost of the program, as well as course offerings. Scholarships are available to cover costs.

In order to earn the weighted credit associated with an IB course, students must complete a full academic year of the course. Furthermore, dropping IB courses beyond the first semester senior year may require that Aspen High School notify the colleges or universities to which the student has applied that IB coursework was not completed.

IB exam and material fees

Please be aware of the financial responsibility of IB students. Some courses require students to purchase texts, and each course requires students to pay fees for mandatory exams taken upon course completion. Scholarships are available to cover costs. For more information regarding financial aid, contact the IB coordinator directly at 970-429-3536.

Examination Fees for the 2022-2023 academic year will be announced in the fall, and can be expected to be very similar to the May 2021 fees listed below. Each exam is \$119.

For non-diploma students additional fees: EE \$91, TOK \$46, CAS \$10

Please note: The fees for TOK, EE, and CAS are omitted for full IB Diploma Students.

IB Exam Fees for the May 2022 Examination Session	
Number of Exams Taken	Student Cost
1	\$119
2	\$238
3	\$357
4	\$476
5	\$595
6	\$714

College credit for IB courses

College credit may be granted for high performance on IB exams. The amount of credit is determined by the individual college or university and is generally correlated to a student's IB exam scores. For more information on college credit offered for IB coursework, please consult IBO's online reference center at: <https://www.ibo.org/contentassets/5f7660979aea4994a68f29e00667dcda/university-policy-index-october-2019.xlsx>.

EXPERIENTIAL EDUCATION PROGRAM

Each fall, students are offered a unique opportunity to pursue special interests and to be exposed to an exciting challenge through our high school's Experiential Education program. During "ExEd Week" students participate in a wide range of activities that push students to learn new skills and concepts not typically studied in a classroom setting. These experiences generate rich social dynamics, new perspectives among students, and community building between students and staff. AHS students are required to participate in ExEd for every year they attend high school. One-fourth credit (.25) is earned for each ExEd course.

Philosophy

Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.

- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.
- Learners are engaged intellectually, emotionally, socially, soulfully and physically.
- The educator and learner may experience success, failure, adventure, risk-taking, and uncertainty. because the outcomes of experience cannot totally be predicted.

ExEd and the IB Learner Profile

It should be noted that the philosophy and type of learning conducted during ExEd correlates strongly to the ideals and values found in the IB Learner Profile. IB learners are expected to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. ExEd allows students opportunities to practice and develop the skills not easily experienced in the traditional classroom while also meeting objectives of the IB curriculum.

Notable Rules and Regulations

- ExEd courses may only be dropped due to illness/injury/emergency.
- Dropping an ExEd course after being assigned to a roster will result as an **F** on your transcript.
- Only one of the four ExEd credits may be for a parent-led college tour- this tour **must** be coordinated through College Counseling to receive credit. College tours may only be taken junior or senior year.
- Students must sign-up for ExEd during the registration period.
- Students may not repeat an ExEd course.

ATHLETICS

The Aspen High School Athletic program has a proud winning tradition dating back decades. Our teams compete consistently for conference and state championships. Our student-athletes often continue to play at a college and/or club level after graduation.

Athletics at Aspen High School, however, is about far more than winning. Our student-athletes can expect to gain experience in character building, discipline, accountability and teamwork. Our students push their personal boundaries and fuel the spirit and community of Aspen High School.

Aspen High School participates in 25 sports with 42 interscholastic teams. Hundreds of students participate in our athletic program each year. We welcome multi-sport student-athletes and encourage new competitors looking to build skills. All teams participate in the Colorado High School Activities Association (CHSAA) 4A or 3A division and the Western Slope League.

Aspen High School offers our student-athletes the facilities they need to excel, which include our collaboration with the City of Aspen, Aspen Valley Ski and Snowboard Club, Aspen Golf Club, and Maroon Creek Club.

Aspen High School offers the interscholastic athletic programs listed below:

<u>Fall Sports</u>	<u>Winter Sports</u>	<u>Spring Sports</u>
Football Cross Country (B&G) Tennis (B) Volleyball (G) Soccer (B) Golf (B) Softball (G) Spirit & Dance	Basketball (B & G) Nordic (B & G) Alpine Skiing (B & G) Swimming (G) Spirit & Dance Ice Hockey	Track and Field (B & G) Tennis (G) Soccer (G) Golf (G) Baseball (B) Lacrosse (B & G)
Practice for the fall sports begins on August 8, 2022	Practice for the winter sports begins on November 14, 2022.	Practice for the spring sports begins on February 27, 2023.
with the exception of Boys Golf. Golf practice will begin on August 1, 2022.		

Pre-Season Team Meetings

Students can inquire about the sports they are interested in by attending the Pre-Season Team Meetings which are scheduled approximately one month before each season starts. Students will have an opportunity to meet with the coaches, ask questions and gather information on team expectations, practice/games schedule, and team fees at these meetings.

Athletic Registration / Physical Exam and Health History Forms

Students participating in any interscholastic sport must complete the Athletic Registration process which includes uploading an up-to-date high school Physical Exam and Health History form (valid for 365 days) online through the Aspen High School Athletics website: [Aspen High School Athletics](#)

Participation and Team Gear Fee

There is a \$150 participation fee for each sport. The family maximum for the school year is \$450.

Several sports will have additional fees which we refer to as Team Gear fees. The Team Gear Fees are for items the student-athletes get to keep at the end of the season like backpacks, sweatshirts, etc.

There are other fees for costs associated with items such as hotel stays when the team travels for the scheduled games. The expenses will be added to the Team Gear/Supplemental Fee. Aspen High School Coaches aim to keep the costs low by having student-athletes share a room together but have their own beds.

General Athlete Eligibility

To be eligible to participate in Athletics at Aspen High School:

1. Must abide by all rules of the CHSAA, the Western Slope League and Aspen School District.
2. Must be a student or prove residency in the Aspen School District OR be participating on a team that their school district does not offer (per CHSAA regulations) .
3. Must complete the entire sports registration process as dictated by the Athletic Department. This process includes but is not limited to:
 - A current (dated within the last 365 days) high school Physical Exam and Health History form completed on the Aspen School District's official athletic physical form.
 - Complete registration on via Aspen High School Athletics website: [Aspen High School Athletics](#)
 - Pay athletic fees and team supplemental fees
4. Must meet Aspen School District's athletic academic eligibility requirements.

Academic Eligibility

During an athletic season, an athlete will not be eligible to participate in athletics if they are failing two or more classes.

- Any student-athlete that is failing two or more classes on Tuesday will not be eligible to compete in any athletic contests starting on Wednesday until regaining academic eligibility at the next Tuesday grade check.

Academically ineligible athletes:

- Can continue to participate in practices
- Can travel to away contests IF there are no classes being missed/no early release - must be in street clothes/may NOT suit up in uniform
- Can attend home athletic competitions in street clothes/may NOT suit up in uniform
- Cannot be excused by a parents from school to watch the team compete at away contests
- Should be in contact with teachers to ensure they are not failing 2 or more classes by the next grade check if they wish to become eligible at the next Tuesday grade check.

Regaining Eligibility

- Student-athletes cannot become eligible prior to the next grade check. Ineligible student-athletes are responsible for completing all work and communicating with their teachers prior to the next grade check to become eligible.
- To be academically eligible, all student athletes must not have more than 1 failing grade at each grade check.

Student-Athlete & Parent Handbook

All information is in the Student-Athlete & Parent Handbook found via Aspen High School Athletics website:

[Student-Athlete & Parent Handbook](#)

Students transferring to AHS (including foreign exchange students) must be approved through a waiver process of the Western Slope League and CHSAA. For more information, contact Aspen High School Athletic Director, John Castrese, 970-503-3773.

COURSES

CAREER TECHNICAL EDUCATION

***Aviation, Business & Economics, Construction & Manufacturing, Culinary,
Media, Outdoor Leadership, STEM-Computer Science***

One-half (.5) credit of Career Technical Education is required for graduation.

AVIATION

Aviation I - Introduction to Aviation & Aerospace	
Recommended Grade:	Level 9-11
Credit:	1 Unit/Year Course
Prerequisite:	None
This course, designed by AOPA, will provide the foundation for advanced exploration in the areas of flying, aerospace engineering, air traffic control, operations, and unmanned aircraft systems. Students will learn about engineering practices, problem solving, and the innovations and technological developments that have made today's aviation and aerospace industries possible. Students will also learn about the wide variety of exciting and rewarding careers available to them.	

Aviation II - Introduction to Flight	
Recommended Grade:	Level 10-12
Credit:	1 Unit/Year Course
Prerequisite:	Aviation 1 - Aviation I - Introduction to Aviation & Aerospace encouraged
This course will introduce students to basic aircraft and UAS structures and their major components, principles of flight, and the fundamental physical laws affecting flight. Students will learn about basic aerodynamics and forces that act on aircraft in flight. This course will also introduce the main systems found on large and small airplanes and UAS. Whether your interests are in flying aircraft, engineering, air traffic control, meteorology, or you just want to find out more about an exciting way to apply math and science in your life, this course is for you. If students are interested in becoming a pilot, this course will support you in becoming a Private Pilot.	

Aviation III - Aviation Fundamentals	
Recommended Grade:	Level 11-12
Credit:	1 Unit/Year Course
Prerequisite:	Aviation II - Introduction to Flight
This course will include topics such as: pilot and aircraft qualifications, principles of flight, aerodynamics, spin awareness, flight maneuvers, pre- and post-flight procedures, airport operations, regulations, safety, weather, aircraft systems, weight and balance, human factors, cockpit management, emergency procedures, night operations, aeronautical decision-making, cross-country flight planning, airspace, and other topics that prepare students for the Federal Aviation Administration's Private Pilot written exam.	

Aviation IV - Advanced Flight	
Recommended Grade:	Level 11-12
Credit:	1 Unit/Year Course
Prerequisite:	Aviation III - Aviation Fundamentals required
After having prepared for or passed the Private Pilot Knowledge Test and Part 107 Remote Pilot Test in the previous year, students will examine advanced aviation topics and aviation career options. Instrument flight, commercial aviation, and advanced aircraft systems begin the semester. Looking into the future, students then explore new horizons in the aerospace industry. What might aviation look like five, ten, or twenty years into the future? The focus then turns to business development opportunities in aviation. Finally, students learn about and conduct different types of research in preparation for their capstone project in the second semester.	

Applications of Drone Technology	
Recommended Grade:	Level 11-12
Credit:	.5 Unit/Semester Course
Prerequisite:	Aviation II & Aviation III
This course would be an applied applications course and include instruction in aerial photography for commercial purposes, recording instrumentation, topics in inspection for industrial purposes, and data analytics. It will foster safe operators and allow for hands on learning/flying.	

