

# CURRICULUM HANDBOOK

## 2017-2018



# MANITOU

# MUSTANGS

**District Vision Statement:**

Compassionate citizens contributing with knowledge and integrity to a dynamic world

**District Mission Statement:**

The Manitou Springs School District is dedicated to  
Providing a safe and caring environment  
Encouraging all students to reach their potential

**District Motto:**

**R<sup>2</sup>O**

Relationships, Rigor, Opportunity

Glenn Hard, Principal

Jesse Hull, Assistant Principal

Kolleen Johnson, Assistant Principal

Choose Manitou Springs School District "A World-Class  
Education in a Public School Setting"

# HOW TO USE THIS HANDBOOK

Whether you are new to the high school experience, or a pro at navigating the halls, this course handbook will provide you with an invaluable resource about school academic policy, planning material, and course details that all students should know if they wish to take advantage of everything Manitou Springs High School has to offer.

This handbook is designed in three parts:  
The first section: **CAREER PLAN** guides you through the requirements for graduation, and we suggest you complete the four-year plan with your students. Keep this document in a folder and re-examine it at the end of each semester. If your

student's plans change, then change the four-year plan. If not, this will help your student stay focused and on track.

The second section: **GENERAL INFORMATION** covers the academic policies and programs of MSHS. This section provides information and plenty of resources for you to use along your journey.

The third section: **COURSE DESCRIPTIONS** gives a detailed summary of every course offered at Manitou High School. This section is divided by academic area, many of which are the core departments in the high school.

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# CAREER PLANNING

## GRADUATION REQUIREMENTS

The total number of credits for graduation from Manitou Springs High School is 54. Credit is granted at the end of each semester. In 2010 the Colorado Higher Education commission changed admission requirements (HEAR) to include: any of Colorado's four year public colleges or universities will include a requirement for 4 math classes (algebra 1 level and higher) and 1 or 2 classes of foreign language depending on the college (must be the same language). If your planning to take multiple years of a world language, you must take them back to back.

### MINIMUM CREDITS FOR GRADUATION

English	8 Credits
Math	6 Credits
Science	6 Credits
Social Studies	8 Credits
*P.E.	3 Credits
Health Education	1 Credit
Fine Arts / Practical Arts	6 Credits
Electives	16 Credits
Total	54 Credits

\*At least 1 of the P.E. credits must be Rec PE, Team Sports, Athletic Conditioning.

### HIGHER EDUCATION ADMISSION REQUIREMENTS (HEAR)

#### HEAR Recommended Credits

English 4 Years

Math 4 Years

(must include Alg I, Geometry, Algebra II)

Natural/Physical Science 3 Years

(two units must be lab-based)

Social Sciences 3 Years

(at least one unit of U.S. or World History)

World Language 1/2 Years depends on college.

Academic Electives 2 Years



# COURSE SEQUENCE GUIDE

## English: (4 required)

The following is a required sequence for English course selection.

English I <sup>Honors</sup>  
English II <sup>Honors</sup>  
English III <sup>AP</sup>  
English IV <sup>AP</sup>

## Science: (3 required)

The following is a required sequence for science course selection.

Physical Science <sup>Honors</sup>  
Biology I <sup>Honors</sup>  
Chemistry <sup>Honors</sup>  
or Environmental Science or  
Astronomy

The following are advanced science electives.

AP Biology  
Advanced Chemistry II  
Anatomy/Physiology,  
AP Physics

## Mathematics:

### (3 required)

Students are required to complete 3 sections of math and the following is a required sequence for math course selection which will be dependent on which section they begin, and which pathway they chose to pursue. See the MATHEMATICS section for a reference guide to math pathways.

Pre-Algebra  
Algebra I\*  
Geometry  
Personal Finance  
PPCC Career Readiness Math 107  
Algebra II <sup>Honors</sup>  
PPCC College Algebra Math 121  
Statistical Problem Solving  
PPCC College Trigonometry  
PPCC College Precalculus  
AP Calculus A/B

\*Algebra taken in the middle school will not be counted toward HS graduation credits.

## Social Studies:

### (5 required)

The following is a required sequence:

World Geography <sup>Honors</sup>  
World History <sup>AP</sup>  
US History <sup>AP</sup>  
American Gov't.  
Economics  
or Consumer Planning

The following are advanced Social Studies electives:

AP Psychology  
Sociology

## Health/PE: (4 required)

Health & 9th PE

At least one of the PE classes must be:  
Recreational PE, Team Sports or  
Athletic Conditioning.

The following are other PE options:  
Swim Lessons Program, Lifeguard  
Training, Yoga, Dance

## ADDITIONAL ACADEMIC DEPARTMENTS

## World Languages:

Spanish I, II, III, IV  
French I, II, III, IV  
German I, II, III

## Performing Arts:

Symphonic Band  
Jazz Ensemble  
String Ensemble  
History of Rock & Roll  
Mixed Choir  
Theater Arts  
Technical Theatre  
PPCC Theatre 105

## Visual and Design Arts:

NOTE: \*Beginning Art is a required prerequisite for all of the art courses. Art courses can be taken in any order.

\*Beginning Art  
Drawing  
Printmaking,  
Painting, Sculpting,  
Digital Photography, Metal Smithing

## Co-Curricular:

Concurrent Enrollment (PPCC)  
PPCC Career Start  
Culinary Arts  
Office Assistant  
Peer Tutoring  
Student Council  
Athletic Conditioning  
Advanced Athletic Conditioning

## Construction Technology:

Beginning Cabinet Making &  
Woodworking  
Advanced Cabinet Making &  
Woodworking  
Woodworking Independent Study

### PRACTICAL/FINE ARTS

Students must take 6 credits from any combination of the following areas:  
Construction Technology, World Languages,

### ELECTIVES

Students must take 16 credits of additional elective credit beyond the 32 credits of core academics and 6 credits of Practical/Fine Arts. These credits may come from any academic area or course.



## HOW TO USE A FOUR YEAR PLAN

A 4 year plan is a living document which can be reproduced in any format. It CHANGES as the student's interests change, but it also provides a ROAD MAP for the student to graduation and even beyond.

# FOUR YEAR PLAN

### GREEN DAY

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____
4 _____	4 _____	4 _____	4 _____

### GOLD DAY

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
5 _____	5 _____	5 _____	5 _____
6 _____	6 _____	6 _____	6 _____
7 _____	7 _____	7 _____	7 _____
8 _____	8 _____	8 _____	8 _____



# GENERAL INFORMATION

## ATHLETICS & ACTIVITIES

Athletics and Activities are a vital educational component at Manitou Springs High School. Our programs are designed to promote the physical, and social development of all students; to provide opportunities for leadership; to provide avenues to serve school and community; and to develop the interests and talents of our students.

### THE ALTERNATING BLOCK SYSTEM

The block system consists of four eighty-five minute classes every other day. At the end of the school year, students will have completed eight classes. Credits are given twice per year.

