

Lake County High School 2023-2024 Course Catalog



**LAKE COUNTY
PANTHERS**

Scott Carroll, Principal

Email: scarroll@lakecountyschools.net

Phone: 719.293.1232

Lindsey Cade, Assistant Principal

Email: lcade@lakecountyschools.net

Phone: 719.427.7080

Maggie Kane, Assistant Principal

Email: mkane@lakecountyschools.net

Phone: 719.293.1751

Kimmie Chavez, Cultural Specialist

Email: kchavez@lakecountyschools.net

Phone: 719.293.5113

Kelly Hofer, Pre-Collegiate Coordinator

Email: khofer@lakecountyschools.net

Phone: 719.486.6972

Andrea Koehler, Internship Coordinator

Email: akoehler@lakecountyschools.net

Phone:

Main Office: 719.486.6950

Website: www.lakecountyschools.net

Lake County High School Mission, Vision, and Values

Mission:

Lake County High School (LCHS) prepares well-rounded, compassionate, and engaged students for a future they choose.

Vision:

At Lake County High School, students explore their passion in academics, arts, athletics, and the natural world in a diverse, multicultural environment. We support students through individual academic and career planning, work closely with community partners, and challenge students to grow into compassionate leaders and citizens. Underlying this work is a strong academic culture in which students choose meaningful coursework that meets their intellectual needs and prepares them to be informed, engaged citizens.

Values:

LCHS holds the following district core habits of a learner and seeks to authentically follow them in our pursuit of our Mission and Vision.

- Perseverance
- Collaboration
- Creativity
- Craftsmanship
- Compassion
- Responsibility
- Curiosity
- Respect

Lake County High School Graduation Requirements:

To receive a high school diploma from Lake County High School students must meet or exceed the district's academic standards and measures. Students with disabilities shall be provided access to all graduation pathways provided by this policy and shall have the opportunity to earn a high school diploma from the district. Any modifications to the graduation credit requirements or pathways as outlined below for students in special education will be outlined within the student's individualized education plan (IEP).

Students must complete the following 3 requirements in order to receive a Lake County High School diploma:

- Complete a Career Pathway and earn 26 credits
- Demonstrate competency in math and literacy according to the cut scores and criteria put forth by the Colorado Department of Education
- Complete a Capstone Presentation

Career Pathways

Career Pathways are defined coursework and experiences that prepare a student for a specific career field. The Pathway aligns with student's career aspirations and is designed to prepare them for the workforce and/or higher education. Each career pathway requires students to successfully complete a minimum of 26 credits. Students will select a pathway based on their interests by the end of their sophomore year. The pathway selected will determine which elective classes will be required to successfully complete the required 26 credits. Students are allowed to switch pathways. Credits will transfer from one pathway to another to meet the 26 required credits.

Career Pathway Checklists:

- [Skilled Trades](#)
- [Education/Human Services](#)
- [Health Science/Public Safety](#)
- [STEM](#)
- [Business/Entrepreneurship](#)
- [Liberal Arts](#)

- [Independent Program of Study](#)

Skills Trade Pathway Requirements

Course	Credit	Class Requirements
English	4	English 9 and 10
Science	2	
Math	3	Integrated I and Personal Finance
Social Studies	2	American Government (11th and 12th grade) Modern American History
Foreign Language	1	
Health	.5	
PE	.5	
Fine Arts	2	Woodworking
Career Exploration	.5	10th grade
Capstone	.5	12th grade
Internship	1	11th or 12th grade
Electives of Choice	9	

All Other Program Requirements (Non-Skills Trade)

Course	Credits	Class Requirements
English	4	English 9 and 10
Science	3	
Math	4	Integrated I and Personal Finance
Social Studies	3	American Government (11th and 12th grade) Modern American History
Fine Arts	1	
Foreign Language	1	
Health	.5	
PE	.5	
Career Exploration	.5	10th grade
Capstone	.5	12th grade
Internship	1	11th or 12th grade
Electives of Choice	7	

Literacy and Math Measures

Literacy:

Students must complete at least one of the following measures and meet or exceed the measure's corresponding cut score or criteria to demonstrate college and career readiness in English.

Measure	Cut Score/Criteria
Accuplacer assessment	241 on Reading OR 236 on Sentence Writing
ACT assessment	Score of at least 18 on English.
ACT Compass assessment	Score of at least 79 on English.
ACT WorkKeys assessment that demonstrates English readiness.	Score of at least 3 (Bronze level).
Advanced Placement (AP) exam that demonstrates English readiness.	Score of at least 2.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
International Baccalaureate (IB) exam that demonstrates English readiness.	Score of 4.
SAT assessment	Score of at least 470 on Evidence-Based Reading and Writing.
Collaboratively-developed, standards-based performance assessment that demonstrates English readiness.	
Concurrent enrollment course that demonstrates English readiness.	Grade of at least a C-
Industry certificate that demonstrates academic and intellectual learning in the subject area.	Receipt of the industry certificate and approval by the district-designated team.
District capstone project that demonstrates academic and intellectual learning in the subject area of English.	Completion of the district capstone project and approval by the district-designated team.

Math:

Students must complete at least one of the following measures and meet the measure's corresponding cut score

or criteria to demonstrate college and career readiness in Math.

Measure	Cut Score/Criteria
Accuplacer assessment	255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)
ACT assessment	Score of at least 19 on Math.
ACT Compass assessment	Score of at least 63 on Math.
ACT WorkKeys assessment that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of at least 3 (Bronze level).
Advanced Placement (AP) exam that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of at least 2.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
International Baccalaureate (IB) exam that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of 4.
SAT assessment	Score of at least 500 on Math.
Collaboratively-developed, standards-based performance assessment that demonstrates Math readiness, as identified by the Board and approved by the state.	
Concurrent enrollment course that demonstrates Math readiness	Grade of at least a C-
Industry certificate that demonstrates academic and intellectual learning in the subject area of Math.	Receipt of the industry certificate and approval by the district-designated team.
District capstone project that demonstrates academic and intellectual learning in the subject area of Math.	Completion of the district capstone project and approval by a district-designated reviewer.

Capstone

A capstone is the culminating exhibition of a student’s learning, growth, and experiences. Capstone projects at

Lake County High School are demonstrated through a portfolio of a student's best work as well as a final presentation. The capstone course and presentation will be completed during a student's senior year.

Lake County High School Policies:

Policies including schedule changes, grading and scale, attendance, and credit recovery can be found in the [student/parent handbook](#) located on the school website.

Special Programs and Partnerships:

Seal of Biliteracy

Students who are fluent in two or more languages may obtain a Seal of Biliteracy. This is awarded to students who demonstrate competency in English and another world language. English proficiency is demonstrated by passing CMC's English Composition course with a C- or higher. Spanish proficiency is demonstrated by passing the AP Spanish and Culture Exam with a 3 or higher. Students may prove proficiency in another language by taking the AP exam at a different location and passing with a 3 or higher. Other proficiency tests that demonstrate college level proficiency may be accepted on a case by case basis with principal approval.

Athletics/Extracurricular Activities

The Lake County School District recognizes the importance of extracurricular and co-curricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside of the traditional classroom. Participants and spectators are expected to demonstrate the same level of responsibility and behavior at their extracurricular and co-curricular activities that is expected in the classroom.

For more information and offerings please see the [Athletic / Activities Handbook](#). You can also reach out to our Athletic and Activities Director Amy Peters at apeters@lakecountyschools.net.

Concurrent Enrollment Program (CEPA)

LCHS partners with Colorado Mountain College to provide students the opportunity to take college classes. Credits will go towards both a college degree or certificate and a high school diploma. Students under twenty-one years of age who are enrolled in the 9th-12th grade, demonstrate academic preparedness, and meet placement testing requirements are eligible to enroll in CEPA courses. Students must receive parental and counselor approval as indicated by the signed CEPA Agreement. CEPA coursework must align with the student's Career Pathway.

LCSD English Language Development Program

At Lake County School District our mission for our Multilingual Learners (ML) is to provide comprehensive English Language education and services. We provide students with the language skills and cultural understanding necessary to participate in social and academic settings. Lake County School District challenges all students to reach their fullest potential through personal, engaged, and rigorous learning in the classroom and beyond. LCSD is committed to developing English language competency as outlined by the WIDA standards and measured by ACCESS for ELLs 2.0 assessment within the four domains reading, writing, listening and speaking. Students' language-development needs are identified through a specific process completed by the district ELD specialist. MLs will demonstrate proficiency according to state and district benchmarks as measured by state standardized assessments and curriculum based measures such as formative and summative assessments. LCSD offers an intensive newcomer class that strives to support core content classes that are designed to meet language development. We also offer leveled ELD classes to support each ML where they are in their language journey. MLs will develop and apply academic language as measured by curriculum based assessments. LCSD has adopted for the 2023-2024 school year a new systemic ELD curriculum. During systematic ELD instruction in the ML's leveled class, English learners study how English works. This is student-centered instruction that supports content-area success by strengthening language abilities and teaching the language that native-English speakers already bring to their schooling. It follows a scope and sequence of language skills, with a focus on the high-leverage, portable vocabulary, and sentence structures of the proficiency level. School district staff will work in collaboration with ELD program staff to maintain best practices in order to build capacity for educating our MLs.