BUSINESS AND ECONOMICS

Introduction to Business

Recommended Grade:

Level 9-10

Credit:

.5 Unit/Semester Course

This course will introduce students to the world of business and will examine the relationship of economic systems, governance, regulations, and law upon business operations. It surveys the concepts of career development, business ownership, finance and accounting, economics, marketing, management, operations, human resources, and business ethics.

Accounting Principles I

Recommended Grade:

Level 9-10

Credit:

.5 Unit/Semester Course

This course introduces accounting principles for understanding the theory and logic that underlie procedures and practices for business organizations. Major topics include the accounting cycle for service and merchandising companies, internal control principles and practices, notes and interest, inventory systems and costing, and plant and intangible asset accounting. *This course may result in CMC college credit

Personal Finance

Recommended Grade:

Level 9-12

Credit:

.5 Unit/Semester Course

If you ever plan to make money, spend money, save money, or invest money, this course is for you! This course surveys the basic personal finance needs of most individuals and introduces the personal finance tools useful in planning and instituting a successful personal financial philosophy. The course emphasizes the basics of budgeting, buying, saving, borrowing, career planning, investing, retirement planning, insurance, and income taxes.

Introduction to Investing & Finance

Recommended Grade:

Level 10-12

Credit:

.5 Unit/Semester Course

This course is a great continuation to the *Personal Finance* course. You will explore many aspects of investing and wealth management. Topics include stocks and the stock markets, stock indexes, mutual funds, ETFs, retirement investing, financial statement analysis, portfolio management, asset allocation, bonds, and real estate, and cryptocurrency. It is highly recommended to take *Personal Finance* prior to taking this course.

Introduction to Entrepreneurship

Recommended Grade:

Level 9-12

Credit:

.5 Unit/Semester Course

In this class, you will discover the skills required to launch a successful business, and you will have the opportunity to create your own business and business plan. Projects include: Innovative Business Video Presentations, Personal Business Plan and website Development, Entrepreneur Interviews, Class Run for profit school business, Kickstarter Project and Showcase. This course covers the major aspects of entrepreneurship and small business management. Optional Digital Marketing Certification available. Participation in FBLA is recommended.

Work-Based Learning (WBL)

Recommended Grade:

Level 11-12

Credit:

.5 Unit/Semester Course

Work-based learning (WBL) is the chance to discover things you can't learn in a classroom. Get inside information about the career you're interested in, or simply get a taste of what it's really like on the job. WBL experiences occur in a work setting - typically at an employer's worksite. This course is taught as a combination of employment, face-to-face meetings with the instructor, and online coursework. Students are released during the last period of the day to receive hands-on learning through employment in a variety of worksites. Most students earn wages for their work, depending on the type of work and the agreement with the employer. On and off the job, students will learn about their talents and skills, various work and career opportunities, and competencies such as positive work attitudes and employability skills. There are also opportunities for career job shadow experiences.

Work-based learning (WBL) continued

Students must be age 16 and in 11th or 12th grade, be on track for graduation, have a positive attitude, and be approved after completing an application.

Project Management in Action

Recommended Grade:

Levels 9-12

Credit:

.5 Unit/ Semester Course

Students have the opportunity to create and implement community, school and/or personal project ideas. Independent Projects will have a student-driven focus and will follow the Design Thinking Process throughout the semester. This framework encompasses: Project/Problem Definition; Goal setting through backward mapping; weekly log/journal updates; Research- surveys, interviews and rapid design; Proposal and budgeting; Feedback- community mentors; Action Plans/Implementation and final Showcase.

IB Business Management (SL)

Recommended Grade:

Level 11-12

Credit:

1.0 Unit/1 Year or 2 Year Course

IB Business Management (SL) continued

IB Business and Management SL is a Group 3 IB course which serves as the capstone course for the AHS business and marketing program. It can be used to fulfill the 6th core requirement for the IB Diploma or to prepare for the IB Business and Management Certificate. It is designed for students who are interested in pursuing business studies at the university level as well as those who might be interested in starting and/or owning their own business. We strive to develop an understanding of business theory, as well as an ability to apply business principles, practices, and skills. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management, and finance. As with all IB courses there is an emphasis on international: the student will understand the implications of business activity in a global market.

Students are responsible for the fee that IB charges for the required exam upon completion of this course if not moving on to second year. Participation in FBLA is recommended.

IB Business Management (HL)

Recommended Grade:

Level 12 Textbook Purchase Required

Credit:

1.0 Unit/One Year Course

Prerequisite:

IB Business Management SL

IB Business Management HL is the second year of Group 3 IB course which serves as the capstone course for the AHS business and marketing program. It can be used to fulfill the 6th core requirement for the IB Diploma or to prepare for the IB Business and Management Certificate. The focus of this course is International Trade and International Development as well as a substantial review period in preparation for the IB exam in May. **Students are responsible for the fee that IB charges for the required exam upon completion of this course. Participation in FBLA is recommended.**

IB Economics (SL)

Recommended Grade:

Level 11-12 Textbook Purchase Required

Credit:

1 Unit/Year Course

This course can be used to fulfill the 6th core requirement for the IB Diploma or to prepare for the IB Economics Certificate. It is a pre-university course designed to meet the needs of students who are interested in studying business in college, or who just want to learn more about how the world's economies work. This one-year course covers microeconomics, macroeconomics, international economics, and development economics. **Students are responsible for the fee that IB charges for the required exam upon completion of the course. Participation in FBLA is recommended.**

CONSTRUCTION & MANUFACTURING

Woodworking Technology

Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course
Class Fee:	Materials - \$20-\$200; varies with student project choice
This is an introductory course in woodworking processes and procedures using hand and machine tools. Students will become familiar with materials, finishes, metal fasteners, abrasives, and construction techniques used in woodworking. Lab time may be necessary.	

Drafting Technology

Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course
This is an introductory course to the world of drafting. Students will learn the use of basic drafting tools. Areas to be studied include orthographic and pictorial projection, lettering, sketching, practical geometry, and computer graphics. Lab time will be necessary only if a student falls behind in his/her work.	

Advanced Woodworking Technology

Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course
Class Fee:	Materials - \$50-\$300; varies with student project
Prerequisite:	Wood Tech I suggested but not required
This course involves woodworking activities at a more advanced level. It presents the opportunity to gain more detailed information about tools, machines, methods, and materials. Those with large or complex projects are encouraged to enroll for two semesters.	

Cabinetmaking/Millwork	
Recommended Grade:	Level 10-12
Credit:	1 Unit/Year Course or Two Year Sequence
Class Fee:	Materials-\$300 or more; varies with student project
Prerequisite:	Some woodworking experience
This course prepares students for work in the area of cabinetmaking and furniture construction. Students will work on personal projects as well as projects for others. Students may be required to spend additional time in the lab to meet necessary requirements.	

Advanced Drafting Technology	
Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course
Prerequisite:	Drafting Technology I
Students enrolling in Advanced Drafting Technology may choose their area of study in Architectural Drawing or Engineering Drafting. Both will involve Computer Aided Drafting as well as board drafting. The advanced courses may be repeated.	

Laser engraving and CNC routing	
Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course
Prerequisite:	None
This course allows students the opportunity to use technology in woodworking. Students will use a laser engraver and a CNC router to complete woodworking projects by utilizing computer programs. Students will be given the opportunity to also design their own projects.	

CULINARY

Basic Cooking Techniques & Culinary Essentials	
Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course
Class Fee:	\$50.00
This course is offered to students interested in gaining a basic overview of cooking. This will include breakfast foods, salads, sandwiches, vegetables, proteins, and desserts. Students will learn to properly use kitchen tools in a safe and sanitary manner. We will compile a recipe book throughout the semester. This course is designed for students who have little or no cooking experience and are interested in learning the basics of cooking and baking.	

ProStart I/II/A	
Recommended Grade:	Level 10, 11 and 12
Credit:	1 Unit/Year Course or 2 Unit/2 Year Course
Class Fee:	\$75.00
Prerequisite:	Basic Cooking highly recommended
ProStart I/II/A can be taken either as a one or two year advanced cooking and culinary prep course that emphasizes all of the skills found in professional kitchens. We learn everything from knife skills, salads, breakfast foods, fruits and vegetables, meat and poultry, pasta and breads, and cakes, pies, and pastry. In addition, this course will prepare you for a career in the food service industry as it explores topics in management, safety, and the economics of the restaurant industry. If you complete 2 years of the course you can certify for a ProStart Certificate of Completion recognized by the restaurant industry. Also, we participate and compete in community events as well as the ProStart Invitational. Participation in these events is highly recommended.	

MEDIA

Yearbook: Print Media	
Recommended Grade:	Levels 9-12
Credit:	1 Unit/Year Course (CTE or Elective credit is awarded)
Yearbook students learn journalistic techniques, basic book design, photography, and computerized layout to give them the skills to publish the <i>Silver Queen</i>, Aspen High School's annual yearbook. In addition to creating the design concept, determining content, and producing the yearbook pages utilizing the online applications from Jostens, the student will also learn and demonstrate real-life business and production skills such as advertising sales, fundraising, product distribution, budgeting, and meeting deadlines. These skills are integral aspects of the grading matrix leading to the successful completion, sale, and distribution of the yearbook product. Students demonstrate their understanding of a variety of programs and occupations in print media using digital tools that are widely available in professional publication work. Focus is on producing content for reader-oriented publications. Instruction will be paired with hands-on lab experiences in community reporting, both verbal and visual. Additional work before or after school will be required.	

Introduction to Journalism: Reporting	
Recommended Grade:	Levels 9-10
Credit:	.5 Unit/Semester Course (CTE or Elective credit is awarded)
This one semester elective course is open to all students who are interested in writing, podcasting, broadcasting, layout, photography, advertising, marketing, and news. Introduction to Journalism students will learn the fundamentals of journalism. Students will aspire to contribute to <i>The Skier Scribbler</i>, a student-run publication. Students will read and write in a variety of journalistic forms including news, opinions, features, local and world news, and will study a variety of topics covered including journalistic ethics and responsibilities. Students will work with student editors to contribute to both the content and the layout of print news and broadcast news. Students are introduced to the variety of programs and occupations in audio/video technology, and communications and media systems. Students will demonstrate an understanding of how to gather information that may be published in print or online media. Instruction will be paired with hands-on lab experiences in community reporting, both verbal and visual.	