The classes are identified as blocks one, two, three, and four. Blocks one and two are separated by a 25 minute "Advisory" to be used for seeing teachers, ICAP, and assemblies, etc. Students 9-12 have the same 35 minute lunch hour.

STUDENT EXAMPLE:

Green Day	Block 1	Block 2	Block 3	Block 4
	Band	Physical Science	Health / wPE	Algebra 1
Gold Day	Block 5	Block 6	Block 7	Block 8
	Band	English I	Elective Course	Geography Honors

## CAREER AND TECHNICAL EDUCATION (CTE)

MSSH currently has accredited 2 programs in the CTE field of study. A CTE endorsement means that the curriculum has been recognized by the state as college and career orientated and that the classes are rigorous, responsive and relative to today's global community. Teachers in CTE programs must hold additional endorsements in their area of specialty. Also, within each program, specific courses may qualify for advanced credit, such as articulated credit with local colleges or industry certifications.

The State CTE program is in partnership with the Colorado Community College System (CCCS). review the CTE website: <http://www.coloradostateplan.com/index.htm>.

The following academic areas include CTE Approved courses.

- CONSTRUCTION TECHNOLOGY
- VISUAL ARTS

## CREDIT RECOVERY

- Core classes must be taken in the regular education high school classroom.
- If one half of a class is failed it can be made up through MSSH on-line program.
- If both semesters are failed the class must be retaken in the regular education high school classroom.



## CONCURRENT ENROLLMENT

Students will receive half the amount of high school credit as college credit per each class. Tuition for these classes is paid by School District 14. Students are required to pay for their books, parking permits, and any miscellaneous fees. Students must provide their own transportation. Students interested in taking Concurrent Enrollment classes must see their counselor for approval.

CURRENT PPCC COURSE CATALOGUE: <http://www.ppcc.edu/programs/schedule/>

## CU SUCCEED

Attending specific qualified courses offered as part of the high school curriculum has the additional benefit of granting dual credit in both the high school and UCCS. All courses are on a UCCS transcript and there is no differentiation on the transcript because it was a CU Succeed class. Current qualified course: Calculus.

LEARN MORE AT [WWW.UCCS.EDU/EXTENDEDSTUDIES/](http://WWW.UCCS.EDU/EXTENDEDSTUDIES/)

## G.P.A. CALCULATION

Grade	Regular	Honors	AP/ CE
A (93-100)	4	4.5	5
A- (90-92)	3.667	4.2	4.7
B+ (87-89)	3.333	3.8	4.3
B (83-86)	3	3.5	4
B- (80-82)	2.667	3.2	3.7
C+ (77-79)	2.333	2.8	3.3
C (73-76)	2	2.5	3
C- (70-72)	1.667	2.2	2.7
D+ (67-69)	1.333	1.8	2.3
D (63-66)	1	1.5	2
D- (60-62)	.667	1.2	1.7
F (0-59)	0	0	0

## INDEPENDENT STUDY

The intent of the Independent Study program is to provide an opportunity for a student to expand his or her interest in a given subject area. Students interested in applying for Independent Study should read the rest of this section and then contact the counseling center for additional guidelines.

This program provides a means for 11th or 12th grade students to earn credit while working individually with a teacher. Both the student and the teacher must agree on the course content. After agreement has been reached a contract must be signed by a counselor, the teacher, the student, and the student's parents. ALL INDEPENDENT STUDY CONTRACTS MUST THEN BE APPROVED BY THE PRINCIPAL.



## **SCHEDULE PLANNING**

The Counseling Department suggests that students discuss with their parents their chosen classes for the next school year. We also suggest that students do long-range planning for their additional high school years. Freshman should be conservative in their selection of classes, and not take more academic classes than they are able to handle at one time.

All schedule changes for the upcoming year need to be made at registration before school starts. If needed, students can request a schedule change the first four days of each term. The first three days require a parent's signature and the fourth day requires signatures of the teachers who are being dropped, the teachers who are being added, and a parent signature. Students who want to change their schedules after the first four days receive a "WF" (withdraw failure) grade on their transcript. Schedule changes are disruptive to both students and classes, and through careful planning on the part of the students, they can be kept to a minimum.

All students must register for eight classes per year. MSHS does not provide for "part-time" student status. College bound students should plan on taking a minimum of four to five academic classes per year.

College bound students should also plan on taking a minimum of two to three years of a foreign language.

## **STUDENT COUNCIL (StuCo)**

Student Council is a yearlong course that focuses on the development of leadership skills as well as the planning of social and service events for the school and community. This is a rigorous, co-curricular class that frequently requires participation at out of class activities. While participating in and planning events, students will document their progress in a portfolio with online and written components. Students must complete an application and meet with the adviser prior to registering for the class. For more information on how to become a class or student body officer, see the MSHS Student Council Bylaws.

## **SCHOOL NEWSPAPER & YEARBOOK**

The media program is a convergent model in which students participate in both preparing the on-line newspaper and yearbook. Full Course descriptions are located in the English department offerings

## **OFFICE ASSISTANT**

12th grade students who have a cumulative GPA of 3.0 or higher and have no disciplinary issues can apply to be an Office Assistant at the high school. Office Assistants will be graded on the regular grade scale. Students interested in being an Office Assistant must complete an application and possible interview before enrolling.





# COURSE DESCRIPTIONS

## CAREER STARTER

### Career Start (formally AVP) Programs offered at PPCC

To be eligible for consideration for AVP Program admittance students must meet the following minimum criteria:

- o Must be a current 10th or 11th grade student.
- o Must be on track to graduate.
- o Must have good attendance record.
- o Must have good behavior record.
- o Must be mature enough to handle a college class/campus environment.
- o Students on a Disability Plan must be able to independently access OASIS (Student Disability Services at PPCC)
- o Desired program must align with post-secondary plan.
- o Must meet college readiness scores (ACCUPLACER or SAT) where applicable per program requirements.
- o Must be able to provide own transportation to and from classes Monday- Friday mornings at the PPCC Centennial Campus.
- o Students who fail a course must reimburse Manitou Springs School District 14 for the cost of tuition.
- o Must pay all books and class fees if selected to attend. (Approximately \$820 per year)

Auto Collision Repair*	Fire Science Technology
Automotive Service Technology*	Health Career Exploration
Computer Aided Drafting-Mechanical Design*	Health Science Technology
Construction	Interior Design
Criminal Justice Administration*	Machining
Culinary*	Multimedia Graphic Design
Cyber Security	Radio and Television
Diesel Power Technology*	Welding
Early Childhood Education	Zookeeping

\*Indicates a two year program

\*\*Hepatitis B vaccinations or TB Tine vaccination is required for these students prior to clinical experience. The vaccinations are at student expense. To enroll in the Area Vocational Program, contact your high school Counselor.



# CONSTRUCTION TECHNOLOGY

## BEGINNING CABINET MAKING & WOODWORKING:

Provides an introduction to woodworking skills and basic drafting concepts. The course includes in-depth instruction of hand, power, and stationary tools and thorough instruction on the elements of design, shop drawings, and wood science.