Special Education Program

Services are provided for students with Individualized Education Plans (IEPs) who qualify under Special Education guidelines. Guidelines for services are established through the *Individuals with Disabilities Education Act* (IDEA). Through a team approach, we create and implement individualized programs that are designed to target each student's areas of strength and need to help support their growth and learning as individuals at LCHS. Planning for the student's transition to college, career, and/or independent living, after high school, is part of the IEP process. Please contact the administration or the student's case manager if you have questions.

Gifted and Talented Program

All gifted students will receive rigorous, culturally inclusive, evidenced-based academic and affective educational opportunities to develop their exceptionalities, leading to fulfilling and productive lives. Students who have been identified as GT will work with the GT coordinator to create an Advanced Learning Plan (ALP) that will include achievement and affective annual goals for the student and describe the type of programming services that will be provided to meet the unique educational needs of the newly identified student.

High Mountain Institute (HMI)

The HMI Semester is a four-month academic and wilderness program for motivated juniors located at HMI's campus outside of Leadville. Students spend approximately five weeks backpacking and backcountry skiing in the Rockies and the canyons of Utah and approximately 12 weeks taking rigorous academic courses on HMI's campus. Students participate in a rigorous curriculum that combines traditional academic courses (science, literature, American history, ethics, languages, and mathematics) with the challenges of independent living (camp craft, cooking, wood splitting, residential living, etc.).

While on campus, students attend a regular rotation of classes (usually not less than five courses and not more than six) that meet for ninety minutes each day. Those courses that keep students abreast of classes in progress of sending schools (e.g. Algebra II, Pre-Calculus, Calculus, Spanish, and U.S. History meet every day, including Saturday mornings. This extra scheduling helps to ensure consistent coverage of sending school curricula and promotes a higher-level learning environment for students and teachers. Those courses which are part of our core Western American Studies curriculum stand as self-contained HMI subjects (e.g. Natural Sciences, Literature of the Natural World, Ethics of the Natural World, and second semester U.S. History).

TITLE IX

The Lake County School District does not discriminate on the basis of race, color, national origin, sex, or disability in its programs, employment, or activities. A lack of English skills will not be a barrier to admission or participation. The following person/people has/have been designated to handle inquiries regarding the nondiscrimination policies:

Kathleen Fitzsimmons, HR Director/Title IX Coordinator
328 West 5th Street
Leadville, CO 80461
Office: 719-486-6811 / Cell: 719-293-0673
kfitzsimmons@lakecountyschools.net

Junior High Course Descriptions (7th and 8th grade)

Course Name	English 7
Course Description	This is the required course for all 7th graders. Units include perspective and narrative writing, liberty and equality, science fiction, and historical nonfiction.
Course Standards	https://drive.google.com/file/d/10AXjBHFInlwiEmdfUEa5AD10yOgLfJA/view

Course Name	7th Grade Writing
Course Description	Students practice and improve their technical writing skills. This includes grammar, spelling, punctuation, word usage, and capitalization. Students will practice writing sentences, paragraphs, and essays.
Course Standards	https://www.cde.state.co.us/apps/standards/6,10,0 (writing and composition)

Course Name	7th Grade Math
Course Description	7th Grade Math is the required math class for all 7th grade students. Units of study include scale drawings, proportional reasoning, circles, solving problems with percentages, rational numbers, solving equations and inequalities, geometrical reasoning, and probability.
Course Standards	All Colorado state 7th grade math standards

Course Name	7th Grade Math Enrichment
Course Description	Math Enrichment meets twice a week in support of 7th Grade Math. The first goal of math enrichment is to practice skills that will help students be successful in math. The second goal of the class is to practice problem solving by engaging with a variety of contexts, unfamiliar problems, extensions of course content.
Course Standards	All Colorado state 7th grade math standards, with an emphasis on the Standards of Mathematical Practice.

Course Name	7th Grade Social Studies
Course Description	This is the required 7th grade Social Studies course that is the study of the following units: Unit 1 The Tools of Geography Unit 2 Early Humans & the Rise of Civilization

	Unit 3 Ancient Egypt and Middle East Unit 4 Ancient China Unit 5 Ancient Greece Unit 6 Ancient Rome Unit 7 Europe During Medieval Times Unit 8 The Culture and Kingdoms of West Africa
Course Standards	Seventh Grade, Standard 1. History Seventh Grade, Standard 2. Geography Seventh Grade, Standard 3. Economics Seventh Grade, Standard 4. Civics Seventh Grade, Standard 5. Personal Financial Literacy

Course Name	Health 7
Course Description	This course places emphasis on a comprehensive health education approach to provide students with a balance in social, physical and emotional development. Health behaviors that can reduce personal risks are discussed and students gain access to valid health information, health products, and services. Students are taught the importance of evaluating personal health risks. The importance of planning for a healthy future is highlighted and opportunities for self-reflection on personal health issues and concerns are provided. Students participate in health related community service projects and in individual and group activities and assignments. This course is a requirement for graduation.
Course Standards	All Colorado Academic Standards for health education are addressed in this course. https://www.cde.state.co.us/apps/standards/3,9,0

Course Name	8th Grade Math
Course Description	8th Grade Math is the required math class for all 8th grade students. Units of study include transformations and dilations, linear relationships and equations, functions and volume, associations in data, exponents and scientific notation, the Pythagorean Theorem, and irrational numbers.
Course Standards	All Colorado state 8th grade math standards

Course Name	8th Grade Math Enrichment
Course Description	Math Enrichment meets twice a week in support of 8th Grade Math. The first goal of math enrichment is to practice skills that will help students be successful in math. The second goal of the class is to practice problem solving by engaging with a variety of contexts, unfamiliar problems, extensions of course content.
Course Standards	All Colorado state 8th grade math standards, with an emphasis on the Standards of Mathematical Practice.

Course Name	English 8
Course Description	This is the required course for all 8th graders. Units include perspective and narrative writing, liberty and equality, science fiction, and historical nonfiction.
Course Standards	https://drive.google.com/file/d/10AXjBHFInwiEmdfUEa5AD10yOgL_fJA/view

Course Name	8th Grade Writing
Course Description	Students practice and improve their technical writing skills. This includes grammar, spelling, punctuation, word usage, and capitalization. Students will practice writing sentences, paragraphs, and essays.
Course Standards	https://www.cde.state.co.us/apps/standards/6,10,0 (writing and composition)

Course Name	8th Grade Social Studies
Course Description	8th grade social studies covers United States history from the time of the American Revolution up through Reconstruction. Topics range from presidents, to our constitution, wars, and the multiple perspectives of people who call the United States home, including women, men, slaves, Native Americans, and European immigrants.
Course Standards	<p>1. Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning.</p> <p>2. Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.</p>

Course Name	7/8 Science
Course Description	<p>For Earth Science, students will learn about Earth movements, seasons, the Moon, tides, solar and lunar eclipses, the Sun and its role as the main source of light and energy in the solar system. They will learn about planets, asteroids, meteors, comets and their orbits and how the force of gravity holds it all together.</p> <p>For Physical Science, students will get an overview of the physical world and gives students tools and concepts to think clearly about matter, atoms, molecules, chemical reactions, motion, force, momentum, work and machines, energy, waves, electricity, light, and other aspects of chemistry and physics.</p>
Course Standards	<p>PS1 Matter and Its Interactions</p> <p>PS2 Motion and Stability: Forces and Interactions</p>

	PS3 Energy PS4 Waves and Their Applications in Technologies for Information Transfer LS1 From Molecules to Organisms: Structures and Processes LS2 Ecosystems: Interactions, Energy, and Dynamics LS3 Heredity: Inheritance and Variation of Traits LS4 Biological Evolution: Unity and Diversity
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Course Name	7/8 PE
Course Description	This course will give students the opportunity to enhance fitness and improve skills in tactical invasion games. Students will learn the skills necessary to strategize, work in a team, and be safe in invasion sports. This course will also emphasize team building activities to learn how to collaborate in diverse groups. Students will be applying knowledge concepts, principals, strategies and tactics related to team oriented invasion sports. ***Possible units may include team building activities, capture the flag variations, ultimate frisbee, eclipse ball, team handball, and speedball.
Course Standards	All Colorado Academic Standards for physical education are addressed in this course. https://www.cde.state.co.us/apps/standards/11,9,0