Advanced Journalism: Print Media II

Recommended Grade:

Levels 10-12

Credit:

1 Unit/Year Course (CTE or Elective credit is awarded)

The prerequisite for this course is Introduction to Journalism. Students who enter this course should already have a grasp of the fundamentals of journalistic writing, layout, photography, advertising, marketing, and news. Additionally, students should be familiar with all the necessary software used in this course, including but not limited to Sno Flow and Slack. Students will be responsible for producing *The Skier Scribbler*, a student-run publication. Students will read and write in a variety of journalistic forms including opinions, features, local and world news, and will study a variety of topics covered including journalistic ethics and responsibilities.

This course is recommended for students who have completed Print Media I and who want to develop their leadership skills while expanding on various modes of reporting and creating presentations in multiple platforms for specific audiences. Instruction will be paired with hands-on lab experiences in community reporting.

Journalistic Leadership: Editing

Recommended Grade:

Levels 10-12

Credit:

1 Unit/Year Course (CTE or Elective credit is awarded)

The prerequisite for this course is Introduction to Journalism. Students who enter this course should already have a grasp of the fundamentals of journalistic writing, layout, photography, advertising, marketing, and news. Additionally, students should be familiar with all the necessary software used in this course, including but not limited to Sno Flow and Slack. Students will be responsible for producing *The Skier Scribbler*, a student-run publication. Students will read and write in a variety of journalistic forms including opinions, features, local and world news, and will study a variety of topics covered including journalistic ethics and responsibilities. Students will work as leaders of *The Skier Scribbler*, and take a leadership role of the paper.

Journalistic Leadership: Editing continued

This course is recommended for students who have completed Reporting and who want to develop their leadership skills while expanding on various modes of reporting and creating presentations in multiple platforms for specific audiences. Instruction will be paired with hands-on lab experiences.

Broadcast Journalism: Audio/Video Production I

Recommended Grade:	10-12
Credit:	1 Unit/Year Course (CTE or Elective credit is awarded)

The prerequisite for this course is Introduction to Journalism. Students who enter this course should already have a grasp of the fundamentals of journalistic writing, broadcast scriptwriting, layout, photography, advertising, marketing, and news. Students will be responsible for producing *Skier TV* a student-run broadcast. Students will engage with a variety of journalistic forms including opinions, features, local and world news, and will study a variety of topics covered including journalistic ethics and responsibilities.

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

Broadcast Journalism: Audio/Video Production II/Leadership

Recommended Grade:	10-12
Credit:	1 Unit/Year Course (CTE or Elective credit is awarded)

The prerequisite for this course is Audio/Video Production I. Students who enter this class will have a minimum of a semester of experience in Audio/Video Production I. Students will engage with a variety of journalistic forms including opinions, features, local and world news, and will study a variety of topics covered including journalistic ethics and responsibilities and do so in a leadership role. Students will take on positions of responsibility and lead their peers through each step of the production process.

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

IB Film (SL)	
Grade:	Level 11-12
Credit:	1 Unit/Year Course
Class Fee:	\$60.00
Prerequisite:	Required Summer Assignment
This course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Students also develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind.	

OUTDOOR LEADERSHIP

Aspen Mountain Guide School	
Recommended Grade:	Levels 11-12
Credit:	1 Unit/Year Course
To provide a quality outdoor education/certification program emphasizing postsecondary & workforce readiness (PWR) competencies, technical skills, and certifications needed for a seamless transition to further education or employment in <u>outdoor-related industries</u>. Only consider this course if you are committed to participating in ALL certifications. *If a student is under 18 they will not qualify for the Rock Wall certification* *Students MUST be able to ski/snowboard at an intermediate level (Blue/Black Terrain) Each quarter will have a different theme related to workforce readiness skills needed for employment in the Aspen valley. Course work involves hands-on skills and lessons preparing students for an actual certification course taught by a credentialed instructor. At the end of the year, students will earn numerous certifications needed for employment in Aspen Valley such as Leave No Trace, Wilderness First Aid, Ski instructor PSIA level 1, AIARE Avalanche Level 1, and AMGA Rock Wall cert. **This class requires missing numerous school days and weekend days in order to achieve these various professional certifications.**	

Bicycle Technology 1	
Recommended Grade:	Level 11-12
Credit:	0.5 Unit/Semester Course
Bicycle Technology teaches students the real-world skills necessary to become an entry level bike mechanic. Students work with their hands everyday in order to learn the fundamentals of building and maintaining bicycles in order to prepare them for a career in the bike industry or develop their mechanical ability. Students will also master the mathematical concepts that create the basis for accurately building and maintaining bikes. Students will have opportunities to learn from and develop relationships with industry professionals and take part in the outdoor economy that makes Aspen unique. Topics covered include hub service, wheel truing, headset service, bottom bracket service, shifting/braking adjustments and wheel building. Students will have the opportunity to explore this content with greater depth as well as additional topics in Bicycle Technology 2.	

Snow Technology 1

Recommended Grade:

Level 9-12

Credit:

0.5 Unit/Semester Course

Students in Snow Tech will learn foundational skills to prepare them for jobs in the snow sports industry. Topics covered will include ski/snowboard tuning, maintenance and construction; ski/snowboard binding mounting, adjustment and safety; boot fitting basics; rental equipment adjustment and fitting; and retail basics. Snow Tech 2 may be offered in subsequent years adding depth to the topics covered in Snow Tech 1 as well as ski fabrication and additional career exploration.

STEM-Computer Science

Intro to Computer Science – Fundamentals of Python	
Recommended Grade:	Level 9-10
Credit:	0.5 Unit/Semester Course
Prerequisite:	None
Introduces students to the discipline of computer science and programming. Students will learn the basics of how computers work and how to use a programming language to manipulate data, create games and build programs that accomplish a variety of tasks. Students will learn the fundamentals of input/output operations, logical expressions, loops, algorithm development, data representation and functions. Students will use these fundamentals to create basic programs using the python programming language and work on a series of student-driven projects. The course will culminate in a final project where students build a game or other program of their design.	

Intro to Engineering	
Recommended Grade:	Level 9-10
Credit:	0.5 Unit/Semester Course
Prerequisite:	None
Students will be posed with a technical challenge at the beginning of the course and work in teams to come up with solutions to the challenge. This course will be centered around problem solving and collaboration. Students will learn technical skills including Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) to assist them in implementing their proposed solution. While students will gain some technical skills, the main outcomes for students are power and importance of teamwork, and understanding that the engineering design process is all about problem solving, re-inventing existing ideas, and iterating a design. Students will learn to document and communicate their solution throughout the implementation process.	

IB Computer Science SL I

Recommended Grade:	Level 11/12
Credit:	1 Unit/Year
Prerequisite:	An A in Intro to CS or equivalent CS knowledge

The IB DP Computer science SL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, under-pinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions. This will involve the ability to:

- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Robotics - Design, Build and Program a FIRST Robot

Recommended Grade:	Level 9-12
Credit:	1 Unit/Year
Prerequisite:	Intro to CS and Intro to Engineering recommended

Students in this course will learn to design, build and program a robot. Students will start by learning CAD (Computer Aided Design) to assemble a robot chassis with OnShape and then build the physical chassis from a kit of parts. Students will learn to Design various features of a robot including an intake, lift, launching mechanism, slides, arms, etc. (some of these will be done together as a class and some will be optional challenges)

Students will then learn to program in Java to control the various robot systems synchronously with a controller. Additionally, students will develop an autonomous program in Java to have the robot complete various challenges with only pre-programmed instructions. Students will have an opportunity to build solutions to current and prior FIRST Robotics challenges/games.

Key skills: Design Thinking, CAD modeling with OnShape, Programming in Java, Collaboration

ENGLISH

Four credits of English are required for graduation, two of which must be met by successful completion of **World Literature/Language and Literature** and **American Literature/Language and Literature**.

World Literature	
Grade:	Level 9
Credit:	1 Unit/Year Course
This course provides an introduction to the rigors of high school English classes for students of all ability levels.. Students will explore the canon of world literature from classical texts to modern, including novels, drama, poetry, and non-fiction. The writing for this course has several foci: analytical, descriptive, personal narrative/memoir, and journal response writing. Students will learn about MLA format and style for documentation, as well as working to improve essential speaking and listening skills.	

World Language and Literature	
Grade:	Level 9
Credit:	1 Unit/Year Course
This course provides an introduction to the rigors of high school English classes for students of all ability levels. Students will explore a wide range of literary and non-literary genres, in order to consider different forms of communication. The focus on writing will span from the creative and personal and will culminate with analytical essays. Students will learn about MLA format and style for documentation, as well as working to improve essential speaking and listening skills.	

American Literature	
Grade:	Level 10
Credit:	1 Unit/Year course
This sophomore-level course in American Literature emphasizes American identity in literature and society, and studies the American Dream as it has changed and evolved through time. Students study and analyze a variety of major classic and contemporary works. Assignments focus on projects and essays such as literary analysis and oral commentary. Students will also explore a variety of genres and writing purposes in order to create their own original works. They will compose expository and persuasive essays after studying effective writing techniques from contemporary authors. This course will prepare students for both IB English courses, HL and SL.	

American Language and Literature	
Grade:	Level 10
Credit:	1 Unit/Year course
This sophomore-level course in American Literature emphasizes American identity in literature and society, and studies the American Dream as it has changed and evolved through time. Students will develop a personal appreciation of language and literature. critical-thinking skills in their interaction with a range of texts from different periods, styles, text-types and literacy forms. an understanding of the formal, stylistic and aesthetic qualities of texts. Assignments focus on projects and essays such as literary analysis and oral commentary. This course will prepare students for all IB English courses, HL and SL.	

IB English A: Language and Literature (SL)

Grade:	Level 11
Credit:	1 Unit/Year Course
Prerequisite:	Successful completion of grades 9 and 10 ELA classes.

This junior level course will explore the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. Focus is on the development of personal and critical responses to the particulars of communication.

IB English A: Language and Literature (HL)

Grade:	Level 11
Credit:	1 Unit/Year Course
Prerequisite:	Successful completion of grades 9 and 10 ELA classes.

This junior level course will explore the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. Focus is on the development of personal and critical responses to the particulars of communication.

IB English A: Literature I (HL)

Grade:	Level 11
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “C” or better in Am. Lit.

This challenging course is the first level of an in-depth study of world literature. Students analyze literature for its value, structure, social significance, and personal meaning. Literary works include novels, plays, poetry, and non-fiction essays. The study is grounded in both genre and thematic topics. Students will compare and contrast works in English as well as in translation, allowing for exploration of different cultures. Discussion and oral presentation will be a significant part of the class dynamic.