*\*This class will require a shop fee to pay for materials.*

## ADVANCED CABINET MAKING & WOODWORKING:

**Prerequisite: Fundamentals of Woodworking.** This course explores basic concepts in home and commercial cabinetry. Students will take what they have learned in Fundamentals of Woodworking to build more advanced woodworking projects using hand, power, and stationary tools. This class will also teach basic use of CNC Routing and how to use a laser engraver.

*\*This class will require a shop fee to pay for materials.*

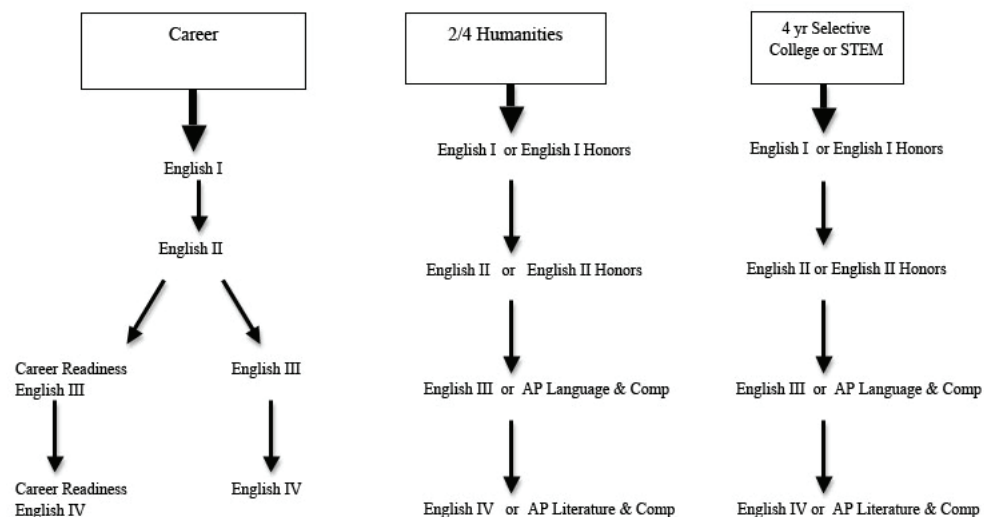
## WOODWORKING INDEPENDENT STUDY:

**Prerequisite: Fundamentals of Woodworking, Introduction to Cabinetmaking.** This course will test student's skills from previous woodworking classes. Students will be expected to create their own woodworking project, develop a bill of material, and build their project with minimal help from the instructor.

*\*This class will require a shop fee to pay for materials.*

# ENGLISH LANGUAGE ARTS

## English Curriculum Pathways



## ENGLISH I:

This course focuses on the study of literary genres and techniques, through which the student will develop an understanding of both the structure and the meaning of a work of literature, including literary elements.

Students will develop an understanding of how the form of a work of literature affects the meaning of the work and of the process of interpretation of a text. Students will read thoughtfully and purposefully,



constantly checking for understanding of the author's intent and meaning in order to determine a sound analysis. Students will also learn how to effectively communicate their thoughts and opinions to others in speech and in writing, in both formal and informal situations, and using grammar and mechanics appropriate to each task, as well as practicing literary analysis strategies and skills appropriate to their level of study.

A typical unit in this course includes both fiction and nonfiction reading selections, media study, poetry, comparing across genres, vocabulary and grammar instruction, speaking and listening, writing and preliminary research, and assessment practice according to the standards which have been aligned with the Common Core State Standards. Students will have daily grammar and vocabulary instruction and assignments. Students should expect to complete reading, writing and research outside of class.

### **ENGLISH I HONORS:**

The focus for this class is in self-reflection through literature. So many of people's thoughts, ideas, beliefs, and cultural expectations are formed through the exploration and consumption of literature, from the early childhood stories, to mythical tales, to deeper, complex texts. Authors seek to build discourse through the development of characters, plot, and conflict. Throughout this class, all textual selections will be a source of reflection and relevance. Formal and informal assessment practices, according to the standards which have been aligned with the Common Core State Standards, are embedded throughout the course.

A typical unit of study includes both fiction and nonfiction reading selections, including the juxtaposition of varied genre, such as primary sources, to fully analyze the focal text. Students will learn how to craft authentic literary analysis and MLA-formatted research papers. Students are expected to develop the practice of literary analysis through the dissection of related choice books. This course is intended to be initial preparation for the honors curriculum of the junior and senior levels, as a foundation for college-readiness.

**Summer reading is required.**

### **ENGLISH II:**

#### **Prerequisite - English I**

This course focuses on the study of literary genres and techniques, through which the student will develop an understanding of both the structure and the meaning of a work of literature. He or she will develop an understanding of how the form of a work of literature, including the use of literary elements, affects the meaning of the work and of the process of interpretation of a text. Emphasis in English II will be placed on group work, oral presentation, and the information gathering and the research cycle for MLA-formatted research papers.

A typical unit in this course includes both fiction and nonfiction reading selections, media study, poetry, comparing across genres, vocabulary and grammar instruction, speaking and listening, writing and/or research practices, and assessment practice according to the standards which have been aligned with the Common Core State Standards. Students will have daily grammar and vocabulary instruction and assignments. Students should expect to complete reading, writing and research outside of class.

### **ENGLISH II HONORS:**

#### **Prerequisite: English I Honors or English I**

Over the course of the semester, students will explore the Human Experience through an analysis of the a variety of literature. Students will read a variety of texts, from historic, primary documents, to plays, from fiction to nonfiction, and even poetry. All of this textual analysis takes students on a quest to discover how authors capture the Human Experience through the nuances of literary elements, and then to practice creating students' own explorations and explanations of what it means to be human. Formal and informal assessment practices, according to the standards which have been aligned with the Common Core State Standards, are embedded throughout the course.

Focus of study will include both fiction and nonfiction reading selections, including parallel, and simultaneous, analysis of novels related through theme and/or genre. Students will hone their literary analysis through relevant literature analysis, develop their understanding of rhetorical analysis through the analysis of a collection of short stories and novellas, and increase their prowess in MLA-formatted research. Students are expected to deepen their analysis of literature through dialectical journaling for choice books. This course is intended to be initial preparation for the honors curriculum of the junior and senior levels, as a foundation for college-readiness.

**Summer reading is required.**



### **CAREER READINESS ENGLISH III:**

**Prerequisite: English I; English II.** This course covers all of the same subject matter as the English III course, though not as in-depth; this allows for the inclusion of other skills such as: collaborative group work, resume writing, job interview preparation, and career research. This course is intended to prepare students whose post-secondary goals include entrance into the workforce.

**Career Readiness English III is considered a language arts intervention; placement is based on recommendation of the high school intervention team.**

### **ENGLISH III:**

**Prerequisite: English I and English II.** This course focuses on the study of rhetoric and composition through which the student will develop an understanding of both the structure and the meaning of a text in a variety of mediums. The course emphasizes the literature of the American experience. Emphasis in English III will be placed on group work, oral presentation, and the information gathering and writing process for research.