Course Name	7/8 Band
Course Description	In this ensemble, students will learn to play a musical instrument or build upon their prior instrument knowledge. Emphasis will be on instrument technique, tone production, tuning, varied repertoire, musicianship, teamwork skills, and communication skills. This is a yearlong performance-based course.
Course Standards	1.1.a,b&c; 2.2.a,b&c; 3.3.a&b, 5.1.a,b&c, 5.2.a&b, 6.3.a,b&c; 6.4.a, 7.1.a,b&c; 8.2.a&b

Course Name	7/8 Choir
Course Description	In this ensemble students will continue to develop their skills as a choral singer through enriching and diverse activities. Emphasis will be put on healthy vocal technique and production, varied repertoire, musicianship, performance skills, teamwork skills, and communication skills. Whether you have been in choir for one year or seven years, we will strive to provide an opportunity to build upon previously learned talents while building capacities in the choral program. This ensemble is a performance-based class.
Course Standards	1.1.a,b&c; 2.2.a,b&c; 3.3.a&b, 5.1.a,b&c, 5.2.a&b, 6.3.a,b&c; 6.4.a, 7.1.a,b&c; 8.2.a&b

Course Name	7/8 Art
Course Description	Students will explore different media, which may include oil pastel, watercolor, tempera, acrylics, pen-and-ink, pencil, pastel, charcoal and ceramics. Students will reflect on and document the art-making process.
Course Standards	The visual arts standards in the middle school years build on the general art knowledge and skills developed at the elementary level. In addition, students explore the role of design and technology in making, documenting, and presenting works of art. Students create, reflect on, and compare works of art across historical periods and cultures in more complex ways. Art careers and art related issues that are important to communities are also examined. At this level, middle school art students extend their artistic vision beyond self and look at their artistic practice as part of a much larger community.

Course Name	7/8 Theatre Arts
Course Description	This engaging course introduces students to the exciting world of theatre arts, fostering a deep appreciation for dramatic expression. Through practical exploration and theoretical study, students will develop fundamental acting skills, explore the basics of stagecraft, and delve into the analysis of various theatrical texts. Emphasis will be placed on reading plays from diverse genres and historical periods, allowing students to gain insight into the art of storytelling through live performance. By the end of the course, students will have cultivated a solid foundation in acting, stage production, and critical engagement with theatrical literature, equipping them with the tools to appreciate and participate in the world of theatre.
Course Standards	<u>Colorado Academic Standards: Drama and Theatre Arts (adopted 2022)</u>

Course Name	The History of Baseball
Course Description	This course is the study of baseball throughout American history, starting with WWI. During this course, students will learn about the transformation that baseball has undergone throughout time, while also investigating the impact the game has had on the American way of life. Finally, students will have the opportunity to participate in gameplay; learning the basics of the game with hands-on experience.
Course Standards	Standard 1 Evidence Outcomes: <ul style="list-style-type: none"> ● Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. ● Analyze motor skills and movement patterns through a variety of skill assessments. Recommended Standard 2 Evidence Outcomes: <ol style="list-style-type: none"> 1. Diagram and demonstrate basic offensive, defensive skills and strategies in games and sports. 2. Apply locomotor, non-locomotor, and manipulative skills to games and

	<p>sports.</p> <ol style="list-style-type: none"> 3. Diagram, explain, and justify offensive and defensive strategies in net/wall, target, invasion, and fielding/run scoring games. 4. Develop and teach a game that incorporates designated offensive and defensive space, a penalty system, and a scoring system. <p>Recommended Standard 4 Evidence Outcome: all of them! United States History Standards per Colorado Department of Education, Colorado Academic Standards.</p>
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Course Name	Local Geography and History
Course Description	This course is the study of Leadville’s storied history and geography. Students will learn how geography has driven the course of Leadville’s history, while studying the historically polarizing time periods that the city has gone through. With units on The Tabors, Camp Hale, Geography, Mining, and Modern History, this course teaches the past and present of Leadville.
Course Standards	<p>Seventh Grade, Standard 2. Geography: Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.</p> <p>Seventh Grade, Standard 1. History: Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.</p>

High School Course Descriptions (9-12 grade)

Language Arts

Course Name	English 9
Course Credit	1 credit (Yearlong)
Course Description	This course focuses on fundamental reading and writing skills. Students will use the StudySync curriculum and platform to engage in grade level complex texts and tasks. Emphasis will be on collaborative conversations with peers to foster a positive environment where students discuss high interest topics and grapple with complex ideas. Anchor texts include: <i>The Hobbit</i> and <i>Outliers: The Story of Success</i> . Supplemental texts will include short stories, poetry, and informational texts. In addition, students will learn and practice literary elements, vocabulary, and grammar.
Course Standards	Focus is on reading, writing, speaking, listening, and language skills. Various text genres are covered. Students will engage in narrative, informational, and argumentative writing tasks throughout the year, as well as participate in oral presentations.

Course Name	English 10
Course Credit	1 credit (Yearlong)
Course Description	This course focuses on further developing reading and writing skills. Students will be introduced to a variety of grade level texts and tasks through the StudySync curriculum and platform. Emphasis will be on participating in collaborative conversations with peers to foster a positive environment where students discuss high interest topics and grapple with complex ideas. Anchor texts include: <i>Things Fall Apart</i> and <i>Paper Towns</i> . Supplemental texts will include short stories, poetry, and informational texts. In addition, students will learn and practice literary elements, vocabulary, and grammar.
Course Standards	Focus is on reading, writing, speaking, listening, and language skills. Various text genres are covered. Students will engage in narrative, informational, and argumentative writing tasks throughout the year, as well as participate in oral presentations.

Course Name	English 11
Course Credit	1 credit (Yearlong)
Course Description	This course focuses on fundamental reading and writing skills. Students will use the StudySync curriculum and platform to engage in grade level complex texts and tasks. Emphasis will be on collaborative conversations with peers to foster a positive

	environment where students discuss high interest topics and grapple with complex ideas. Anchor texts include: <i>Walden</i> and <i>Their Eyes Were Watching God</i> . Supplemental texts will include short stories, poetry, and informational texts. In addition, students will learn and practice literary elements, vocabulary, and grammar.
Course Standards	Focus is on reading, writing, speaking, listening, and language skills. Various text genres are covered. Students will engage in narrative, informational, and argumentative writing tasks throughout the year, as well as participate in oral presentations.

Course Name	English 12
Course Credit	1 credit (Yearlong)
Course Description	This course focuses on polishing reading and writing skills to prepare for life after high school. Students will be introduced to a variety of grade level texts and tasks through the StudySync curriculum and platform. Emphasis will be on participating in collaborative conversations with peers to foster a positive environment where students discuss high interest topics and grapple with complex ideas. Anchor texts include: <i>Brave New World</i> and <i>Long Walk to Freedom</i> . Supplemental texts will include short stories, poetry, and informational texts. In addition, students will learn and practice literary elements, vocabulary, and grammar.
Course Standards	Focus is on reading, writing, speaking, listening, and language skills. Various text genres are covered. Students will engage in narrative, informational, and argumentative writing tasks throughout the year, as well as participate in oral presentations.

Science

Course Name	Introduction to Biology
Course Credit	1 credit (Yearlong)
Course Description	Biology is an exciting subject including topics about our molecular and cellular makeup, genetic and evolutionary development, and ecological world. This class has been designed to make the topic relevant to everyone. Throughout the year, you will be challenged to use scientific skills such as observation, inquiry, lab techniques, math, graphing, teamwork, engineering, design, debate, reading and writing. We practice these skills in order to become better evidence-based thinkers in the modern world. Understanding of concepts will come from lectures, projects, and independent research. It is highly recommended to complete this class as the science requirement during a student's sophomore year.
Course Standards	To some degree, this class covers <i>all</i> "High School: Life Sciences" standards outlined by NGSS.