IB English A: Language and Literature II (SL)

Grade:	Level 12
Credit:	1 Unit/Year Course
Prerequisite:	Completion of IB English A: Lang and Lit (SL) year 1

This second year of the IB English language and literature course will continue to explore the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. Focus is on the development of personal and critical responses to the particulars of communication. The work of the course will focus primarily on developing and polishing the speaking skills and analytical insights necessary for effective oral commentary, leading up to the Individual Oral Commentary. Students will complete IB exams in May; costs will be covered by ASD.

IB English A: Language and Literature II (HL)

Grade:	Level 12
Credit:	1 Unit/Year Course
Prerequisite:	Completion of IB English A: Lang and Lit (SL) year 1

This second year of the IB English language and literature course will continue to explore the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. Focus is on the development of personal and critical responses to the particulars of communication. The work of the course will focus primarily on developing and polishing the speaking skills and analytical insights necessary for effective oral commentary, leading up to the Individual Oral Commentary. Students will complete IB exams in May; costs will be covered by ASD.

IB English A: Literature II (HL)	
Grade:	Level 12
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “C” or better in IB English I
The second year of the two-year world literature study for IB English includes challenging readings in both world and American literature. The reading and class work in semester one focus primarily on developing and polishing the speaking skills and analytical insights necessary for effective oral commentary, leading up to the Individual Oral Commentary. The year finishes with intensive practice in written commentary and preparation for the final IB Exams in May; costs will be covered by ASD.	

FINE ART

Music, Theater & Film, and Visual Art

One-half (.5) credit of Art is required for graduation.

MUSIC

Vocal & Instrumental Music

Aspen Voices - Concert Choir

Recommended Grade:	Level 9-12
Credit:	1 Unit/Year Course
This course is an introduction to singing. Instruction will focus on vocal health, vocal performance, music theory, music literacy and ensemble performance. Students will have the opportunity to sing at school, community and state-wide performances. Students will have individual vocal training for auditions and contests. Participation is required at two evening concerts. This course is one year. Students are highly discouraged to change courses at semester. A student rehearsal accompanist is desired. Purchase of Concert Attire is Required: \$30-\$70	

Belle Voci - Advanced Choir

Recommended Grade:	10, 11, 12
Credit:	1 Unit/Year Course
Prerequisite:	One year or more of Concert Choir, by Audition, by Instructor Approval.
Students will be learning and performing high level contest literature. The course will focus on advanced vocal technique, music theory, music literacy and elite ensemble performance. Students will have the opportunity to sing at school, community and state-wide performances. Students will travel for festivals, contests and performances. Students will have individual vocal training for auditions and contests. Participation is required at two evening concerts, solo/ensemble festival, and community events. This course is one year. Students are not permitted to change courses at semester. A student rehearsal accompanist is desired. Purchase of Concert Attire is Required: \$70	

Music Theory & Songwriting	
Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course
Students will be introduced to basic music theory concepts and songwriting, as well as the software and technology used in creating this music. Students will be introduced to different music styles and learn how to analyze and recreate similar sounds in their own music. This course is designed to help prepare students for higher-level music study and composition in IB Music.	

Rock n'Roll: Guitar, Keys & Drums	
Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course
This course is an introduction to guitar and ukulele, piano and keyboards, and drums and percussion. This course focuses on small group instrument play and ensemble work. Students will be introduced to basic music theory concepts and songwriting. This course is designed to help prepare students for higher-level music study and composition in IB Music.	

Partners in Music	
Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course
Details:	Counselor recommendation required
This course is designed to create community via a shared love of music. Students will focus on singing, instrument play, musical performance, creative movement. The course will include traditional music instruction to hone skills, coupled with music therapy practices to support individual growth and relationships.	

IB Music SL/HL	
Recommended Grade:	11, 12
Credit:	1 Unit/Year Course
Prerequisite:	None, however enrollment in Band or Choir is HIGHLY ENCOURAGED.
The Diploma Programme music course provides an appropriate foundation for further study in music at the university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants. Assessments include Experimenting with Music; Exploring Music; Presenting Music & a multimedia presentation (HL only).	

Concert Band	
Recommended Grade:	Level 9-12
Credit:	1 Unit/Year Course
Prerequisite:	Ability to read standard music notation required
Concert Band is open to all students with prior experience playing a band instrument, which includes: piccolo, flute, oboe, bassoon, clarinet, bass clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, euphonium, tuba, string bass and percussion (no guitar). Participants will be required to perform at various sporting events, concerts and regional solo and ensemble festivals. Some sectional rehearsals before or after school may be required. Membership in this class is mandatory to be considered for advanced ensembles such as jazz band or the pit orchestra for the spring musical. Students are not allowed to drop course at the quarter or semester changes.	

Jazz Ensemble	
Recommended Grade:	Level 9-12
Credit:	1 Unit/Year Course
Prerequisite:	Ability to read standard music notation required
Jazz Ensemble is open to students taking Concert Band or Music Society with at least four years' experience playing a jazz instrument, such as: alto saxophone, tenor saxophone, baritone saxophone, trumpet, trombone, bass trombone, guitar, piano, bass, drum set, and vibraphone. Participants will be required to perform at various events throughout the year, including fundraisers, concerts, contests, honor bands, etc. This group will learn to perform a variety of styles, from traditional jazz, swing, bebop, and fusion to rock, funk, and pop, to Brazilian and Afro-Cuban. This class may be auditioned if necessary to maintain optimal instrumentation or skill level. Students are not allowed to drop course at the quarter or semester changes.	

THEATRE

Advanced Acting Showcase	
Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course- 1st Semester ONLY
Class Fee:	*See Description
This course provides an opportunity for students to perform a variety of pieces in all disciplines of theatre. Students will learn the skills required for an audition, and will dig deep into the process of acting. Students will choose pieces (monologues, scenes, duets, solos, ensemble scenes/songs and a one-act play) to rehearse and perform for the school and community in a final showcase. NOTE: Students will have the opportunity to take their performance to “THESCON” in December, the annual, 3-day Colorado Thespian Conference. *There is a fee associated with this conference and students will participate in a fundraiser to reduce costs. No experience or training needed. Seniors can audition for college scholarships.	

Tech Theatre	
Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course- 2nd Semester ONLY
Class Fee:	\$40.00
This course provides hands-on practical training in all areas of technical theatre; including building and painting a set, lighting design and operation, scenic design and construction, sound design, costume design and stage management. The class will be in conjunction with the AHS Spring Musical and will become the Tech Crew for this production. The class will culminate into a weekend of performances (required) for the school and community, and these students will be behind the scenes working backstage. NOTE: There will be some additional rehearsal time outside of school required as we get closer to the performances, TBD.	

VISUAL ARTS

Foundations of Design, Multimedia Arts & Digital Comm. - Art I	
Recommended Grade:	9 - 10
Credit:	.5 Unit/Semester Course
Class Fee:	\$20.00
<u>Art I is the prerequisite course for all other art courses.</u> This course will prepare students for IB art and is recommended for students interested in pursuing IB Art. This course is an introduction to the basic drawing and design techniques practiced in a studio environment. Work will concentrate on the elements of art and the principles of design. Color theory and basic painting are introduced and instruction includes the use and maintenance of tools and equipment. A variety of subject matter is utilized. Students will develop a sketchbook journal during this course.	

Foundations of Design, Multimedia Arts + Digital Comm. - Art II	
Recommended Grade:	9 - 10
Credit:	.5 Unit/Semester Course
Class Fee:	\$20.00
Prerequisite:	Art 1
This course will prepare students for IB Art and is recommended for students interested in pursuing IB Art. This course is a continuation of Art I. Emphasis is placed on an investigation of art elements and introductory design principles. This course stresses exploration of drawing techniques. Students continue to develop a sketchbook journal as a creative thinking habit.	

Graphic Design and Illustration

Recommended Grade:	10-11
Credit:	.5 Unit/Semester Course
Class Fee:	\$20.00
Prerequisite:	Art I or Art II highly recommended

Students will create a series of graphics and illustrations involving freehand and technical drawing, rendering and composition using traditional and digital tools. Materials and media, including the Adobe Creative Suite, will be used to explore contemporary graphic design will be explored. This course is intended for the student that has completed Art I and Art II and would like to develop a college ready portfolio or explore Graphic Design as a potential career.

Advanced Graphic Design

Recommended Grade:	10-11
Credit:	.5 Unit/Semester Course
Class Fee:	\$20.00
Prerequisite:	Art I or Art II highly recommended

Students will create a series of graphics and illustrations involving freehand and technical drawing, rendering and composition using traditional and digital tools. This is a continuation of the Graphic design course. Materials and media, including the Adobe Creative Suite, will be used to explore contemporary graphic design will be explored. This course is intended for the student that has completed Graphic Design and would like to develop a college ready portfolio or explore Graphic Design as a potential career.

Fashion Design and Illustration

Recommended Grade:	10-12
Credit:	.5 Unit/Semester Course
Class Fee:	\$20.00
Prerequisite:	Art I highly recommended

This course will explore Fashion Design and Illustration concepts. Students will learn to express their ideas on paper through fashion investigation. Using their designs, students transform ideas into three-dimensional wearable fashions through construction, fitting, pattern-making and draping skills. This course also includes figure drawing fundamentals and color trend studies.

Advanced Studio I/II

Recommended Grade:	10-12
Credit:	1 Unit/Year Course or .5 Unit/Semester course
Class Fee:	\$20
Prerequisite:	Art I

Advanced studio is recommended for the serious art student who is interested in developing a portfolio for college or art school. Assignments are student initiated and teacher directed. This course includes working with a variety of techniques and media, maintaining a sketchbook journal, and photographing personal work. The art student will leave this course with an organized portfolio, digital portfolio, and a strong written artist's statement.

IB Visual Arts I (HL)

Required Grade:	11
Credit:	1 Unit/Year Course
Class Fee:	\$40.00
Prerequisite:	Art I or Art II recommended

This is a year-long course for students working toward an IB Art Certificate or enrolled in the IB Diploma Program. The class is the first part of the two-year program which is continued in the 12th grade. Assignments focus on artists' concepts and techniques from a current and cultural perspective. IB art students are self-motivated and required to keep an extensive investigative workbook. Teacher recommendation is encouraged. **A 3.0 GPA or higher average in this course must be maintained.**

IB Art History I (SL)

Required Grade:	11-12
Credit:	1 Unit/Year Course
Class Fee:	\$40.00
Prerequisite:	Previous art courses highly recommended & Required Summer Assignment

IB Art History is a School Based Syllabus (SBS) SL course. This course is not a studio course, but requires a Comparative Study that includes formal analysis in which students need studio experience.