A typical unit in this course includes both fiction and nonfiction reading selections, media study, poetry, comparing across genres, vocabulary instruction, grammar instruction, speaking and listening, writing and/or research workshop, and practice for college readiness assessments. Students will have daily grammar and vocabulary instruction and assignments. Students should expect to complete reading, writing and research outside of class.

**This course is intended to prepare students for college coursework.**

### **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION:**

**Successful completion of English I and English II or English I Honors and English II Honors**

This class focuses on developing advanced skills for close reading analysis of an author's purpose, rhetorical strategies and effectiveness. Writing focuses on rhetorical analysis, argumentation, and synthesis. The emphasis in this course is to develop a greater depth of understanding in aspects of rhetoric such as figurative language, syntax and construction, use of irony and satire, sound reasoning versus logical fallacies, moving beyond analysis to inference, synthesis and evaluation. Skills for researching speech topics and term papers include problem/solution, persuasion, and debate. Research requires use of advanced databases, evaluation of primary sources, and objectively portraying multiple viewpoints on an issue. Research also focuses on both APA and MLA standards. Elements of voice and presentational skills are also significant topics. Students will read non-fiction novels outside of class, and a number of significant non-fiction short articles. Additionally, students will engage with daily grammar and advanced vocabulary workshops which focuses on Greek and Latin roots.

**Summer reading is required.**

**This course is intended to prepare students for the Advanced Placement (AP) exam in Language and Composition. This class is intended to prepare students for college coursework at four-year colleges and universities.**

### **CAREER READINESS ENGLISH IV:**

**Prerequisite: English I; English II; English III or English III .**

This course teaches effective oral communication skills and relates those skills to real world experiences and to the interpretation of literature. After exposure to various areas of communication, students will do presentations. This course will be aligned to help students pass the ACT Career Readiness Assessment.

**This course is intended to prepare students whose post-secondary goals include entrance into the workforce. Career Readiness English IV is considered a language arts intervention; placement is based on recommendation of the high school intervention team.**

### **ENGLISH IV**

**Prerequisite: Eng I, II and III.** This course promotes good grammar and mechanics with applications in writing. It emphasizes grammatical usage from parts of speech to punctuation and employs these concepts in a variety of written assignments. Students will also engage in a detailed investigation into sentence structure and construction.



A typical unit in this course focuses on nonfiction reading selections, media study, vocabulary instruction, grammar instruction, speaking and listening, writing and/or research workshop, and assessment practice

according to the standards which have been aligned with the Common Core State Standards. Students will have daily grammar and vocabulary instruction and assignments. Students should expect to complete reading, writing and research outside of class. This class is intended to prepare students for college coursework at two-year and four-year colleges and universities.

### **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION:**

#### **Successful completion of English I, II, and III or AP LANG**

This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.

Writing is an integral part of this course. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Additionally, students will engage with daily grammar and advanced vocabulary workshops which focuses on Greek and Latin roots.

**Summer reading is required. This course is intended to prepare students for the Advanced Placement (AP) exam in Literature and Composition. This course is also intended to prepare students for college coursework at four-year colleges and universities.**

### **INTRO TO MASS MEDIA:**

#### **Prerequisite: None.**

This course focuses on the language arts skills necessary to write comprehensive journalistic articles using a variety of writing styles. Students will incorporate photography and audio editing to produce visual and radio stories for publication in the school online newspaper and yearbook. Students will also learn a variety of publishing related skills such as marketing and advertising, distribution, and interviewing.

### **ADVANCED MASS MEDIA:**

#### **Prerequisite - Intro to Mass Media or English teacher recommendation**

Students in this course are considered senior contributors to student media and the expectations are significantly increased from Intro to Mass Media. This course focuses on language arts skills necessary to write comprehensive journalistic articles using a variety of writing styles. Students will organize written content and art and develop print layouts for publication and coordinate production of online content. Students will be responsible for successfully developing marketing and advertising plans, increasing distribution, and monitoring journalistic standards.

## **ELECTIVE OFFERINGS**

### **CULINARY ARTS:**

#### **Prerequisite: None.**

Much like an introductory course for other arts such as music or dance, this class aims to provide a grand overview of the entire field of hospitality and culinary arts. The students will gain an understanding of the great variety of jobs within the field and what they entail, how ratings work and restaurants and hotels function, core concepts such as sanitation and safety, knife skills, and exciting basic training ideas like how to create stocks and soups as well as setting tables, service concepts, and introductory management and food cost sciences. These areas will all be covered in broad general terms with the idea being to give a complete overview of the entire field and possibly add more in depth sections in later courses. When possible there will be some tactile, hands-on, real world type experiences.



### **PROGRAMMING:**

#### **Prerequisite: Algebra I.**

This class combines problem-solving techniques with computer game design and implementation to introduce the student to basic gaming and computer science concepts. Students design, implement, and test computer games using software that allows for basic game creation through a wide variety of game creation tools; no prior programming experience is required.

### **PEER TUTORING:**

11th and 12th grade students who have a cumulative GPA of 3.0 or higher and have no disciplinary issues can apply to be a Peer Tutor at the high school, middle school, or elementary school. Peer Tutors spend 60% of their block in direct instruction with other students. Peer Tutors will be required to keep a daily journal and submit an end of semester reflection paper to their supervising teacher. Peer Tutors will be graded on the regular grading scale. Teachers can only be assigned one Peer Tutor per semester. Students interested in being a Peer Tutor must complete an application and interview before enrolling.

### **SUCCESS SKILLS:**

This course is a general tier 2 Intervention and provides students academic and social emotional assistance. Students will learn and develop academic and personal skills associated with successful high school and post-secondary success. Academic monitoring and one-on-one assistance is provided to track students' progress throughout the course. Skills taught throughout the year are study skills, organization, communication, test taking skills, team-work, and collaboration skills, conflict resolution, and goal setting. Students are expected to complete the in-class projects, and will also have time to complete work in this course. Students are placed into this class by the Intervention team.

### **OFFICE ASSISTANT:**

All office assistants will maintain high grades and grade checks will be performed by Ms. Wendy every four weeks. Office assistants will maintain not only a professional appearance, but also a professional demeanor while in the front office. Office assistants will check their "In Box" for the day's assignments, as well as perform duties as they arise. Office assistants will maintain a high level of integrity and privacy in the front office. All information relating to the front office and staff or students at Manitou High School is strictly confidential. Office duties include: Answer phones, write passes for students that are late, write passes for students that need to leave early, transfer callers to appropriate departments, make copies, retrieve students for counselor and admin meetings, and update marquee with current events.

### **STUDENT COUNCIL (STUCO):**

Student Council is a yearlong course that focuses on the development of leadership skills as well as the planning of social and service events for the school and community. This is a rigorous, co-curricular class that frequently requires participation at out of class activities. While participating in and planning events, students will document their progress in a portfolio with online and written components. Students must complete an application and meet with the adviser prior to registering for the class.