Course Name	Earth and Space Sciences
Course Credit	1 credit (Yearlong)
Course Description	Earth and space sciences is a lab and project based course in which students will investigate our most recent understanding of the process that drives our Earth and Universe. Students will learn theories about how our universe and solar system are organized, processes of our Earth, history of the Earth, weather and climate, natural resource distribution and human management of those resources with an emphasis on sustainability. Students will foster and develop inquiry based skills and become evidence-based thinkers through practices of engineering and design.
Course Standards	All Earth and space science Next Generation Science Standards HS-ESS1-1, HS-ESS1-2, HS-ESS1-3, HS-ESS1-4, HS-ESS1-5, HS-ESS1-6, HS-ESS 2-1, HS-ESS 2-2, HS-ESS 2-3, HS-ESS 2-4, HS-ESS 2-5, HS-ESS 2-6, HS-ESS 2-7, HS-ESS 3-1, HS-ESS 3-2, HS-ESS 3-3, HS-ESS 3-4, HS-ESS 3-5, HS-ESS 3-6,

Course Name	Chemistry
Course Credit	1 credit (Yearlong)
Course Description	Chemistry is a lab and project-oriented course in which students will investigate relationships between molecular structures, balancing equations, bonding, interactions, and reaction types, as well as an introduction to stoichiometry and interpretation of the Periodic Table arrangement. Students are also introduced to the various types of reaction, molarity, stoichiometry, hydrocarbon structure, and acids and bases. This course will be offered in alternate years. This course will be offered in alternating years. First in 2022-2023 then again in 2024-2025.
Course Standards	Next Generation Science Standards HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS1-5, HS-PS1-6, HS-PS1-7, HS-PS1-8, HS-PS2-6,

Course Name	Physics
Course Credit	1 credit (Yearlong)
Course Description	This is a laboratory-based course combined with conceptual learning in which students will investigate relationships between Charge, Magnetism, Energy, Force, Gravity and Waves. Anchored in real-world phenomena, this course is an innovative, student-centered approach for learning physics. This course is designed to address the most current standards, involving core concepts, scientific practices, and crosscutting themes. Students learn to advocate for themselves in an inclusive learning environment where they develop, share, critique, argue, and revise

	evidence-based ideas. This course will be offered in alternating years. First in 2023-2024 then again in 2025-2026.
Course Standards	Next Generation Science Standards HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS2-4, HS-PS2-5, HS-PS3-1, HS-PS3-2, HS-PS3-3, HS-PS3-4, HS-PS3-5, HS-PS4-1, HS-PS4-2, HS-PS4-3, HS-PS4-4, HS-PS4-5

Course Name	Environmental Science
Course Credit	.5 credit (Semester long)
Course Description	<p>This course will provide new learning in the field of environmental science, but relies on a basic knowledge of previous science courses including biology, chemistry, and physical science. The goals of this class include:</p> <ol style="list-style-type: none"> 1. Students take action on issues in their community 2. Students learn from experts about careers in their field <p>To achieve these goals, students will experience science in a real-world context to become more informed in relevant/current environmental science issues. Rather than being told what to think, students will be taught how to think as they make educated decisions that consider the science, ethics, and politics surrounding these issues. Students will also conduct inquiry-based science investigations as well as create authentic products and written assignments based on classroom learning and information from research and media.</p>
Course Standards	HS-LS2: Ecosystems - Interactions, Energy, and Dynamics

Course Name	Anatomy and Physiology
Course Credit	.5 credit (Semester long)
Course Description	<p>Anatomy and Physiology focuses on an integrated study of the human body: structures, systems, and functioning. We will examine the major body systems, relevant tissues, and a few topics of your choice. This class uses an inquiry-based approach supplemented with benchmark lessons – this means that YOU will be teaching this class through your own explorations, questions, and research. A few unifying themes are essential to this class. We will focus on the interrelationships of body organ systems, homeostasis, and the complementarity of structure and function. This course will be hands-on using microscopes and dissection, but we will also rely heavily on diagrams and models for visual representation of body structures. In addition, as with any science there is a great deal of terminology to be uncovered in order for you to understand and contribute to topics about anatomy and physiology. Students will also spend a great deal of time investigating relevant medical terminology to enrich our communication skills and science literacy.</p>

Course Standards	HS-LS1: From Molecules to Organisms
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Social Studies

Course Name	Geography
Course Credit	.5 credit (Semester long)
Course Description	Geography is the study of our planet from a physical, as well as human standpoint. The class will gain knowledge of how the diversity of the physical nature of the Earth is directly related to the cultural diversity that exists. This course will include in-depth study of formal regions of the world. It will study how physical processes determine the climate and environment of the Earth, how resources are used and distributed around the planet, how this process affects human relationships and locating the major countries, rivers, mountains, and significant physical features of our earth.
Course Standards	Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them; Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Course Name	Modern American History
Course Credit	1 credit (Yearlong)
Course Description	This course will explore events, trends, peoples, groups, ideas, and institutions in America since the Civil War. You will develop and utilize key skills of analysis, as you engage with both secondary and primary sources and work toward developing your own coherent historical theories and narratives about the history of the United States. You will investigate how such major themes as capitalism, liberalism, racism, progressivism, consumerism, statism, and militarism have generated the historical momentum to create a variety of narratives of U.S. history. In this investigation, you will notice the recurrence of certain sources of conflict – issues that have divided people and groups in America since the very beginning: Identity, Property, and Power. Your investigation will begin with a review of U.S. history up to the Civil War, moving quickly through an opening “refresher” unit. From there, you will dive deeper into issues and eras since the Civil War: Reconstruction, the expansion of Euro-American influence across the continent and the globe, Industrialization, the Great Depression, workers’ movements, World Wars I & II, the Civil Rights and Vietnam, the impacts of the Cold War, the rise of Conservatism, and the U.S. in the 21st century.
Course Standards	Most social studies standards for high school history are covered *Meets state standards on holocaust and genocide (HB 20-1336)

Course Name	HIS 1220: U.S. History Since the Civil War
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Course Credit	Concurrent Enrollment Course: .75 Credit (Semester long)
Course Description	Explores events, trends, peoples, groups, cultures, ideas, and institutions in North America and United States history, including the multiple perspectives of gender, class, and ethnicity, between the period when Native American Indians were the sole inhabitants of North America, and the American Civil War. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline. This is a statewide Guaranteed Transfer course in the GT-HI1 category.
Course Standards	Most social studies standards for high school history are covered *Meets state standards on holocaust and genocide (HB 20-1336)

Course Name	HIS 1210: U.S. History to Reconstruction
Course Credit	Concurrent Enrollment Course: .75 Credit (Semester long)
Course Description	Explores events, trends, peoples, groups, cultures, ideas, and institutions in North America and United States history, including the multiple perspectives of gender, class, and ethnicity, between the period when Native American Indians were the sole inhabitants of North America, and the American Civil War. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline. This is a statewide Guaranteed Transfer course in the GT-HI1 category.
Course Standards	Most social studies standards for high school history are covered *Meets state standards on holocaust and genocide (HB 20-1336)

Course Name	POS 1011: Introduction to American Government
Course Credit	Concurrent Enrollment Course: .75 credit (Semester long)
Course Description	Includes the background of the U.S. Constitution, the philosophy of American government, general principles of the Constitution, federalism, and civil liberties. Examines public opinion and citizen participation, political parties, interest groups, electoral process, and the structure and functions of the national government. This is a statewide Guaranteed Transfer course in the GT-SS1 category.
Course Standards	Most social studies standards for high school civics are covered *Meets state standards on civics SB 21-067

Course Name	Psychology 1
Course Credit	.5 credit (Semester long)

Course Description	This engaging course examines the “whys” of human behavior. Starting at the beginning of human development, we trace what adds to and takes away from healthy human behavior. We will ask questions such as: “Are good people born or raised? Why do we do the things we do? What’s the difference in levels of consciousness?” Specifically, we study: approaches to psychology, the life span, workings of the body and mind, learning and cognitive processes, and personality and individuality. Be prepared to closely examine yourself and the humans around us to better understand it all.
Course Standards	The nature of psychological science; Research methods and measurements used to study behavior; Ethical issues in research with human and non-human animals; Basic concepts of data analysis

Course Name	Psychology 2
Course Credit	.5 credit (Semester long)
Course Description	This engaging course continues the learning from Psychology 1 and the “whys” of human behavior. We will study the mind and individuality. We will ask questions such as: “Do you experience the world the same as everyone else? Why do you do the things you do? What do psychological tests predict? What makes someone crazy? How do you treat mental illness?” Specifically, we study: what is real? Be prepared to closely examine yourself and the humans around us to better understand it all.
Course Standards	The nature of psychological science; Research methods and measurements used to study behavior; Ethical issues in research with human and non-human animals; Basic concepts of data analysis

Course Name	Student Senate
Course Credit	1 credit (Yearlong)
Course Description	This course provides student leaders with the time and resources to partner with students and staff toward the continual improvement of our school and community. Student senators will work on projects in areas of policy, service, social conditions, and achievement. The vast majority of the specific content of these projects will be determined by students themselves. Students will develop their ability to scientifically analyze problems and conditions with an eye toward improvement. Students will develop leadership and communication skills, as well as a deeper knowledge of their classmates and community.
Course Standards	Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen; Apply economic reasoning skills to make informed personal (and group) financial decisions.