IB Visual Arts II (HL)

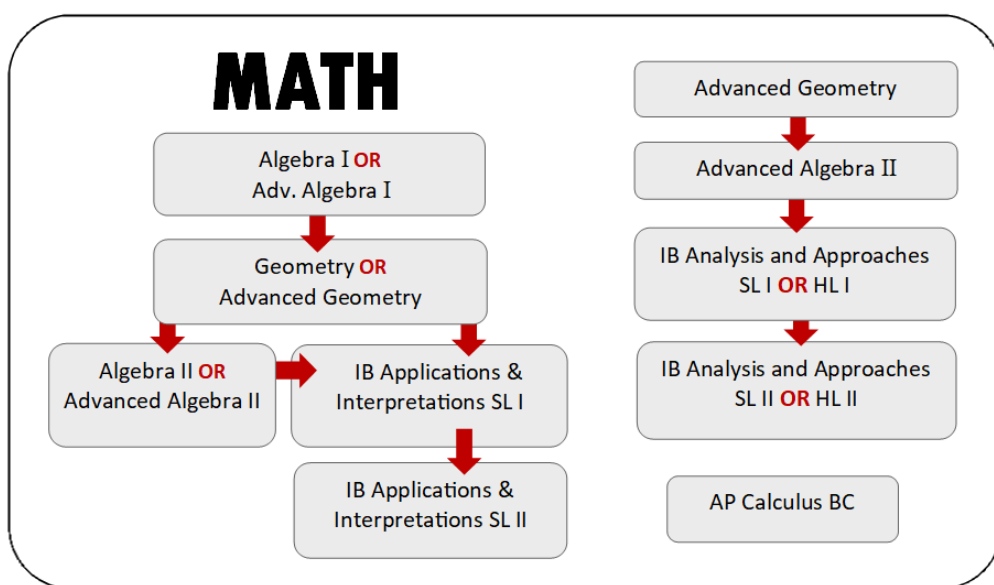
Required Grade:	12
Credit:	1 Unit/Year Course
Class Fee:	\$40.00
Prerequisite:	IB Art I & Required Summer Assignment

This is the second course for students working toward an IB Art Certificate or IB Diploma. IB Art II is a continuation of IB Art I with development of a directed focus of art work. The emphasis is on individual, independent student development. The continuation of the Investigative Workbook is required. IB Art students are required to curate a show during the month of April.. **A 3.0 GPA or higher in this course must be maintained. Students are responsible for the Visual Arts exam fee upon completion of this course.**

MATHEMATICS

Three units of mathematics are required for graduation. It is highly recommended that all students complete four years of mathematics, including Algebra I, Geometry, and Algebra II. A four-year education that includes IB courses will accomplish this, as will a four-year education that culminates in Pre-Calculus (Year 1 of Analysis and Approaches) or Statistics.

The sequential nature of many of these courses makes it necessary to have a sufficient background before proceeding from one level to the next. The flowchart below provides examples of typical class placements, and should be used as a guideline. Final course placement will be determined by teacher rec, grades in prior courses, and standardized test scores.



Students needing an individual variation of these pathways should meet with their counselor or seek out the mathematics department chairperson.

Notes:

- We discourage anyone doubling up Algebra 1 and Geometry as you need strong Algebra skills to be successful in Geometry.
- Online options while doubling up need to be approved by the math department. We have an approved list of online courses as a guide. Online options are not recommended prerequisite courses for the IB program.
- There are also course options for students that are not able to enroll in these high school math courses.
- Year II HL IB students are strongly encouraged to take AP Calculus BC concurrently.

Math Support

Students who require additional support to reach their full potential in the area of Math are invited to register for a Student Achievement Center (SAC) class in addition to their core Math class. Students in SAC classes will have access to the Math Interventionist who will provide targeted instruction, support with classwork and homework as well as preparation for tests and quizzes. Placement may be determined by teacher recommendation and/or standardized test scores.

Taking more than one class at a time

If possible and practical, students may take a Geometry course and an Algebra II course concurrently, with the recommendation of a teacher. Recommendations will be made on a student-by-student basis.

Math Foundations	
Recommended Grade:	Level 9-12
Credit:	1 Unit/Year Course or 1 Semester Course
Prerequisite:	Teacher/Counselor Recommendation
The Math Foundations class is designed to assess and strengthen specific individual student needs within the high school mathematics curriculum. Through the use of cutting edge math support software like Voyager Math and Khan Academy, students will identify and work towards mastery of any mathematical concepts and skills needed for success in future math classes.	

Pre-Algebra	
Recommended Grade:	Level
Credit:	1 Unit/Year Course
Prerequisite:	Teacher and Parent Recommendation with Counseling Conference prior to enrollment.
This course is designed to prepare students for success within the high school Algebra 1 curriculum and will cover the following topics: Variables; expressions; solving techniques and graphs for equations and inequalities; operations with integers, rational, and real numbers; exponent properties and operations; operations and applications with ratios, proportions and percents; introduction to linear, polynomial, and exponential functions; basics of probability and statistics; and the geometry concepts: measurement, area, volume, and angles. *This course is available with prior administrative approval only	

Algebra	
Recommended Grade:	Level 9-10
Credit:	1 Unit/Year Course
Prerequisite:	8th Grade Math, and Teacher Recommendation
This course covers the following topics: · Relationships between quantities and reasoning with equations and their graphs · Linear & exponential functions · Polynomial & quadratic expressions, equations, and functions · Descriptive statistics The use of technology is integral to the course, and a graphing calculator is highly recommended. Problems are linked to real-world applications with an emphasis on multiple representations and problem-solving.	

Advanced Algebra I	
Recommended Grade:	Level 9-10
Credit:	1 Unit/Year Course
Prerequisite:	“A” in 8th Grade Math and Teacher Recommendation
This course will cover the same topics as Algebra I, at an accelerated pace, in more depth and with more difficult extensions. Students will also be asked to complete a set of assignments that develop practices and habits of mind that are the foundation of academic or professional careers in or related to mathematics. The use of technology is integral to the course, and a graphing calculator is highly recommended.	

Geometry	
Recommended Grade:	Level 10-12
Credit:	1 Unit/Year Course
Prerequisite:	“C” or above in Algebra I and Teacher Recommendation

Geometry, continued

This course covers the following topics:

- Congruence, proof, and constructions
- Similarity, proof, and Trigonometry
- Two and three Dimensional Geometry
- Connecting Algebra and Geometry through Coordinates
- Circles with and without Coordinates

Content is linked to reasoning (proof) and real-world applications with an emphasis on multiple representations and problem-solving. A small materials fee may be required.

Advanced Geometry**Recommended Grade:****Level 9-10****Credit:****1 Unit/Year Course****Prerequisite:****“B” in Algebra I or “C” in Advanced Algebra I, and Teacher Recommendation**

Advanced Geometry will cover the same topics as Geometry in more depth and with extensions that have a greater degree of difficulty. This course meets the prerequisite for IB Mathematics*. Students will also be asked to complete a set of assignments that develop practices and habits of mind that are the foundation of academic or professional careers in or related to mathematics. A small materials fee may be required.

* Students must also take Advanced Algebra II as a prerequisite for IB mathematics. We encourage students who intend to take the IB Mathematics course, especially the HL portion of it, to take as rigorous a mathematics course-load as is reasonable. To meet the requirements for IB Mathematics, students may take Advanced Geometry and Advanced Algebra II courses concurrently.

Algebra II**Recommended Grade:****Level 11-12****Credit:****1 Unit/Year Course****Prerequisite:****“C” in Geometry and Teacher Recommendation**

The course includes additional algebra topics: polynomial, rational and radical relationships, exponential and logarithmic functions, arithmetic and geometric sequences and series, trigonometric functions, probability and statistics. The use of technology is integral to the course, and a graphing calculator is highly recommended.

Advanced Algebra II	
Recommended Grade:	Level 9-11
Credit:	1 Unit/Year Course
Prerequisite:	“B” in Geometry or “C” in Advanced Geometry, and Teacher Recommendation
Advanced Algebra II will cover the same topics as Algebra II but in more depth and with extensions that have a greater degree of difficulty. This course meets the prerequisites for IB Mathematics and Pre-Calculus (Year 1 of Analysis and Approaches.) Students will also be asked to complete a set of assignments that develop practices and habits of mind that are the foundation of academic or professional careers in or related to mathematics. The use of technology is integral to the course, and a graphing calculator is highly recommended.	

IB Mathematics: Applications & Interpretation Mathematics I (SL)	
Recommended Grade:	Level 11
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “B” in Algebra 1, Geometry, Teacher Recommendation, and passing score on IB entrance exam
IB Mathematics: Applications & Interpretation Mathematics I (SL) continued This is a rigorous math course and college credit may be awarded by some schools for a passing mark on the exam. This course is designed for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context. This course has an emphasis on statistical concepts and critical thinking. Students in this section should take the Standard Level examination at the end of the two-year course. IB Mathematics SL consists of the study of five core topics and an exploration. Core Topics: Candidates study all five core topics: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. key concepts Exploration: The exploration is a piece of written work that involves independent investigation of an area of mathematics. This is required of students taking the full 2 year course.	

IB Mathematics: Analysis & Approaches I (SL)

Recommended Grade:	Level 11
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “B” in Advanced Geometry, Advanced Algebra II, Teacher Recommendation, and passing score on IB entrance exam

This is a college level math course and credit is offered by some schools for a passing mark on the exam. This course is intended for students interested in careers requiring a sound mathematical background, such as chemistry, economics, psychology and business, though students in this course may also be interested in pursuing other scientific fields or applied fields such as engineering. Essentially, the students most likely to select this IB option will be those who expect to continue studying subjects that have some mathematical content. Students in this section should take the Standard Level examination at the end of the two-year course. IB Mathematics SL consists of the study of five core topics and an exploration.

Core Topics: Candidates study all five core topics: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

Exploration: The exploration is a piece of written work that involves independent investigation of an area of mathematics. This is required of students taking the full 2 year course.

IB Mathematics: Analysis & Approaches I (HL)

Recommended Grade:	Level 11
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “A” in Advanced Geometry and Advanced Algebra II, Teacher Recommendation, and passing score on IB entrance exam.

This is a college level math course and credit is offered by some schools for a passing mark on the exam. This course is intended for students interested in careers requiring significant mathematical background and aptitude. These students would be expecting to include mathematics as a **major** component of their university studies, either as a subject in its own right or within courses such as physics, engineering, and technology. Students will be eligible to take either the Higher Level or the Standard Level examination at the end of the two-year course and will make this decision prior to the start of the second year of the course. IB Mathematics HL consists of the study of five core topics, an option/exploration.

Core Topics: Candidates study all five core topics: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

Option: In addition to the core topics, HL students also have a required further calculus option.