### **ATHLETIC TRAINING:**

**Prerequisite: Health & 9th Rec PE.** This is a class in the science and skill of athletic training. The class will cover human anatomy and how it relates to movement. The diagnosis and treatment of common athletic injuries will be covered. Common taping techniques will be covered and practiced.

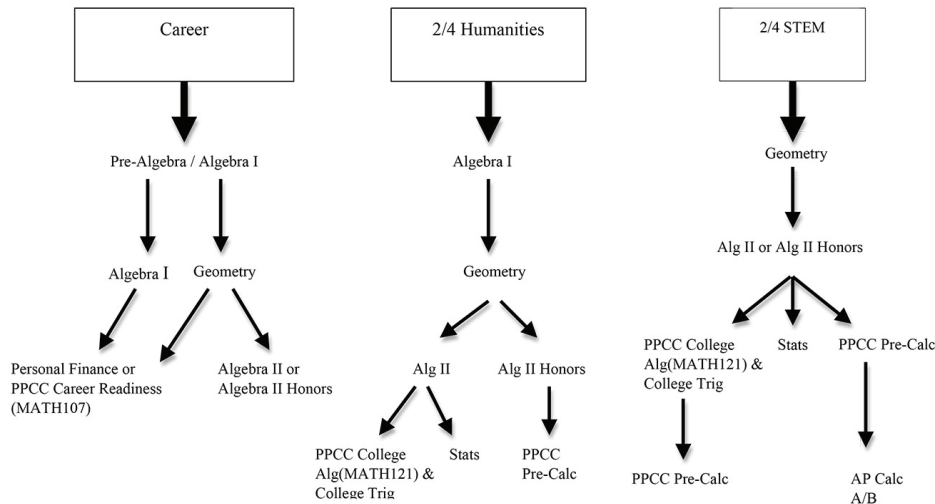
### **ADVANCED ATHLETIC TRAINING:**

**Prerequisite: Health & 9th Rec PE, Athletic Training.** This is a class in the science and skill of athletic training. The class will get more in depth with human anatomy and how it relates to movement. The diagnosis and treatment of more complex athletic injuries will be covered. Complex taping techniques will be covered and practiced.



# MATHEMATICS

## Math Curriculum Pathways



NOTE: Placement in student's first high school math class is determined in part by eighth grade teacher recommendation.

### PRE-ALGEBRA:

**This class is a math intervention; placement is based on recommendation of the high school intervention team.** This course is intended to fill in the gaps in the student's basic math skills in order to prepare the student for Algebra 1. Upon successful completion of the course, the student will be able to perform arithmetic on whole numbers, decimals, percents, fractions, and integers without a calculator. The student will also learn how to estimate answers and use a calculator when appropriate. The student will begin to study algebra concepts such as using variables, solving one-step and multi-step equations, setting up solving proportions, and applying statistics and probability.

**Students will be expected to do work outside of class every day.**

*\*This course doesn't meet Colorado higher education requirements.*

### ALGEBRA I:

This class will enable you to tap into the power of mathematics and develop lifelong problem solving skills. Focus will be on solving and graphing equation and inequalities, systems of equations, exponential functions, factoring and quadratic equations. **Students should anticipate homework daily.**

### PPCC MATH 107: Career Math:

**Prerequisite: Accuplacer score of 61+, Algebra I and Geometry:**

Covers material designed for career technical or general studies students who need to study particular mathematical topics. Topics may include measurement, algebra, geometry, trigonometry, graphs, and/or finance. These are presented on an introductory level and the emphasis is on applications.

### PERSONAL FINANCE:

**This class is a math intervention; placement is based on recommendation of the high school intervention team.** This class will focus on debt management, investments, taxes, and budgeting. The class will be project-based, problem rich and utilizing technology and financial software. Students should anticipate homework daily. This course does not fulfill math course requirements for college admission. Upon successful completion the student will earn two math credits.



## GEOMETRY:

**Prerequisite: Successful completion of Algebra I.**

In this course, students will study Geometry through the lenses of deductive proof, transformational and coordinate geometry. Properties of geometric figures will be connected to algebra and real world situations. Practical application problems using area, volume, surface area will enhance the student's problem solving ability. This course starts to build a foundation for Algebra II. **Students should anticipate homework daily.**

## ALGEBRA II:

**Prerequisite: Successful completion of Geometry.**

This course is designed to take the study of previously learned concepts of Algebra and Geometry to a more advanced level. Students will learn the basic skills of higher math in the areas of linear, exponential, logarithmic, rational, quadratic, and polynomial functions. A study of probability and statistics will also be included. This course is designed for students interested in attending a two or four year college after graduation. **Students should expect homework daily.**

## ALGEBRA II HONORS:

**Prerequisite: Successful completion of Geometry.**

This course is designed to take the study of previously learned concepts of Algebra I and Geometry to a more advanced level. Students will learn basic as well as higher level materials in the areas of linear, quadratic, polynomial, radical, exponential, logarithmic, rational, and periodic functions, as well as probability and statistics. This will be a faster-paced course than the main Algebra II course and will cover additional topics. Successful completion of the course will prepare students for higher-level high school mathematics courses and college math courses. **Students should expect homework daily.**

## PPCC COLLEGE ALGEBRA MATH 121:

**Prerequisite: Accuplacer score of 85+, Successful completion of Algebra II or Algebra II honors.**

Includes a brief review of intermediate algebra, equations, and inequalities, functions and their graphs, exponential and logarithmic functions, linear and non-linear systems, selection of topics from among graphing of the conic sections, introduction to sequences and series, permutations and combinations, the binomial theorem, and theory of equations. A graphing calculator is required.

## PPCC COLLEGE TRIGONOMETRY MATH 122:

**Prerequisite: Accuplacer score of 63+ or MAT 121 (Grade of C or higher)**

Covers topics including trigonometric functions (with graphs and inverse functions), identities and equations, solutions of triangles, complex numbers, and other topics as time permits. This is a traditional prerequisite course to the calculus sequence.

## STATS:

**Prerequisite: Successful completion of Algebra II or Algebra II honors.**

This is a year math class designed for two or four year college-bound students interested in the social sciences or liberal arts. Students will learn the vocabulary and uses of statistics and how it applies to real-world situations. This class includes the study of data representation and interpretation, probability, statistical inference, and the use of technology in statistics. Upon successful completion, the students will earn two math credits.

## PPCC PRE-CALCULUS MATH 166:

**Prerequisite: Accuplacer score of 63+ or MAT 121 (Grade of C or higher)**

Reviews college algebra and college trigonometry intended for those planning to take calculus. Topics include algebraic manipulations, properties of algebraic and trigonometric functions and their graphs, trig identities and equations, conic sections, polar coordinates, and parametric equations.