Course Name	American Government/Civics
Course Credit	.5 credit (Semester long)
Course Description	This junior/senior level course is a semester long and covers the foundations of government and natural rights philosophy in the United States. The course focuses on the work of the framers of the constitution. Next, the course examines the Bill of Rights and its lasting impact on society, and application of rights and responsibilities. Lastly, it will cover the three branches of government, their formation and function in today's world.
Course Standards	7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society. 6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen. *Meets state standards on civics SB 21-067

Mathematics

Course Name	Integrated I
Course Credit	1 credit (Yearlong)
Course Description	This is the core math class for 9 th grade students. It is a study of data & statistics, algebraic reasoning, modeling with linear and exponential functions, and inequality. Units of study also include an introduction to the following personal finance themes: budgeting, checking accounts, banking fees, saving money, and investing.
Course Standards	The primary family of standards Colorado Academic Standards that we focus on in this course are: (1) Number & Quantity (2) Algebra and Functions (3) Data Analysis & Statistics Additionally, we will focus on the following Math Practices throughout our content units: (1) MP1. Make sense of problems and persevere in solving them. (2) MP2. Reason abstractly and quantitatively. (3) MP4. Model with mathematics. (4) MP5. Use appropriate tools strategically.

Course Name	Integrated 2
Course Credit	1 credit (Yearlong)
Course Description	This course covers linear, exponential, and quadratic functions, solving quadratic equations, system of equations, right triangle trigonometry, and combinatorics and probability. This course also focuses on SAT preparation and improvement.
Course Standards	HS.A-SSE.A, HS.A-SSE.B, HS.A-APR.A, HS.A-APR.B, HS.A-APR.C, HS.A-APR.D,

	HS.A-CED.A, HS.A-REI.A, HS.A-REI.B, HS.A-REI.C, HS.A-REI.D, HS.F-IF.A, HS.F-IF.B, HS.F-IF.C, HS.F-BF.A, HS.F-BF.B, HS.F-LE.A, HS.F-LE.B, HS.F-TF.A, HS.F-TF.B, HS.F-TF.C
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Course Name	Applied Geometry
Course Credit	.5 credit (Semester long)
Course Description	This course in geometry emphasizes shapes, such as lines, points, circles, and squares – and the properties of these shapes. Students will build their math skills while working on real-life tasks in collaboration with each other in and out of the classroom. Topics include: Angles, Perpendicular and Parallel Lines, Triangles, Quadrilaterals and Polygons, Perimeter and Area, Circles, Surface Area and Volume, Coordinate Geometry and Transformations, and Right Triangle Trigonometry.
Course Standards	HS.G-CO.A, HS.G-CO.B, HS.G-CO.C, HS.G-CO.D, HS.G-SRT.A, HS.G-SRT.B, HS.G-SRT.C, HS.G-SRT.D, HS.G-C.A, HS.G-CO.B, HS.G-GPE.A, HS.G-GPE.B, HS.G-GMD.A, HS.G-GMD.B, HS.G-MG.A

Course Name	Coding: Computer Mathematics
Course Credit	.5 credit (Semester long)
Course Description	This introductory Coding course presents the basic principles of programming, including algorithms and logic. Students will engage in various programming activities that will reinforce their learning and understanding. This course also guides students as they are asked to write and test their own code, just as programmers in the field do. The topics of the hands-on projects include: Google Sheets, JavaScript, Python, Scratch, CL in Desmos.
Course Standards	HS.CS-CP.1, HS.CS-CP.2, HS.CS-CP.3, HS.CS-CP.4, HS.CS-CP.5, HS.CS-CP.6

Course Name	College Algebra
Course Credit	Concurrent Enrollment Course: 1 credit (Semester long)
Course Description	Explores topics including 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
Course Standards	HS.A-SSE.A, HS.A-SSE.B, HS.A-APR.A, HS.A-APR.B, HS.A-APR.C, HS.A-APR.D, HS.A-CED.A, HS.A-REI.A, HS.A-REI.B, HS.A-REI.C, HS.A-REI.D, HS.F-IF.A, HS.F-IF.B, HS.F-IF.C, HS.F-BF.A, HS.F-BF.B, HS.F-LE.A, HS.F-LE.B, HS.F-TF.A,

	HS.F-TF.B, HS.F-TF.C
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Course Name	Personal Finance
Course Credit	.5 credit (Semester long)
Course Description	Personal Finance is a semester-long course designed to cultivate financially literate citizens who are able to make decisions with their money. Students spend time studying budgets, savings and investments, credit and debt, taxes, and insurance. Throughout the course, students review the mathematics of everyday financial situations. Completion of this course is a requirement for graduation.
Course Standards	<p>This course will be focused on covering the following Colorado Financial Literacy Standards:</p> <ol style="list-style-type: none"> 1. Identify money and its purpose; Describe choices people make about how to use the money they earn; Plan how to spend, share, and save money; Investigate costs and benefits to make informed financial decisions; Determine the opportunity cost when making a choice; Determine the opportunity cost when making a choice; Examine how individuals use financial institutions to manage personal finances; Apply reliable information to make systematic personal financial decisions based on individual and community values and goals. 2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential 3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions. 4. Explore a diversified investment strategy that is compatible with personal financial goals. 5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.

Course Name	Integrated III
Course Credit	1 credit (Yearlong)
Course Description	This course is for students who plan to continue to college mathematics (Associates or Bachelors Degrees). This course is a study of linear, quadratic, exponential, logarithmic, and polynomial functions and equations. There is a focus on modeling situations and a unit on statistics. Students in this course will also spend time preparing for the SAT and the Accuplacer.
Course Standards	<p>Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others.</p>

	<p>Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</p>
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Course Name	College Algebra
Course Credit	Concurrent Enrollment Course: 1 credit (Yearlong)
Course Description	This is a concurrent enrollment course for Lake County High School Students. It focuses on a variety of functions and the exploration of their graphs. Topics include: equations and inequalities, operations on functions, exponential and logarithmic functions, linear and non-linear systems, and an introduction to conic sections. This course provides essential skills for Science, Technology, Engineering, and Math (STEM) pathways. This is a statewide Guaranteed Transfer course in the GT-MA1 category.
Course Standards	<ol style="list-style-type: none"> 1. Identify properties of functions including domain, range, increasing and decreasing. 2. Apply function notation. 3. Determine the inverse of a function. 4. Examine functions algebraically. 5. Analyze behavior and roots of polynomial functions. 6. Solve polynomial, rational and absolute value equations and inequalities. 7. Analyze polynomial, exponential, logarithmic and rational functions. 8. Create graphs of polynomial, exponential, logarithmic and rational functions. 9. Solve exponential and logarithmic equations. 10. Analyze piecewise functions. 11. Graph parent functions and their transformations. 12. Utilize algebraic techniques to solve application problems. 13. Solve systems of equations. 14. Classify conic sections.

Course Name	Newcomer Math
Course Credit	1 credit (Yearlong)
Course Description	This course is for students who have newly moved to Lake County and are learning English. It begins by evaluating the math level of the student and then providing course work at that level. The goal is to teach the student the language of mathematics and to allow them to be placed into a proper math class at LCHS as appropriate.
Course Standards	<p>Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics.</p>

	<p>Use appropriate tools strategically.</p> <p>Attend to precision.</p> <p>Look for and make use of structure.</p> <p>Look for and express regularity in repeated reasoning.</p>
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Course Name	Career Math
Course Credit	.5 credit (Semester long)
Course Description	Career Math covers material designed for career technical students or general studies students who need to study particular mathematical topics. Topics may include arithmetic review, calculator usage, algebra, geometry, trigonometry, graphs, and finance. These are presented on an introductory level and the emphasis is on applications. Students will also complete the ACT WorkKeys National Career Readiness Certificate (to at least a bronze level) during the course.
Course Standards	<ol style="list-style-type: none"> 1. Solve problems using proportions. 2. Perform computations with integers, fractions, and decimals. 3. Solve elementary algebraic equations and formulas. 4. Interpret measurements with a variety of units. 5. Analyze geometric angles, shapes, and solids. 6. Interpret basic descriptive statistics.