Exploration: The exploration is a piece of written work that involves independent investigation of an area of mathematics. This is required of students taking the full 2 year course.

IB Mathematics: Applications & Interpretation Mathematics II (SL)

Recommended Grade:	Level 12
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “C” in IB Applications I. Teacher Recommendation.

This course is a continuation of IB Mathematics I. See course description for IB Applications I.
Students are responsible for the fee that IB charges for the required exam upon completion of this course.

IB Mathematics: Analysis & Approaches II (SL)

Recommended Grade:	Level 12
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “C” in IB Mathematics I SL or HL, and Teacher Recommendation.

IB Mathematics: Analysis & Approaches II (SL) continued

This course is a continuation of IB Mathematics I. See course description for IB Mathematics I.
Students are responsible for the fee that IB charges for the required exam upon completion of this course.

IB Mathematics: Analysis & Approaches II (HL)

Recommended Grade:	Level 12
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “B” in IB Mathematics I HL and Teacher Recommendation.

This course is a continuation of IB Mathematics I. See course description for IB Mathematics I.
Students are responsible for the fee that IB charges for the required exam upon completion of this course.

AP Calculus BC	
Recommended Grade:	Level 12
Credit:	1 Unit/Year Course
Prerequisite:	Required to have completed IB HL Math Year 1. Recommended grade of “B” in IB HL Year 1 Mathematics.
This is a college-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus BC (equivalent to Calculus I and II in college). The major topics of this course are limits, derivatives, integrals, the Fundamental Theorem of Calculus, and series. We will investigate and analyze course topics using equations, graphs, tables, and words, with a particular emphasis on a conceptual understanding of calculus. Applications, in particular to solid geometry and physics, will be studied where appropriate. Students are responsible for the AP exam fee, and performance on this end-of-course exam determines future college mathematics placement.	

PHYSICAL EDUCATION & WELLNESS

The primary objective of the Wellness (Physical Education and Health) program is to help each individual student maximize their potential in mental, emotional, social, and physical wellness. *Students with excused absences in PE class are expected to make up excused absences with equivalent time in physical education activity. One half credit (.5) of Health and one half credit (.5) of P.E. are required for graduation.*

PHYSICAL EDUCATION

Strength & Conditioning	
Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course (PE credit is awarded)
Course Fee:	\$10
This course is rooted in the fitness training principles; FITT, Overload, Progression, Specificity, Recovery, Individuality. It incorporates these fitness principles through goal setting. Students will know and understand the five health-related fitness components and explore the six skill-related fitness components to create a specific, individual workout program for themselves and their goals. It highly relies on fitness testing to look at baseline, mid-semester and final testing results to continuously improve or maintain fitness levels. It is both movement and concept-based driven by the concept of lifelong fitness, aligning with the Colorado Physical Education standards.	

Yoga and Mindful Living	
Recommended Grade:	Level 9-12
Credit:	.5 Unit/Semester Course (PE credit is awarded)
Course Fee:	\$10
This is a one semester course for Physical Education credit. Students will spend the first half of the semester working through the Kripalu Yoga in Schools curriculum which will involve practicing Kripalu vinyasa flow-style yoga and learning how to apply those yoga skills to everyday life to reduce stress, manage emotions and build relationships. When the three curriculum modules (Yoga for Self-Awareness, Self-Management, and Yoga Skills for Life) are completed, students will explore other styles of Yoga, dive deeper into history and philosophy, study and teach a pose to the class, and create plans for their own self-care and practice after the course completes.	

Yoga and Mindful Living II	
Recommended Grade:	Level 10-12
Credit:	.5 Unit/Semester Course
Additional information:	a fee is associated with this course
This course is for students who have completed Yoga and Mindful Living. The course will build upon the foundation of the curriculum taught in the first course. Classes will include various styles of yoga but will be based in Vinyasa yoga as a regular practice. This class is more physical than the first version. Journaling, meditation, and other mindfulness practices will also be practiced and studied more deeply.	

Yoga 200-HR Certified Teacher Training	
Recommended Grade:	Level 11-12 (must be at least 16 years old)
Credit:	1.0 Unit/Year Long Course
Additional information:	a fee is associated with this course
This course is ONLY for students who have completed Yoga and Mindful Living at least once. Students will complete the requirements which include but are not limited to: Yoga anatomy and alignment, sequencing, history and philosophy, the subtle body, ayurveda, safe adjustments, trauma-informed yoga and more. To earn a certification to teach yoga, attendance and promptness is very important (contact hours with your teacher(s) are a large requirement for certification). There will also be 2 days per quarter where the student will be out of school to do an immersive yoga teacher training day, and they will be responsible for all work missed in other classes. Students signing up for this course should understand there is a high level of commitment to become a certified yoga teacher and includes reading, writing, presenting and testing.	

HEALTH AND WELLNESS

Health	
Recommended Grade:	Level 9/Required for Graduation
Credit:	.5 Unit/Semester Course
This is a one semester course for the required Health credit. Health and Wellness skills and concepts are taught through the National Health Education Standards. This course covers, but is not limited to: Healthy Decision Making, Goal Setting, Health Advocacy, Accessing Valid Health Information, Communication Skills, Healthy Relationships, Human Sexuality, Nutrition and Fitness, Alcohol, Tobacco and Other Drugs, and more.	

Wellness: Life Balance	
Recommended Grade:	Level 10-12
Credit:	.5 Unit/Semester Course
Prerequisite:	Health is recommended
This health elective course will be co-taught with school counselors to engage students in an understanding of the brain and nervous system, and how to regulate them with the myriad tools for mental and emotional health and well-being. Some of these tools will include mindfulness, skills rooted in evidence-based practices, breathwork, visualization, tapping, journaling, conscious communication skills, physical activity and nutrition, other general self-care practices and more. <i>Practicing these skills, including keeping a journal, will be the only homework in this course!</i> In addition, students will explore the effects of trauma and learn how to notice and manage those effects in themselves and others. Lastly, students will leave with a basic understanding of mental health diagnoses and treatment models with a goal of minimizing stigma and increasing compassion, resiliency and understanding for self and others. It is recommended that students have taken Health class, but not required. This class can meet the Health graduation requirement on its own for upperclassmen who have transferred.	

POST-SECONDARY READINESS

Freshman Connections	
Recommended Grade:	Level 9/Highly Recommended
Credit:	.5 Unit/Semester Course
Freshman Seminar is a foundational course that prepares students for academic success and creates a framework for personal development and friendships at AHS. Topics covered in this program include: AHS operations, academic and tech skills, social/emotional support, executive functioning, and personal learning projects. • Students are fully supported with technology, online learning, Google Classroom, Drive, Gmail, Calendar, PowerSchool, Rocketbook, Google Slides, Sites, Screencastify, Digital Citizenship, time management and academic support. • The social-emotional curriculum from the Wayfinder Belonging App & Program supports students with individual regulation, relationships and in exploring their interests and belonging to themselves, at school and in the world. • Students have the opportunity to create relationships with peers and educators at Aspen High School while learning about programs and operations. Guest Speakers from various departments include: Counselors, Student Senate, Post Secondary counselors, IB Programs, Clubs, Service learning, Community, Technology and Executive Functioning. • Student Choice Learning Projects develop new skills (i.e. coding, 3D printing, a new interest-cooking, a language, ASL, an instrument, making videos or a podcast or service learning). These projects are showcased using Google Sites and presented in a Screencastify Video Showcase. <i>(This curriculum supports CDE Academic Standards and 21st century Essential Skills.)</i>	

Post-Secondary Exploration Class (PSEC)	
Recommended Grade:	11/ Laptop computers are REQUIRED. This course only runs during the second semester
Credit:	.25 Unit/Quarter Course (Pass/Fail)
This course has been designed specifically for juniors and will walk them through the post-secondary planning process, including: self exploration, college/certification exploration, Aptitude and Interest Inventories, Career Exploration, Common Application/Essays, Application Strategy, Test Prep, and Affording College/certification programs. Instruction will also be complemented by guest speakers, when appropriate. Successful completion of this course satisfies the Colorado ICAP (Individualized Career & Academic Plan) requirement. The course will run during the first half of the semester. The second half of the semester would become a free period, just like any other scheduled free period.	

SCIENCE

Three credits of science are required for graduation.

At least one credit must be earned in the Biology/Life Sciences and one credit in the Earth/Space or Physical Sciences. Suggested course sequences are listed below.

<u>All Freshmen:</u> Biology (year) Honors Biology (year)	
Note: Only sophomores who are <u>certain</u> that they will pursue IB science in their junior year will take Chemistry during the sophomore year. At Aspen High School, Chemistry is traditionally a course taken in junior or senior year. Students may choose either the traditional science sequence (sequence 1) or science sequence 2, as outlined below.	
<u>Science Sequence 1</u>	<u>Science Sequence 2</u>
<u>Sophomores:</u> Earth/Space Science	<u>Sophomores:</u> - Chemistry I (year) prerequisite for IB Biology and Physics classes - Earth/Space Science (year) OR Chemistry recommended for IB Environmental Systems and Societies classes
<u>Juniors:</u> *Year Long Options - Chemistry (year) - Biology II: Scalpels and Skeletons (year)	<u>Juniors:</u> - IB Biology I (HL-year) - IB Environmental Systems and Societies I (SL-year) - IB Physics I (SL-year)
<u>Seniors:</u> Same choices as Junior year *Year Long Options - Chemistry I (year) - Biology II: Scalpels and Skeletons (year)	<u>Seniors:</u> - IB Biology II (HL-year) - IB Environmental Systems and Societies II (SL-year) - IB Physics II (SL-year)

BIOLOGY/LIFE SCIENCES

Biology I/Honors Biology	
Recommended Grade:	Level 9
Credit:	1 Unit/1 year Course
Biology is a hands-on, laboratory-based study of life on Earth. Topics will include: Ecology, cell structure and function, DNA, genetics, and evolution. Honors will run at a faster pace and more rigor.	

IB Environmental Systems and Societies I SL	
Recommended Grade:	Level 11
Credit:	1 Unit/Year Course
Class Fee:	\$20.00 & Optional Textbook Purchase
Prerequisite:	Recommended “B” or better in Chemistry or Earth/Space Science.
This interdisciplinary course is offered only at standard level (SL). As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. In this interdisciplinary course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. Students will evaluate the scientific, ethical and socio-political aspects of issues and will be able to develop an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.	

IB Environmental Systems and Societies II SL	
Recommended Grade:	Level 12
Credit:	1 Unit/Year Course
Class Fee:	\$20.00 & Optional Textbook Purchase
Prerequisite:	Recommended “B” or better in IB Environmental Systems and Societies I SL
This course is a continuation of IB Environmental Systems and Societies I. See previous course description. Students are responsible for the fee that IB charges for the required exam upon completion of this course.	