## ADVANCED MATHEMATICAL PROBLEM SOLVING (AMPS):

**Successful completion of Algebra II or Algebra II honors or concurrently enrolled.**

AMPS is a rigorous class designed for students interested in the social sciences or liberal arts. Students will learn how to use the mathematical modeling process to solve real-world complex problems. This class is project-based and is not intended to prepare students for Calculus. Upon successful completion, the student will earn two elective credits.





## AP CALCULUS AB/MATH 1350 for UCCS

**Prerequisite: Successful completion of Pre-Calculus.**

This is a must course for those students who intend to pursue any STEM career path or want to add to their problem solving skills. This AP honors course includes a quick review of all previous math courses, concepts of limits and continuity, derivatives and their applications, integration, definite integrals and their applications. AP Calculus style problems are integrated throughout the course. Students should anticipate homework daily. Upon completion, the student will earn two high school math credits and can apply for 4 college credits at UCCS at about \$52 per credit. There is a summer homework assignment of approximately 100 problems to help with the math review for the course.

# PERFORMING ARTS

## SYMPHONIC BAND:

**Prerequisite: An audition and permission of the instructor is required.**

Symphonic Band is an instrumental ensemble with a performance-based emphasis. Students will play either a woodwind, brass, or percussion instrument within the ensemble. Outside of school time is required for performances, such as concerts, contests, athletic events, etc. Emphasis will be placed on the study of quality band literature, and the development of fundamental musicianship.

## JAZZ ENSEMBLE:

**Prerequisite: An audition and permission of the instructor is required and at least one year of Symphonic Band or concurrently enrolled.**

Jazz Band is an instrumental ensemble with a performance-based emphasis. This group will study and perform multiple genres of jazz music, as well as study history and influences of jazz. Outside of school time is required for performances, such as concerts, contests, athletic events, etc..

## STRING ENSEMBLE:

String Ensemble is a performance-based class consisting of students grades 9-12, with an emphasis on technique and performance of orchestral string instruments. These instruments are: violin, viola, cello, and double bass. To supplement performing, students will also study history of classical music, notable contributors, major pieces of music, etc. Prior playing experience is not required.

## HISTORY OF ROCK & ROLL:

In Rock and Roll History, students will learn the timeline of how Rock and Roll came to be, how major bands influenced the genre, and where Rock is heading today.

## MIXED CHOIR:

The choral experience in Manitou High School is open to all students without audition. Every student has a voice, and your voice is welcome in the Mustang Chorale (the name of the HS choral ensemble). Singers will improve their music reading ability, grow as singers through vocal pedagogy singing quality repertoire, and study historic composers' choral works, and perform for others. Students will participate in school concerts (late Fall and late Spring) as well as "run-outs" to various community groups/benefit concerts. Concerts are mandatory and are announced at the beginning of each semester. All students will be encouraged to participate in available honors choirs offered throughout the state.

## THEATRE ARTS:

This is a general survey course, designed to give the student an overview of the performing arts. Content will include the basic elements of staging a play, including set and costume design, blocking and improvisation. There is a strong component of theatre history, beginning with Commedia dell'arte, and leading into contemporary theatrical art forms. Students should expect to actively participate in acting exercises, script reading and discussion during class. There is a writing component to this class, and students will be expected to attend outside events, including our regional One Act Competition and professional dance and theatre productions.



### **TECHNICAL THEATRE:**

#### **Prerequisite: Theatre Arts.**

Students will be introduced to the basic skills sets of technical theatre: construction, sewing and painting. They will use these skills to build the sets, props and costumes for both high school and middle school shows. The class will be an integral part of the maintenance and organization of the District Auditorium stage and technical theatre spaces. Students will be required to attend field trips, such as the regional One Act Competition and outside theatrical or dance events as part of their coursework. This is a hands on course, and may be repeated.

### **PPCC THEATRE ARTS 105: THEATRE APPRECIATION:**

#### **Prerequisite: Theatre Arts.**

Includes discussions, workshops, and lectures designed to discover, analyze, and evaluate all aspects of the theatre experience: scripts, acting, directing, staging, history, criticism, and theory.

## **PHYSICAL/HEALTH EDUCATION**

### **HEALTH & 9TH REC PE:**

This course is designed to cover in detail basic health including physical, mental, and social/emotional concepts. A high emphasis is placed on fitness, nutrition, substance use/abuse, human sexuality, first aid and CPR, relationships, suicide, and stress management. The physical education class is an introductory class designed to introduce students to basic fitness skills learned in the health class. These skills include: muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body awareness.

### **ATHLETIC CONDITIONING:**

**Prerequisite: Health & 9th Rec PE.** This course is designed for the motivated athlete to increase athletic performance through a combination of functional strength training, plyometrics, flexibility, and nutritional programs. Functional strength training involves performing work against resistance in such a manner that the improvements in strength directly enhance the performance of the athlete. Strength, speed, and power are the primary focuses of this program. Sport specific programs will be used for all individuals/teams in this class. Athletes will perform training movements three times per week and learn the skills and strategies of competitive team and individual/dual sports on non-training days.

### **DANCE:**

**Prerequisite: Health & 9th Rec PE.** A movement class that will focus on the terminology and technique of ballet, modern, jazz and contemporary dance. Classes will teach both general technique and specific choreography to be performed at the end of the semester. (Dance will also count as a P.E. elective credit.)

### **TEAM SPORTS:**

**Prerequisite: Health & 9th Rec PE.** In this course students will be required to actively engage in a wide variety of sports. The course provides the framework for students to experience lifetime sports and activities that will promote the concept of physical fitness throughout the lifespan. The course will educate students on the basic rules, strategies and knowledge of team and individual sports. These classes will perform basic entry-level weight training twice a week. Activities may include flag football, volleyball, basketball, badminton, baseball, soccer, golf, tennis, and bowling.

### **RECREATIONAL P.E:**

**Prerequisite: Health & 9th Rec PE.** 10-12th Graders. Recreational P.E. is an introduction to a variety of activities, which are geared to increase flexibility, strength, endurance, and coordination. This class has an emphasis on safety, good sportsmanship, appreciation of skills, and physical fitness for life. Students will participate in a variety of team activities along with a two-day combination of weight training, yoga, pilates, and jogging.



### SWIM LESSON PROGRAM:

**Prerequisite: Health & 9th Rec PE.** This course will include entry-level swim lessons, and will progress to more advanced lessons for most participants. Students will gain the knowledge and skills ranging from safely being in or around water, to swimming the front crawl, back crawl, breaststroke, butterfly, and several leisure/safety strokes such as sidestroke & backstroke.

Individual student achievement in these skills will determine if he or she will continue with additional lessons or move to the lifeguard-training program. Lifeguard training will provide participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies, and to provide care for breathing and cardiac emergencies, injuries, and sudden illnesses until emergency medical services (EMS) personnel take over.