Course Name	MAT 1140 (Career Math)
Course Credit	Concurrent Enrollment Course: .75 credit (Semester long)
Course Description	This is a concurrent enrollment course for Lake County High School Students. It covers material designed for career and technical students who need to study particular mathematical topics. Topics include measurement, algebra, geometry, statistics, and graphs. These are presented at an introductory level and the emphasis is on applications.
Course Standards	<ol style="list-style-type: none"> 1. Solve problems using proportions. 2. Perform computations with integers, fractions, and numbers in scientific notation. 3. Solve elementary algebraic equations and formulas. 4. Interpret measurements with a variety of units. 5. Classify geometric angles, shapes, and solids. 6. Analyze geometric angles, shapes, and solids. 7. Interpret basic descriptive statistics.

Course Name	Data Science
Course Credit	.5 credit (Semester long)
Course Description	This course will introduce students to the main ideas in data science through free tools such as Google Sheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their

	understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities.
Course Standards	<p>Ask specific, original, and relevant questions to explore data.</p> <p>Create a thoughtful and detailed plan to collect and organize data.</p> <p>Recognize and identify variability in data.</p> <p>Create visual models of univariate, bivariate and multivariate data.</p> <p>Employ technology to explore patterns and create data visuals.</p> <p>Communicate patterns and conclusions from the data with reasonable justifications.</p> <p>Provide a clear deliverable for a target audience expressing and justifying claims.</p> <p>Recognize ways in which data can be misused and misrepresented.</p>

Course Name	Introduction to Engineering
Course Credit	.5 credit (Semester long)
Course Description	The goal of Introduction to Engineering is to impress upon the students the power and efficacy of the engineering process by exposing them to numerous challenges that they must solve through the process. Students also spend time exploring different careers in engineering.
Course Standards	<p>HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p>HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>

World Language

Course Name	Spanish Language Arts I
Course Credit	1 credit (Yearlong)
Course Description	This is a language arts course in Spanish designed for heritage Spanish speakers. The course will explore basic literacy skills in the Spanish language that parallel what students would experience in a 9th grade English language arts class. Students will

	explore basic grammar, phonetics, and punctuation, along with a variety of literary forms and Hispanic cultures in order to develop both their reading and writing skills.
Course Standards	<ol style="list-style-type: none"> 1. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 2. Interact with cultural competence and understanding. 3. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. 4. Develop insight into the nature of language and culture in order to interact with cultural competence.

Course Name	Spanish Language Arts II
Course Credit	1 credit (Yearlong)
Course Description	This is the second in a series of language arts courses designed for heritage Spanish speakers. Students will continue developing literacy skills and refining their understanding of more advanced grammar topics as they dig deeper into works by classic and contemporary Latin American authors.
Course Standards	<ol style="list-style-type: none"> 1. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 2. Interact with cultural competence and understanding. 3. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. 4. Develop insight into the nature of language and culture in order to interact with cultural competence.

Course Name	AP Spanish and Culture
Course Credit	1 credit (Yearlong)
Course Description	Advanced placement Spanish language and culture is required for all students seeking the Colorado bi-literacy stamp in Spanish. It is for students who have passed Spanish III or Spanish Language Arts II. This course is College Board sanctioned class and is conducted at intermediate low to intermediate mid-levels of Spanish. It is based on six themes as chosen by the College Board such as Contemporary Life, World Challenges, Personal and Public Identities, Art and Culture, and Science and Technology. Intermediate-mid levels of reading and writing and speaking are expected. At the end of this course, all students are required to take the College Board Spanish Language and Culture exam.
Course Standards	<ol style="list-style-type: none"> 1. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 2. Interact with cultural competence and understanding. 3. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

	4. Develop insight into the nature of language and culture in order to interact with cultural competence.
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Course Name	Spanish I
Course Credit	1 credit (Yearlong)
Course Description	This class introduces the student to learning Spanish at a novice level. This course is designed for students with little to no previous knowledge of the Spanish language. The student will begin to comprehend, and communicate in Spanish. Students will also gain insight into Hispanic cultures. This is a comprehensible input class using the latest brain researched activities to facilitate student's language acquisition. A variety of activities (games, songs, crafts, videos, computer work, and CI strategies) will be used to facilitate the learning of the various aspects of the language. Knowledge to be gained: Students learn the sound system of the Spanish language, the 100 most used vocabulary words. Students will be measured on their proficiency levels throughout the year and the ACTFL can-do statements. Most students will leave with a novice-mid or higher level of proficiency. Most of the focus will be on language input so students will be able to understand spoken and written Spanish at a novice level.
Course Standards	<ol style="list-style-type: none"> 1. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 2. Interact with cultural competence and understanding. 3. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. 4. Develop insight into the nature of language and culture in order to interact with cultural competence.

Course Name	Spanish II
Course Credit	1 credit (Yearlong)
Course Description	This class is a continuation of Spanish I and is a comprehensible input class where Spanish is used the entire hour at a novice mid to novice high level. This course will be conducted using the 200 most used words in Spanish. More advanced use of the language will be expected and encouraged. The varieties of activities will be continued. Students will continue to work on reading and listening comprehension and will start more focused reading, writing and understanding, and more cultural information will be discussed. KNOWLEDGE TO BE GAINED: Students learn two more tenses and object pronouns, as well as increasing vocabulary. More complicated sentences will be created, both orally and in writing, and more detailed comprehension situations will be utilized. Formation of original sentences in Spanish expressed orally and in writing, and understanding spoken and written Spanish at a novice-intermediate level.
Course Standards	1. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

	<p>2. Interact with cultural competence and understanding.</p> <p>3. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>4. Develop insight into the nature of language and culture in order to interact with cultural competence.</p>
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Course Name	Spanish III
Course Credit	1 credit (Yearlong)
Course Description	<p>This class is a continuation of Spanish II and is a comprehensible input class where Spanish is used the entire hour at a novice high to intermediate low level. This course will be conducted using more advanced Spanish. More advanced use of the language will be expected and encouraged. The varieties of activities will be continued. Students will continue to work on reading and listening comprehension and will start more focused reading, writing and understanding, and more cultural information will be discussed.</p> <p>KNOWLEDGE TO BE GAINED: Students learn more complicated sentences and grammatical structures, both orally and in writing, and more detailed comprehension situations will be utilized. Formation of original sentences in Spanish expressed orally and in writing, and understanding spoken and written Spanish at a intermediate-advanced level.</p>
Course Standards	<p>1. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>2. Interact with cultural competence and understanding.</p> <p>3. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>4. Develop insight into the nature of language and culture in order to interact with cultural competence.</p>

Health and Physical Education

Course Name	Health 9
Course Credit	.5 credit (Semester long)
Course Description	<p>This course places emphasis on a comprehensive health education approach to provide students with a balance in social, physical and emotional development. Health behaviors that can reduce personal risks are discussed and students gain access to valid health information, health products, and services. Students are taught the importance of evaluating personal health risks. The importance of planning for a healthy future is highlighted and opportunities for self-reflection on personal health issues and concerns are provided. Students participate in health related community service projects and in individual and group activities and assignments. This course is a requirement for graduation.</p>
Course Standards	All Colorado Academic Standards for health education are addressed in this course.

	https://www.cde.state.co.us/apps/standards/3,15.0
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Course Name	Team Sports
Course Credit	.5 credit (Semester long)
Course Description	Students will be competing in recreational style team sports events that range from football, rugby, basketball, lacrosse, kickball, and other team style sports. Students will develop advanced motor skills and movement patterns needed to perform a variety of physical skills within the team sport setting. They will also study movement concepts, principles, strategies, and tactics as they apply those skills while working as a team. Students will be encouraged to achieve and maintain a health-enhancing level of physical fitness. Regular attendance and participation are essential for the awarding of this credit. Students are required to dress out for class on a daily basis (PE shirt, shorts, sweats, socks and shoes). This class can be taken multiple times if determined by the student's ICAP.
Course Standards	All standards are met during this class.

Course Name	Strength
Course Credit	.5 credit (Semester long)
Course Description	This coeducational course is directed toward students who want to participate in weight training. This is an introductory course. Students will learn about different muscle groups, create individual workout programs, and safety in the weight room. The emphasis of this class will be on safety in the weight room, proper lifting techniques, participation, and ability to improve one's strength and flexibility. Students will have their progress in the course assessed monthly. Regular attendance and participation are essential. Students are required to dress out for class on a daily basis (PE shirt, shorts, sweats, socks and shoes). This class can be taken multiple times if determined by the student's ICAP.
Course Standards	All standards are met during this class.

Course Name	Athletic/Advanced Strength
Course Credit	.5 credit (Semester long)
Course Description	This course is designed to help athletes who have had strength either in the traditional setting or with a coach advance their training further. Student athletes will have individualized training plans for the sport or sports in which they are competing. A large portion of this class will delve into nutrition for athletes and its importance to performance during competition and training.