IB Biology I HL	
Recommended Grade:	Level 11
Credit:	1 Unit/Year Course
Class Fee:	\$20.00 & Optional Textbook Purchase
Prerequisite:	Recommended grade of “B” or better in Chemistry.
This course is an intensive study of life on earth. Core topics include, but are not limited to: the chemistry of life, cells, DNA and genetics, biotechnology, ecology, evolution, human anatomy, and neuroscience. Student work will be rigorously evaluated both by the teacher and by IB Program evaluators. Labs are a key component of this course, and students will be required to design and conduct their own experiments. The HL course is a fast paced, in-depth look at the above topics	

IB Biology II HL	
Recommended Grade:	Level 12
Credit:	1 Unit/Year Course
Class Fee:	\$20.00 & Optional Textbook Purchase
Prerequisite:	Recommended grade of “B” in IB Biology I
This course is a continuation of IB Biology I. See previous course description. Students are responsible for the fee that IB charges for the required exam upon completion of this course.	

Biology II: Scalpels and Skeletons	
Recommended Grade:	Level 11 & 12
Credit:	1 Unit/Year Course
Class Fee:	\$25.00
Prerequisite:	Biology I
First semester will include the study of Zoology, classification, comparative anatomy and dissection. First semester is very dissection heavy and students will be dissecting up to 8 different animals.	

Second semester of this course will focus on human anatomy and physiology as well as genetics and bioengineering. Body systems such as digestion, circulation and the nervous system are explored with lab activities and dissections. **Do not sign up for this class if you plan to take IB Biology.**

EARTH AND SPACE SCIENCES

Earth and Space Science	
Recommended Grade:	Level 10-12
Credit:	1 Unit/Year Course
In this lab-based course we will study Astronomy, Meteorology and Geology. In the Astronomy portion, stars, planets, and other aspects of the universe will be studied in depth in the astronomy portion of this class. Various theories about the formulation and the future of the universe will be examined. The Aspen High School planetarium will be used as a resource for the coursework. Meteorology is the study of Earth's atmosphere and general concepts of weather. The class includes discussion of special weather phenomena and use of weather instruments. The Geology portion of the course is also a lab-based course with particular emphasis upon local geology. Topics covered include: geologic time, map reading skills, local landforms, rocks, minerals, glaciers, mountain building and plate tectonics.	

PHYSICAL SCIENCES

Chemistry	
Recommended Grade:	Level 11-12 (10th if on IB track)
Credit:	1 Unit/Year Course
Class Fee:	\$20.00
Prerequisite:	Recommended grade of "B" or above in Algebra I
This is a junior or senior level course and should only be taken during the sophomore year by students who are <u>certain</u> they will pursue IB level science courses and are prepared for a rigorous math-based science course. Chemistry is the study of matter, how it really "looks," and why it acts as it does. This course is designed to use laboratory experimentation to reinforce major chemistry concepts. Chemistry's influence on modern life will be stressed by including several real-life applications. Solid algebra and problem solving skills are an integral part of chemistry, therefore <i>a strong background in mathematics is recommended.</i>	

IB Physics I (SL)	
Recommended Grade:	Level 11
Credit:	1 Unit/Year Course
Prerequisite:	“B” in Chemistry
This course in physics is for the student who is motivated and passionate about math and science. In this IB science course, the students will learn a thorough body of material in physics as well as the techniques required for laboratory work and the practice of scientific investigation. Student work will be rigorously evaluated both by the teacher and by the IB program evaluators. Topics to be studied will include: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic and nuclear physics, particle physics, energy production, quantum physics, relativity and astrophysics. This course will be taught at the SL level with the potential for HL level independent work for self-directed students.	

IB Physics II (SL)	
Recommended Grade:	Level 12
Credit:	1 Unit/Year Course
Prerequisite:	“C” in IB Physics I
This course is a continuation of IB Physics I. See previous course description. Students are responsible for the fee that IB charges for the required exam at the completion of this course.	

SOCIAL STUDIES

Three credits of Social Studies are required for graduation, and must include the following each of:
World Geography (.5), Civics (.5), United States History (1) and World History (1).

World Geography	
Recommended Grade:	Level 9/Required for Graduation
Credit:	.5 Unit/Semester Course
Geography is the study of the earth, its features, its people, and the forces that shape it. The course emphasizes the distinct cultures of the world and is taught thematically by region. Themes include, thinking like a geographer, environmental degradation, religion, urbanization, resources, economic geography, political geography, sustainability, and adaptation. Essential skills include, research, writing, source analysis and presentation.	

AP Human Geography	
Recommended Grade:	Level 9/Can be taken in place of World Geography which is required for Graduation
Credit:	1 Unit/Semester Course
A year long course that introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. There are no prerequisites for AP Human Geography, but students should be able to read college level texts and write grammatically correct, complete sentences. Students will sit for the AP exam.	

American Democracy and Civics	
Recommended Grade:	Level 9 /Required for graduation
Credit:	.5 Unit/Semester Course
This course provides students with a meaningful understanding of the United States and Colorado government. Students will study constitutional issues, research domestic and foreign policy, and learn the fundamentals of the democratic process. <u>This course is a state mandated graduation requirement.</u>	

United States History

Recommended Grade:

Level 10

Can be used to fulfill Social Studies graduation requirement

Credit:

1 Unit/Year Course

This is a history of the United States post-Civil War era to the present. This course is taught thematically with an emphasis on essential skills. Specific themes include, expansion, conflict and war, economy, and social movements. Essential skills include research, writing, source analysis, and presentation.

Multiculturalism in America

Recommended Grade:

Level 10

Can be used to fulfill Social Studies graduation requirement

Credit:

1 Unit/Year Course

The course would be designed to address content and events related to ethnic and cultural groups that are typically marginalized in society as well as in traditional social studies courses. It will help students understand that knowledge/history is constructed and reflects the experiences, values, and perspectives of its creators. This will give students a chance to learn about and connect to racial, ethnic and cultural practices that help make the United States the diverse country it is today. The main goal of this course would be to foster tolerance and understanding of others that don't look like or think the same way as you do. An example of content would be looking at the 2020 elections from a variety of minority perspectives, pondering questions like why are African Americans typically Democrats? or why some hispanics are anti- immigration? Or what racism is and looks like for different groups of Americans.

Modern World History

Recommended Grade:

Level 11/Required for Graduation

Credit:

1 Unit/Year Course

This course covers world history from Renaissance to the present. This course is taught thematically with an emphasis on essential skills. Specific themes include, government, social movements, economic shifts, imperialism, conflict and war, and globalization. Essential skills include research, writing, source analysis, and presentation.

Ancient to Medieval History

Recommended Grade:	Level 11/ Can be taken in conjunction with Introduction to Philosophy to fulfill graduation requirements
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Credit:	.5 Unit/Semester Course
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Ancient to Medieval History is a semester-long course designed to reinforce and build upon students' knowledge regarding various ancient and medieval civilizations around the world. We will discuss topics of tremendous range including the birth of humanity and civilization, the emergence of warrior cultures like the Samurai and Vikings, the rise of great empires in Europe and Asia, and the role of chaos and fear in shaping human behavior.

Introduction to Philosophy

Recommended Grade:	Level 11/ Can be taken in conjunction with Ancient to Medieval History to fulfill graduation requirements
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Credit:	.5 Unit/Semester Course
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Introduction to Philosophy investigates the aims, nature and problems of philosophy with an emphasis on a historical survey of the various schools and genres of philosophy. Logic theories of knowledge, and a question of ethics and morality are also studied and engaged by utilizing Socratic based discussions and reading from both classical and contemporary sources.

IB History I (HL)

Recommended Grade:	Level 11/ Meets World History Requirement if 2 years are completed
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Credit:	1 Unit/Year Course
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Prerequisite:	Recommended grade of "C" in U.S. History
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The aim of IB Global History is to explain trends and developments, as well as continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context: political, social, economic, religious, technological, and cultural. This is a two year course focusing on 20th century world history, including war, democratic and single party states, nationalist and independence movements, and the Cold War. **If the student does not compete both years of the course he/she will be required to take World History their senior year.**

IB History II (HL)	
Recommended Grade:	Level 12
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “C” or above in IB Global History I
The aim of IB Global History is to explain trends and developments, as well as continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context: political, social, economic, religious, technological, and cultural. The senior year focuses on the IB Prescribed Subject <i>The Cold War, 1960-1979</i>, and the IB 20th Century World History Topics: <i>Causes, practices and effects of war, The Cold War, 1945-1995 and the rise and rule of single party states</i>. IB students are required to take an IB exam with a fee at the end of this course. (see pg. 24)	

SOCIAL SCIENCE

IB Psychology SL	
Recommended Grade:	Level 11-12
Credit:	1 Unit/Year Course.
Prerequisite:	Completed IB Application Packet
The IB Diploma Programme standard level psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior.	

WORLD LANGUAGES

Why study another language? A coherent program of study of a modern language offers a student distinct benefits, such as: understanding the language of other cultures, increased understanding of one's own language and heightened sensitivity to the purpose of language, world vision, practical skills for the workplace, pleasure and travel experiences.

World language classes at Aspen High School are designed to develop proficiency in the four basic language skills: listening, speaking, reading, and writing. Students study structure, vocabulary, pronunciation, culture, and material related to other content areas. Classes are conducted primarily in the target language.

College-bound students should select a course of study from one of these four options:

	Option 1	Option 2	Option 3	Option 4 for Native Spanish Speakers
7th		Level I A		
8th		Level I B	Level II	
9th	Level I	Level II	Level III	Spanish Heritage
10th	Level II	Level III	Begin Another Language or Level IV or Level V	Spanish Heritage
11th	Level III	IB Level I	IB Level I	IB Lang A SL I (School Supported Self-Taught)
12th	Level IV	IB Level II	IB Level II	IB Lang A SL II (School Supported Self-Taught)

FRENCH

French I	
Recommended Grade:	Level 9-11
Credit:	1 Unit/Year Course
This course is an introduction to the study of the French language and francophone cultures. The emphasis is placed on the development of listening, speaking, reading, and writing skills. The content focuses on students' lives and experiences and includes an exposure to everyday customs and lifestyles.	

French II	
Recommended Grade:	Level 9-12
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “C” or better in French I at the high school or, for students new to the school, a grade of “C” or better on the French I final assessment.
This is a continuation of the development and proficiency of students' listening, speaking, reading, and writing skills gained in French I. The emphasis is on simple conversations and interactions in everyday life. Students will be able to understand the main ideas in the present, past, and future. This course is only available to those students who have successfully met the standards of French I.	