### LIFEGUARD TRAINING:

**Prerequisite: Health & 9th Rec PE. Distance Swim: Swim continuously for 300 yards using the Front crawl, breaststroke, or a combination of the two. Tread water: 2 minutes with legs only. Timed Event: In one minute & forty seconds, swim 20 yards; retrieve 10 lb weight from bottom of the deep end (7ft or more); swim back to starting point while holding brick with two hands; exit water without steps.** To provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies, and to provide care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services (EMS) personnel take over.

### YOGA:

**Prerequisite: Health & 9th Rec PE.** Students will learn about and practice the fundamentals of a variety of Hatha yoga styles from restorative to vinyasa yoga. This class is designed to help students find and develop both mental and physical focus, endurance, and flexibility. Students will explore the mind-body connection through asana (poses), breath work, and relaxation techniques.

## SCIENCE

### PHYSICAL SCIENCE:

**Prerequisite: None.** This course is designed to prepare students for the dynamic world of science. Students should expect at least 3 days a week of nightly work (studying, homework, projects, etc.) The course includes concepts such as: structure of atoms, periodic table principles, motion, forces, conservation of matter and energy, gravity, machines, electricity, and the behavior of waves. These concepts are investigated through laboratory experiences designed to promote and develop appropriate skills in science inquiry.

### PHYSICAL SCIENCE HONORS:

**Prerequisite: Algebra** This course is designed to prepare students for the dynamic world of science. Students should expect at least 3 days a week of nightly work (studying, homework, projects, etc.) **This course will require knowledge and proficiency in Algebra.** The course includes concepts such as: structure of atoms, periodic table principles, motion, forces, conservation of matter and energy, gravity, machines, electricity and the behavior of waves. These concepts are investigated through laboratory experiences designed to promote and develop appropriate skills in science inquiry.

### BIOLOGY I:

**Prerequisite: Physical Science.** This course will cover the basic principles of plant and animal biology, including cell biology, biochemistry, genetics, evolution and ecology. Appreciation of scientific method in general, and biological methodology in particular, will be stressed. The concept of evolution is seen as the central organizing theme of biology. The course will have a lab-based approach. Students should expect a



moderate amount of homework. Upon successful completion of this course, students will receive 2 science credits.

### **BIOLOGY I HONORS:**

**Prerequisite: Physical Science.** Similar to the Biology I course, this course will cover the basic principles of plant and animal biology, including cell biology, biochemistry, genetics, evolution and ecology. Appreciation of scientific method in general, and biological methodology in particular, will be stressed. The concept of evolution is seen as the central organizing theme of biology. This course will also have a lab-based approach, with more in-depth analysis and discussion. In addition, students will be sensitized to various moral and environmental issues being brought to the fore by research in bioengineering and other areas of biological research. They will be provided with tools with which to make educated decisions regarding these new technologies and developments. Critical thinking, problem solving, intellectual curiosity along with the interconnectedness of the material will be strongly emphasized. A high level of commitment is expected, along with the expectation of daily homework. Upon successful completion of this course, students will receive 2 science credits.

### **CHEMISTRY I:**

**Prerequisite: Algebra I, Biology I.** A course designed to cover the major disciplines of chemistry in a brief but complete method. Students will cover a wide range of topics including: problem solving, the mole, gas laws, acids, bases and salts and periodic table. Required for students going on to Biology II or Anatomy/Physiology. Recommended for Physics.

### **CHEMISTRY I HONORS:**

**Prerequisite: Biology I, Algebra II.** The honors students may explore areas not covered by Chemistry I such as organic and nuclear chemistry.

### **ADVANCED CHEMISTRY II:**

**Prerequisite: C or better in Algebra 2 and Chemistry .** This course will expand upon and apply concepts learned in the first year chemistry class, including bonding, stoichiometry, reactions and thermochemistry, while introducing new topics including kinetics, equilibrium, organic chemistry and electrochemistry. This is a rigorous, math-based course with a heavy emphasis on laboratory work. Students will be able to communicate chemical ideas and will develop a creative, balanced, intuitive and analytical approach to problem solving.

### **AP BIOLOGY:**

**Prerequisite: Chemistry I and Algebra II.**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes energy and communication, genetics, information transfer, ecology, and interactions.

### **AP PHYSICS:**

**Prerequisite requirements: Must score at least a C+ in Chemistry AND students must score a C+ or higher in Algebra 2, concurrent enrollment will be considered with a math teacher's recommendation.**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

### **ANATOMY AND PHYSIOLOGY:**

**Prerequisite: Chemistry.** The course will provide an in-depth study of the systems of the human body, how these systems work, and how they are interrelated. It will include both an overview of anatomical structures and the physiological components of how they interact. The course will be taught at a college prep level and will provide assistance for those students interested in the medical and health professions.

### **ASTRONOMY:**

**Prerequisite: Biology I.** This course will provide students with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the planets and the solar system. The class will also explore how the heavens have influenced human thought and action throughout history. Students will learn through a sequence of hands-on activities where they will make observations, analyze data and construct



models. Students should expect daily homework assignments and lab reports.

### **ENVIRONMENTAL SCIENCE:**

**Prerequisite: Biology I.** In this course, students will learn the interactions between humans and the natural world. Students will investigate how population growth and an increasing demand for food, water and energy affects not only a local community but also the global community. We incorporate aspects of physical science and hands on projects relative to real world problems and situations. Projects include: building solar panel water heaters, constructing efficient wind turbines, designing and constructing a water treatment device and “No energy, No problem”.

## **SOCIAL STUDIES**

### **WORLD GEOGRAPHY:**

**Prerequisite: None** A hands-on approach to the study of the relationship between the physical habitat and both agriculture and population distribution in major countries of the world, while stressing cultural differences. Included will be a look at land forms, climate and vegetation through the use of map skills and interpretation.

### **AP WORLD GEOGRAPHY:**

**Prerequisite: None** Compacted, in depth study of Human Geography to introduce students to the systematic study of patterns and processes which shape human understanding and alter the landscape. This will be done by analysis and interpretation of data along with evaluating relationships among patterns and processes. For example: Why has ethnicities been transformed into nationalities? Extensive readings outside of class will required during the semester.

### **WORLD HISTORY:**

**Prerequisite: World Geography.** A chronological and thematic survey of world history with a constant focus on people, values, cultures and lifestyles. The course includes historical perspectives from ancient to modern times with emphasis upon the 1500's to the present.

### **AP WORLD HISTORY:**

**Prerequisite: World Geography.** AP World History is an academic yearlong course that meets alternating days for 85 minutes per class session. The course traces the development of world history from the emergence of cities to the present day and emphasizes the analytical and writing skills necessary for success in a college-level history course. The course devotes considerable time to the critical evaluation of primary and secondary sources, oral presentations, and various writing assignments (essays, term papers and DBQs).

### **US HISTORY:**

**Prerequisite: World History.** A course where we will explore the progress of our great nation. The course will examine major wars and relate to them to their role in American History. Different personalities central to American History as well as the origin of the constitution based government will be covered.

### **AP US HISTORY:**

**Prerequisite: World History, AP World History recommended.** In this course we will explore the progress of our great nation in depth. The course requires a committed effort, a high level of critical thinking, reading & writing skills, and a considerable amount of homework. The course will be accelerated and go into more depth.