Course Standards	All standards are met during this class.
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Course Name	Alternative PE credit through a sport
Course Credit	.5 credit
Course Description	<p>Students may earn a (.5) Physical Education credit for participating in a school sponsored sport. Approval from the LCHS counselor is required before the sport season begins. . The course consists of two components:</p> <p><u>Component #1:</u> Student-athletes must complete an activity log documenting all of their participation in the sport. Dates, times, and a summary of each day's activities must be complete and verified by the head coach of the sport.</p> <p><u>Component #2:</u> Student-athletes must complete the writing component of the course by writing a reflection essay about the sport in which the student participated.</p>

Career and Technical Education

Course Name	Metals Design
Course Credit	.5 credit (Semester long)
Course Description	<p>This is an entry-level, project-based course designed to introduce students to small-scale metals and the jewelry industry. Skills learned meet jewelry industry standards, designing, cutting soldering and lost-wax techniques are introduced, as well as bezel setting cabochon stones. Students will learn the use of hand tools such as: jewelers saw, files, sanding techniques, soldering torches. Finishing processes will also be introduced. Techniques will include metal piercing, pierce and overlay, bezel setting and lost-wax casting.</p>
Course Standards	<p><u>Career and Technical Education</u></p> <hr/>

Course Name	Woodworking
Course Credit	1 credit (Yearlong)
Course Description	<p>Students will learn the basic skills necessary to navigate a common shop. Safety and planning are stressed in this course, as well as an emphasis on self-directed effort. The students will use a variety of hand and power tools and hydraulic equipment. Students will begin to choose specific directions to complete specific projects. Students will learn the basics of measurement, planning, assembly and finishing. Students must complete this course with a minimum grade of a "C" (73%) to move forward to the next pathway in this program.</p>

Course Standards	<u>Career and Technical Education</u>
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Course Name	Flyfishing/Woods
Course Credit	.5 credit (Semester long)
Course Description	This course explores fly-fishing from the point of view of Wood Shop. Students will learn stream ecology, entomology, ethics and watershed as it relates to fly-fishing in the Upper Arkansas River region. Observations of trout behavior, water temperature and condition, insect life and correlations documented on the river will be brought back to the Wood Shop for discussions of discoveries made, and insect identification. Students will learn to tie the classic fly patterns of fly-fishing, as well as, learn to tie representations of insects from observation, presentation, and fly-casting. As winter encroaches on fishing activities, the manufacture of fishing equipment and career exploration of outdoor fishing and guiding through discussions and guest speakers will take place in the Wood Shop. Planned days for fishing are: Tuesdays, Wednesdays and Thursdays for the month of September. Thursdays in October, while the weather holds. On the days we are fishing, we will return in time for fourth period classes, bag lunches will be provided.
Course Standards	<u>Career and Technical Education</u>

Course Name	Teacher Cadet I
Course Credit	1 credit (Yearlong)
Course Description	This course is designed for students who have a strong interest in, or who are considering a career related to, the occupation of "teacher" at any age or grade level. Students will complete self-assessments, participate in individual and group projects, complete observations at various ages and stages of learning, and increase their understanding of themselves and others as "learners". The culminating event in this class is a 6-week mini-teaching experience during second semester at an area school where students will plan and deliver lessons under the supervision of a cooperating teacher. This course is fast paced and students may apply for college credit with a "B" or higher in the class.
Course Standards	<u>Career and Technical Education</u>

Course Name	Teacher Cadet II
Course Credit	1 credit (Yearlong)
Course Description	This course is designed to provide additional field experience for those students who have completed the Teacher Cadet I course. For students who know they want to enter the education profession, this field experience will enhance their experience and understanding of classroom instruction and the challenges facing education today. Field time will include field contact hours working with a mentor plus seminar time at the home high school. Field experience placement will consist of two sites, a different site each semester, to provide a variety of experiences. These will be documented in a culminating portfolio.
Course Standards	<u>Career and Technical Education</u>

Course Name	HSB Principles of Marketing
Course Credit	1 credit (Yearlong)
Course Description	An introductory marketing course enables students to acquire a realistic understanding of marketing processes and activities. Students examine fundamental economic concepts, the business environment, and primary business activities. They develop an understanding of and skills in such areas as customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills.
Course Standards	<u>Career and Technical Education</u>

Course Name	HSB Principles of Finance
Course Credit	1 credit (Yearlong)
Course Description	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.

Course Standards	<u>Career and Technical Education</u>
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Course Name	HSB Principles of Business
Course Credit	1 credit (Yearlong)
Course Description	An introductory business course enables students to acquire a realistic understanding of business processes and activities. Students examine fundamental economic concepts, the business environment, and primary business activities. They develop an understanding of and skills in such areas as customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills.
Course Standards	<u>Career and Technical Education</u>

Course Name	HSB Leadership
Course Credit	1 credit (Yearlong)
Course Description	This course is a principles-based ethics course introducing students to key leadership and ethical knowledge and skills, including integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability. Throughout the course, students apply ethical principles to contemporary, real-world situations that teens and young adults often encounter in school, at home, with friends, and in entry-level job positions. They examine the concept of ethical leadership and strengthen their leadership and ethical decision-making skills through the planning, implementation, and evaluation of a class service-learning project.
Course Standards	<u>Career and Technical Education</u>

Course Name	HSB Wealth Management
Course Credit	1 credit (Yearlong)

Course Description	Surveys the basic wealth needs of most individuals and introduces the modern tools useful in planning and instituting a successful wealth portfolio philosophy. This course emphasizes the basics of budgeting, buying, saving, borrowing, career planning, investing, retirement planning, estate planning, insurance, and income taxes.
Course Standards	<u>Career and Technical Education</u>

Fine Arts

Course Name	Ceramics
Course Credit	.5 credit (Semester long)
Course Description	<p>This course is designed to accommodate both beginners and advanced students, allowing for repetition if desired. Students will have the opportunity to enhance their artistic skills by delving into the diverse possibilities of clay. Through hand building and sculpting, they will uncover the versatility of clay as a creative medium. Moreover, advanced students will have the chance to further refine their expertise by immersing themselves in the delicate art of throwing on the pottery wheel. Students will have the opportunity to immerse themselves in practical experiences where they can directly apply art and design principles, as well as explore various artistic elements in their three-dimensional creations. These experiences will not only enhance their understanding of art and design, but also contribute to the development of their personal art portfolios. Art portfolios will help them to explore and document the art-making process, draw inspiration from it, critically reflect and make connections across disciplines. This class will push students to employ engineering techniques such as rough sketches, intricate designs, drawings, models, and mockups, helping them creatively solve complex visual problems.</p>
Course Standards	The visual arts standards in the high school years focus on deeper understanding of the purpose of art and the artmaking. Students “tell their stories” through art making and the study of art, learning advanced studio processes, and tools and materials that support their own artistic vision. Documenting the art making process is an essential element of the visual arts standards in high school. Students examine their art making practice in relationship to other makers and cultures. Career opportunities and the arts’ relationship to society are also explored.

Course Name	Drawing and Painting
Course Credit	.5 credit (Semester long)
Course Description	This course is designed to accommodate both beginners and advanced students, allowing for repetition if desired. Students will learn and practice techniques for

	making drawings and paintings. Students will have the opportunity to delve into various artistic mediums, such as oil pastel, watercolor, tempera, acrylics, pen-and-ink, pencil, pastel, and charcoal. In order to meet the visual arts standards in high school, it is crucial for students to not only engage in the art-making process but also to reflect on and document it. As a result, students will be able to create an impressive art portfolio that showcases their growth and development in the field of visual arts.
Course Standards	The visual arts standards in the high school years focus on deeper understanding of the purpose of art and the artmaking. Students “tell their stories” through art making and the study of art, learning advanced studio processes, and tools and materials that support their own artistic vision. Documenting the art making process is an essential element of the visual arts standards in high school. Students examine their art making practice in relationship to other makers and cultures. Career opportunities and the arts’ relationship to society are also explored.