French III	
Recommended Grade:	Level 10-12
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “C” or better in French II
Students in the intermediate level continue to develop reading, writing, listening, and speaking skills along with cultural awareness. In the third year, a greater emphasis is placed on grammatical accuracy and communicative proficiency than in the beginning levels. This course will prepare students to pursue studies in IB French or French IV. *	

French IV	
Recommended Grade:	Level 11-12
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “B” or better in French III
Students in level IV will listen, speak, read, and write on a variety of topics using complex structures. The course will focus on an overview of history, relevant literature, and culture. This is an intermediate course designed to increase the student’s proficiency in speaking, reading, writing, and listening. The curriculum, taught in French, includes French history, readings from books, periodicals and the internet, games, films, and cultural activities. Students in French IV will be expected to speak French in class.	

IB FRENCH COURSE REQUIREMENTS

Students enrolled in IB courses are required to take the IB exam in the spring of the senior year. Most will register for the SL ("Standard Level") exam. Any students wishing to register for the very demanding HL ("Higher Level") exam must declare their intention to do so in the spring of their junior year and complete additional work over the summer. HL exam candidates are expected to participate in an approved summer language immersion program (4 weeks minimum), complete summer readings and writing assignments. Their progress will be assessed in August at school, prior to the start of classes, based on a timed essay, and an oral interview in French. Their performance on this assessment will determine their candidacy for the SL or HL exam.

IB French B I (SL/HL)	
Recommended Grade:	Level 11
Credit:	1 Unit/Year Course
Class Fee:	Possible Workbook/Magazine Purchase (Approximately \$45)
Prerequisite:	Recommended grade of "B" or better in French III
Students enrolled in this course are expected to take the IB exam in May of their senior year after developing proficiency in listening, speaking, reading, and writing and the ability to communicate effectively in French in a variety of contexts. The curriculum includes reading short stories, articles from periodicals and the internet, music, films, games, and cultural activities which are designed to foster the student's interest in the language and culture. This is a rigorous course conducted in French which prepares seniors for the SL exam and juniors for IB French II. *At the end of their junior year, students must declare their intent to take the SL or HL exam (see IB French Course Requirements).	

IB French B II (SL/HL)	
Recommended Grade:	Level 12
Credit:	1 Unit/Year Course
Class Fee:	Possible Workbook/Magazine Purchase (Approximately \$45)
Prerequisite:	Recommended grade of "B" or better in IB French I
This senior level course is a continuation of IB French I. Students are expected to take either the Standard Level (SL) or High Level (HL) exam. (See IB French Course requirements). The class is conducted in French, and students registering for this course should be internally motivated with a strong work ethic. Students are responsible for the fee that IB charges for the required exam upon completion of this course.	

SPANISH

Spanish I

Recommended Grade:

Level 9-11

Credit:

1 Unit/Year Course

This course is an introduction to the study of the Spanish language and Hispanic cultures. The emphasis is placed on the development of listening, speaking, reading, and writing skills. The content focuses on students' lives and experiences and includes an exposure to everyday customs and lifestyles.

Spanish II

Recommended Grade:

Level 9-12

Credit:

1 Unit/Year Course

Prerequisite:

Recommended grade of "C" or better in Spanish I at the high school or for those new to the high school, "C" or better on the Spanish I final assessment

This is a continuation of the development and proficiency of students' listening, speaking, reading, and writing skill gained in Spanish I. The emphasis is on simple conversations and interactions in everyday life. Students will be able to understand the main ideas in the present, past, and future. This course is only available to those students who have successfully met the standards of Spanish I.

Spanish III

Recommended Grade:

Level 10-12

Credit:

1 Unit/Year Course

Prerequisite:

Recommended grade of "C" or better in Spanish II

Students in the intermediate level will continue to develop reading, writing, listening, and speaking skills along with cultural awareness. In the third year, a greater emphasis is placed on grammatical accuracy and communicative proficiency than in the beginning levels. This course will prepare students to pursue studies in IB Spanish or Spanish IV. However, students who are planning to take IB Spanish courses are strongly encouraged to take Advanced Spanish III.

Spanish IV	
Recommended Grade:	Level 11-12
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “C” or better in Spanish III
This is an intermediate course designed to increase the student’s proficiency in speaking, reading, writing, and listening. The curriculum includes readings from a variety of sources, and, games, films, and cultural activities. The class incorporates a review of grammar studied at the lower levels and introduces more advanced grammar. Students registering for Spanish IV should have a good work ethic and be prepared to speak Spanish in the class. This rigorous class is conducted in Spanish and prepares students for IB Spanish.	

Spanish V	
Recommended Grade:	10
Credit:	1 Unit/Year Course
Prerequisite:	Sophomores who started at AHS in Spanish IV
This is an advanced-intermediate course designed to increase the student’s proficiency in speaking, reading, writing, and listening. The curriculum includes readings from a variety of sources, and, games, films, and cultural activities. The class incorporates a review of basic and advanced grammar studied through levels I-IV and introduces more advanced grammar and academic vocabulary. Students registering for Spanish V should have a good work ethic and be prepared to speak Spanish in the class. This rigorous class is conducted in Spanish and prepares students for IB Spanish at the Higher Level (HL).	

Spanish for Heritage Speakers

Recommended Grade:	9-10
Credit:	1 Unit/Year Course
Prerequisite:	Students must pass a proficiency entrance exam

This course is designed to support our heritage/native speakers in the development of their reading and writing skills, and provide them the tools to develop their academic language skills. This course will encourage students to embrace and enrich their culture and language and promote their multicultural and multilingual identity. Students have the option to take a second year of this course as the curriculum will rotate on a two-year schedule.

IB Spanish B I (SL/HL)

Recommended Grade:	Level 11
Credit:	1 Unit/Year Course
Class Fee:	Workbook/Magazine Purchase (Approximately \$45)
Prerequisite:	Recommended grade of “B” or better in Spanish III

Students enrolled in this course are expected to take the IB exam in May of their senior year after developing proficiency in listening, speaking, reading, and writing and the ability to communicate effectively in Spanish in a variety of contexts. The curriculum includes reading short stories, articles from the Internet, variety of sources, music, films, games, and cultural activities which are designed to foster the student’s interest in the language and culture. This rigorous class, taught in Spanish, prepares students for IB Spanish II and ultimately the IB exams. At the end of their junior year, students must declare their intent to take the SL or HL exam. (see IB Spanish Course Requirements)

IB Spanish B II (SL/HL)

Recommended Grade:	Level 12
Credit:	1 Unit/Year Course
Class Fee:	Workbook/Magazine Purchase (Approximately \$45)
Prerequisite:	Recommended grade of “B” or better in IB Spanish I

This senior level course is a continuation of IB Spanish I. Students enrolled in this course are expected to take either the Standard Level (SL) or High Level (HL) IB exam. (See IB Spanish Course requirements) The curriculum, taught in Spanish, includes reading short stories and plays, articles from periodicals and the Internet, music, films, games, and cultural activities which are designed to foster the student’s interest in the language and culture. Students registering for this course should be internally motivated and have a strong work ethic.

IB Language A: Literature, School Supported Self-Taught I (SL)

Recommended Grade:	Level 11
Credit:	1 Unit/Year Course
Prerequisite:	Recommended grade of “B” or better in Spanish Heritage or IB Spanish II; or fluency in reading, writing, and speaking another native language

Students enrolled in this course are expected to take the IB exam in May of their senior year.

After spending at least a year studying conversational language B students will have the opportunity to work on the construction and analysis of written work and reading texts in a language B.

This course is part of the IB studies in language and literature group and is considered a school supported self-taught student (SSST). Being a self-taught student offers a unique opportunity to study the literature of a language that may not be offered at AHS. A certain level of autonomy is expected, for example you will be asked to develop a list of literary works and a timeline. You will also be expected to autonomously administer the 150 hours required (over two years) for the study of the course.

The course is structured around three areas of exploration along with the six associated organizing questions designed to help you to understand the kind of approach that each of the areas proposes. While your study of literature will be structured by reading the works selected, you should also consider the broader questions of the area of exploration and the concepts of the course as a whole.

IB Language A: Literature, School Supported Self-Taught II (SL)

Recommended Grade:	Level 12
Credit:	1 Unit/Year Course
Prerequisite:	Required course: IB Language A, Literature SSST I (SL)

Students enrolled in this course are expected to take the IB exam in May of their senior year.

This course is the second level of the IB studies in language and literature group and is considered a school supported self-taught student (SSST). Being a self-taught student offers a unique opportunity to study the literature of a language that may not be offered at AHS. A certain level of autonomy is expected, for example you will be asked to develop a list of literary works and a timeline. You will also be expected to autonomously administer the 150 hours required (over two years) for the study of the course.

The course is structured around three areas of exploration along with the six associated organizing questions designed to help you to understand the kind of approach that each of the areas proposes. While your study of literature will be structured by reading the works selected, you should also consider the broader questions of the area of exploration and the concepts of the course as a whole.

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (CLD)

The Culturally and Linguistically Diverse (CLD) program, formerly the ELL (English Language Learner) program at Aspen High School, is designed to accommodate the cultural and linguistic needs of students whose primary language is other than English. At the introductory levels, courses provide a cultural orientation to the classroom of public schools with a focus on building listening and conversational skills, basic sentence structure and vocabulary. At the more accelerated levels, courses are designed to further develop reading and writing skills, concentrating on more complex grammar skills and writing techniques.

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (CLD)	
Recommended Grade:	Level 9/10
Credit:	1 Unit/Year Course
The Culturally and Linguistically Diverse (CLD) program, formerly the ELL (English Language Learner) program at Aspen High School, is designed to accommodate the cultural and linguistic needs of students whose primary language is other than English. At the introductory levels, courses provide a cultural orientation to the classroom of public schools with a focus on building listening and conversational skills, basic sentence structure and vocabulary. At the more accelerated levels, courses are designed to further develop reading and writing skills, concentrating on more complex grammar skills and writing techniques.	

IB English B I/II (SL)	
Recommended Grade:	Level 11/12
Credit:	1 Unit/Year Course
Prerequisite:	ELL in grades 9 and 10; or incoming new student to AHS in grade 11/12
Students enrolled in this course are expected to take the IB exam in May of their senior year after developing proficiency in listening, speaking, reading, and writing and the ability to communicate effectively in English in a variety of contexts. The curriculum includes reading short stories, articles from the Internet, a variety of sources, music, films, games, and cultural activities that are designed to foster the student's interest in the language and culture. This rigorous class, taught in English, prepares students for IB English II and ultimately the IB exams.	