### **AMERICAN GOVERNMENT:**

**Prerequisite: US History.** A study of the executive, legislative and judicial branches of the federal government, along with a comprehensive look at state and local government.

### **ECONOMICS:**

**Prerequisite: US History.** A semester long course opposite American Government. (Students may choose Consumer Planning or Economics.) Students will learn the basic principles of economics. Students will understand how different economic systems impact decisions about the use of resources and production and distribution of goods and services. The course will also include a unit on personal finance. This unit will cover checking and savings accounts, budgeting, credit, and investment strategies.



### CONSUMER PLANNING:

**Prerequisite: US History.** A semester long course opposite American Government. The class will consist of segments in which students examine and test certain areas of career interest, services, volunteer work or academic interest. Students will write personal proposals and contracts to spend one day in the community, completing an action plan for the class. Consumer Planning will also include nine weeks of in-class work which includes a unit on personal finance. This unit will cover checking and savings accounts, budgeting, credit, and investment strategies. The class will also cover a unit on resume and cover letter writing and interviewing techniques. A final presentation will end the semester.

### AP PSYCHOLOGY:

**Prerequisite: World History.** A course developed to introduce the student to the field of human behavior. The class covers such topics as personality development, child development, psychological disorders and treatments. Also included will be the study of neuroscience and social psychology.

### SOCIOLOGY:

**Prerequisite: World History.** A semester introductory course to examine society and human behavior. Topics such as the elements and social impact of culture, theories and agents of socialization, deviance, the social impact of racial, gender and religious differences, and current social changes in our world.

## TRANSITION

### TRANSITION:

A course designed for students on an IEP. This course addresses students' post-secondary goals. Students will create a College in Colorado Account and research O-Net job choices. Students will visit a two year and a four year college as well participate in a job shadow. Prerequisite: An IEP or a tier three RTI intervention. Public Law 94-142

### TRANSITION WORK EXPERIENCE:

Under both the Rehabilitation Act and Individuals with Disabilities Education Act (IDEA), "Transition Services" are defined as a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities including; post-secondary education, vocational training, integrated employment (including supported employment) continuing and adult education, adult services. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests and shall include; community experiences, the development of employment, the development of other post school adult living activities, when appropriate, acquisition of daily living skills, when appropriate functional vocational evaluation, community participation and independent living.

## VISUAL AND DESIGN ARTS

### BEGINNING ART:

Open to all students. The basic art course required of all students who wish to pursue the other art classes; Drawing, Printmaking, Painting 2D Mixed Media, Sculpture/3D Mixed Media. This course covers the basic Design Elements and Principles of Art, Through a wide variety of media as well as a basic understanding of art history.

### DRAWING:

**Prerequisite: Beginning Art .** This course consists of various drawing techniques and media to enhance the drawing skills in everyone. Emphasis is placed on drawing from observation, a skill valuable to many career fields. Emphasis is also placed on composing, designing, and communicating an idea. Work ethic and time management skills that students will learn in this course also prepare them for the work force.

**Completion of the course with a B or higher grade qualifies the student to receive 3 college credits in Drawing for Industry at Pikes Peak Community College.**

### DIGITAL ARTS/PHOTOGRAPHY:

**Prerequisite: Beginning Art.** This course is designed to give students the ability to take better photographs as well as use their photographs to create various forms of artwork, i.e. digital collage, advertising, and animations. In this class, students will learn and apply digital photography techniques, computer



enhancement techniques, and digital printing techniques which will prepare them for careers using an image. Students will also learn how cameras work, as well as camera techniques. Work ethic and time management skills that students will learn in this course also prepare them for the work force.

#### **METAL SMITHING:**

**Prerequisite: Beginning Art.** The Metalsmithing course will teach professional techniques working with non-ferrous metals. This course will build off of the basic knowledge learned in beginning art and further knowledge about 3D design. Over the course of the year, students will develop a skill set in metalsmithing and create both jewelry and sculptural objects. Students will explore techniques and processes while being trained on new equipment to maintain a safe environment. The skills acquired in this course can open gateways into possible career and hobby opportunities. The emphasis of this course is active participation, skill development, and problem solving.

#### **PAINTING/2D MIXED MEDIA:**

**Prerequisite: Beginning Art.** This course is designed to teach students how to use various paint media such as tempera paint, watercolor, acrylic and mixed media to create their own artwork. Students will develop their design skills as well as an understanding of styles of painting throughout history. Work ethic and time management skills that students will learn in this course also prepare them for the work force.

#### **PRINTMAKING:**

**Prerequisite: Beginning Art.** This course is designed to give the student the experience of experimenting with various methods and techniques of transferring and reproducing their personal artwork such as relief printing, collagraph printing, monoprinting and screen printing. Students will also learn to connect their printmaking skills to relevant career fields such as: graphic design, apparel design, and advertising. Work ethic and time management skills that students will learn in this course also prepare them for the work force.

#### **SCULPTURE/3D MIXED MEDIA:**

**Prerequisite: Beginning Art.** The student will work in a variety of media, i.e. clay, cardboard, papier-mache, plaster, wire, etc., to create three-dimensional works of art, based on Elements and Principles of Art. A study of famous sculptors and sculptures will be covered as well as defining how 2 and 3 dimensions worked together in an understanding of form. Work ethic and time management skills that students will learn in this course also prepare them for the work force.

#### **VISUAL AND DESIGN ARTS INDEPENDENT STUDY:**

**Prerequisite: At least a B in Beginning Art and 2 advanced level art classes (i.e. drawing and printmaking) and must be a junior or senior with teacher permission.** In this class students must sign a contract and be responsible for making art at a highly advanced level. Students will be responsible for creating their own portfolio and participating in an exhibition. Student work will be reviewed and critiqued by both art teachers. Work ethic and time management skills that students will learn in this course also prepare them for the work force.

## **WORLD LANGUAGES**

Students must take all World Language classes in concurrent years (example: Freshman year - Spanish I, Sophomore year - Spanish II). If a student skips a year of language learning, he/she must meet with the language instructor and pass a placement exam with an 80% or higher. If the student cannot achieve mastery level on the placement exam, he/she will be placed in the previous course.

World Language Classes (Spanish, French and German) at MSHS are rigorous, academic courses focusing on the practical use language (travel, correspondence, pastimes, etc.) across the four modes of communication: listening, speaking, reading, and writing with an emphasis on everyday social interaction. Students utilize technology and print resources to complete projects and activities which demonstrate their level of proficiency.

**Level I Courses:** focus on the daily lives and activities of students in a variety of settings

**Level II Courses:** focus on personal routines and social interactions in public settings

**Level III Courses:** focus on modern lifestyles, description of past events in short stories

**Level IV Courses:** focus on more complex literary texts with impromptu speaking and multi-paragraph writing.

**World Language and Culture Night is a requirement for all World Language Students.**