Course Name	Concert Choir
Course Credit	1 credit (Yearlong)
Course Description	In this ensemble students will continue to develop their skills as a choral singer through enriching and diverse activities. Emphasis will be put on healthy vocal technique and production, varied repertoire, musicianship, performance skills, teamwork skills, and communication skills. Whether you have been in choir for one year or seven years, we will strive to provide an opportunity to build upon previously learned talents while building community in the choral program. This ensemble is a performance-based class. Special auditioned opportunities will also be available.
Course Standards	1.1.a,b&c; 2.2.a,b&c; 3.3.a&b, 5.1.a,b&c, 5.2.a&b, 6.3.a,b&c; 6.4.a, 7.1.a,b&c; 8.2.a&b

Course Name	Concert Band
Course Credit	1 credit (Yearlong)
Course Description	In this ensemble students will continue to develop their skills in instrumental music through rehearsal and individual performance. Emphasis will be on instrument technique, tone production, tuning, varied repertoire, musicianship, teamwork skills, and communication skills. We will strive to provide an opportunity to build upon previously learned talents while building community in the instrumental music program. This is a yearlong performance-based course.
Course Standards	1.1.a,b&c; 2.2.a,b&c; 3.3.a&b, 5.1.a,b&c, 5.2.a&b, 6.3.a,b&c; 6.4.a, 7.1.a,b&c; 8.2.a&b

Course Name	Rock and Roll History
Course Credit	.5 credit (Semester long)
Course Description	In this Course, students will explore the history of popular music in America from the 1940s to today. The course will focus on identifying musical genres and instruments by listening and analyzing learned musical elements appropriate to decades and styles.
Course Standards	8.2.a&b, 8.4.a&b

Course Name	Musical
Course Credit	.5 credit (Semester long)
Course Description	This course is designed for students who have auditioned and been accepted as a part of the Spring Musical Production. Students will use class time for rehearsal and preparation. Students will be able to build capacities around acting, singing and dancing skills.
Course Standards	2.2.a,b&c; 6.3.a,b&c; 6.4.a, 7.1.a,b&c; 8.2.a&b

Course Name	Theatre Arts
Course Credit	.5 credit (Semester long)
Course Description	This engaging course introduces students to the exciting world of theatre arts, fostering a deep appreciation for dramatic expression. Through practical exploration and theoretical study, students will develop fundamental acting skills, explore the basics of stagecraft, and delve into the analysis of various theatrical texts. Emphasis will be placed on reading plays from diverse genres and historical periods, allowing students to gain insight into the art of storytelling through live performance. By the end of the course, students will have cultivated a solid foundation in acting, stage production, and critical engagement with theatrical literature, equipping them with the tools to appreciate and participate in the world of theatre.
Course Standards	<u>Colorado Academic Standards: Drama and Theatre Arts (adopted 2022)</u>

Course Name	CREW
Course Description	In CREW, students receive academic and social/emotional support. Connection to community and school culture is established. Students develop the awareness,

	knowledge, attitudes, and skills to create their own meaningful and powerful pathways to be career and college ready. Every student in the 7th-12th grade takes this course every semester. This course is Pass/Fail
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Course Name	Career Exploration
Course Credit	.5 credit (Semester long)
Course Description	This immersive course is designed to assist students in identifying their interests, strengths, and potential graduation paths using the Colorado Career Cluster Model. Through a series of interactive modules, assessments, and real-world case studies, students will gain a comprehensive understanding of various professions and industries. Additionally, students will have the opportunity to explore the skills and educational requirements necessary for different career trajectories. Through self-reflection and exposure to a variety of career options, students will develop a clearer sense of their individual goals and aspirations, enabling them to make informed decisions for their future academic and professional endeavors. At the conclusion of this course all students will demonstrate what they have learned by choosing their own individual graduation pathway.
Course Standards	<u>Career and Technical Education</u>

Course Name	Internship
Course Description	Internship is available to 11th and 12th graders and must be aligned with the student's Career Pathway. Eighty hours of internship earns students 1 high school internship credit. Internships must be approved in advance by the high school counseling office.
Course Standards	Learning Through Work

Course Name	Internship Seminar
Course Credit	.5 credit (Semester long)
Course Description	Internship Seminar is a class that builds skills to place students in their internship. This course will provide a real life work experience and cover topics such as resumes, email etiquette, professionalism, networking, and group work. This class is offered to Juniors and Seniors only, and is concurrent with their internship experience.
Course Standards	Learning Through Work

Course Name	Independent Study
Course Credit	Varies
Course Description	Independent studies may be offered to students interested in learning about a subject that is not offered at the high school. Students must meet with a counselor to get approval and create a course plan. Students must be academically eligible for their course.

Course Name	Work Experience
Course Credit	80 hours of work equals .5 credit
Course Description	Work Experience provides an opportunity for students to complement their academic studies with pre-professional work experience which will enhance their career potential. Students receive high school elective credit for hours worked at a job site. Eighty hours of documented work equals (.5) elective credit. Students are responsible for finding their own employment and must get prior approval from the counseling department.
Course Standards	Learning Through Work

Course Name	Teacher Assistant
Course Credit	.5 credit (Semester long)
Course Description	Students assist classroom teachers to reinforce lessons, review material with students, work with students one-on-one or in small groups. Assistants help enforce school and class rules to help teach students proper behavior. They may help teachers with recordkeeping, such as tracking attendance and calculating grades. This opportunity is for Juniors and Seniors and must be academically eligible and get teacher approval.

INTEGRATED II

YEARLONG Class: 1.0 Credit

Prerequisite: Successful completion of Integrated I and/or department recommendation if taking concurrently with Integrated I.

Description: This is the core math class for 10th grade students. This course is a study of quadratic equations and functions, inequalities, right triangles, and probability. This course also prepares students to take the PSAT.

CMC COLLEGE ALGEBRA

Dual Enrollment (MAT 121)

Fall Semester Only: 1.0 LCHS Credit and 4 CMC Credits

Prerequisite: Accuplacer Next-Gen Advanced Algebra and Functions (AAF) score of 245 or higher.

Description: College Algebra 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 matrices.

CMC COLLEGE TRIGONOMETRY

Dual Enrollment (MAT 122)

Spring Semester Only: 0.75 LCHS Credits and 3 CMC Credits

Prerequisite: Pass College Algebra (MAT 121) with a C- or better.

Description: College Trigonometry covers topics including trigonometric functions (with graphs and inverse functions), identities and equations, solutions of triangles, and other topics as time permits.

SOCIAL STUDIES

MODERN U.S. / WORLD HISTORY

YEARLONG Class: 1.0 Credit

Prerequisite: Sophomore status or Teacher Approval

Description: First semester is an overview of the United States and the world community from the 2nd Industrial Revolution through the 1930's. Second semester is an overview of World War II and the emergence of the superpowers of the United States & Russia in the world community from the 1940's throughout the late 20th Century and the subsequent modern emerging national powers. This course is a requirement for graduation.

BUSINESS AND TECHNOLOGY

ETHICS IN LEADERSHIP

Semester Class: 0.50 Credit – Required for Graduation for current Class of 2021+

Prerequisite: None

Description: This class is a required course for graduation starting with the class of 2020. It is recommended for all freshmen. The components of this course extend beyond philosophy and theory to real-world practical application of ethical principles as a framework for personal and organizational decision making and leadership; ethics education must convey that principles are constant foundations — not relative to a specific situation — and that doing what is right prevails over self-interest when the two may appear to be in conflict. Leadership is the ability to move or influence others toward achieving individual or group goals. Students will have the opportunity to further their knowledge of leadership skills. Students will learn employability, management, and leadership skills. Students will be responsible for various aspects of a student organization and will have to keep track of a variety of requirements (activities, community service, leaders, etc.).

PRINCIPLES OF ACCOUNTING AND FINANCE

YEARLONG Class: 1.0 Credit

Prerequisite: None

Description: This course is strongly suggested for any student wanting to start their own business or eventually wanting to work in any management or leadership position requiring the ability to work with budgets. This course takes students through three complete accounting cycles—proprietorship, partnership, and corporation. Students will master journalizing, posting, and creating various accounting systems including worksheets, income statements, and balance sheets. This class is an elective course and is recommended for all 10–12th graders. Freshmen can enroll if it would be a key course for their ICAP/Graduation Plan.

BUSINESS AND MARKETING ESSENTIALS

YEARLONG Class: 1.0 Credit

Prerequisite: None

Description: This is a beginning course for students that want to go into a business-related field or for those students who are still struggling answering the question, “What do I want to be when I grow up?” Students gain personal management skills, learn about the importance of good customer service, and build workplace skills they can put to use in any career. Students will have an opportunity to assess their natural aptitudes in helping them discover their strengths. Students interested in being members of Future Business Leaders of America (FBLA) should make this course a priority. This class is an elective course and recommended for all 9th – 12th graders.

TEACHER CADET

YEARLONG Class: 1.0 Credit

Prerequisite: None

Description: Teacher Cadet is a year-long course for high school students. This course is designed to provide students with an in-depth look at the profession of teaching. Students study the growth and development of the learner, as well as the historical, social, political, philosophical, cultural, legal and economic forces that shape the United States public school system. In addition, students complete a fifty-hour field experience in a school classroom. This is a year-long, sequential honors elective course with college credit options. The Teacher Cadet curriculum has been aligned with the Colorado Teacher Performance Standards. Teacher Cadet is a CCHE academic elective.