



Telluride High School

Academic Course Planning Guide

Parents and Students:

Welcome to our Telluride High School Course Guide. Our goal is to provide information about the courses we plan to offer for next year and the following three years. In the guide book, which is separated by subject area, you will find detailed course descriptions that will help you choose classes that best fit your passions, wants and needs. As you plan your courses please keep our graduation requirements in mind. At the end of each subject area you will find our 4- year plan-- our best scenario for courses offered over the next 4 years. This should help you make your decisions. Please keep in mind that some classes have yet to be determined and will be decided on a year to year basis based on budget, student enrollment, staffing, and student interest. Our counseling department will be working with you and meeting with your child individually to register them for classes.

Thank you for partnering with us in education,
Sara Kimble
TMHS Principal

Our Mission: “THROUGH QUALITY EDUCATION, OUR STUDENTS WILL ACHIEVE PERSONAL SUCCESS”

Our core values, as developed by the students are:

The Miner Way: Integrity, Respect and Responsibility

Our Commitments:

- Serve the Students, Families, and Staff who make up our community.
- Achieve excellence in the areas of Academics, Athletics, and Activities.
- Build programs designed to provide Rigor, Relevance, and Results.

GRADUATION

26.0 credits are required for graduation with a minimum in the following areas: (One semester equals .5 credits)

English.....4.0 Mathematics..... 4.0 Physical Education.....0.5 Social Studies.....4.0
Science.....3.0 Technology....0.5 Health.....0.5 World Language.....1.0 Fine
Arts.....1.0 PE or Fine Arts.....1.0 Electives6.5

GRADING AND RANKING

Grades are given on a letter scale: A, B, C, D, and F. AP classes are weighted. GPA is calculated using only semester grades to include all coursework. Class rankings are based on weighted cumulative GPA.

For transcript requests and information contact:

[Sharon Broady sbroady@telluride.k12.co.us](mailto:sbroady@telluride.k12.co.us)

Nondiscrimination Statement

Telluride Schools commits to a policy of nondiscrimination and shall not discriminate in its educational, employment or hiring practices on the basis of race, color, national origin, ethnicity, religion, gender, sexual orientation, age, marital status or disability. Inquiry procedures have been established for students, parents, employees and members of the public.

Telluride High School Course Descriptions

ADVANCED PLACEMENT PROGRAM

Advanced Placement (AP) is a program of college-level courses and exams that gives high school students the opportunity to earn credit, advanced placement, or both for college while still in high school. AP classes will be the most rigorous courses offered at Telluride High School and will receive a weighted grade. Since its inception in 1955, the AP program has allowed millions of high school students to take college-level courses and potentially earn college credit with qualifying exam scores. The AP curriculum consists of the course and an exam. Students are expected to participate in both parts in order to receive a weighted grade.

Potential Benefits of AP

AP courses and exams represent the beginning of the journey through college-level academic challenges. Courses challenge the students to learn the subject in greater depth, develop analytical reasoning skills, and form disciplined study habits. Collegiate institutions recognize that applicants with AP experience are much better prepared for the demands of college courses. Tuition savings are realized for students whose AP performance earns them college credit. Students are encouraged to research the college/university of their choice for minimum score standards.

Open Enrollment Policy

THS believes most students benefit from the rigor of an AP course and thus maintains an open enrollment policy. There are a few qualifying factors to ensure proper placement when a student enrolls in an AP course. Teacher Recommendations – enrollment in every AP course at THS requires the signature of a current teacher in that content area. Prerequisites – some AP courses require the successful completion of an appropriate foundational class. Proficiencies – many of the academic departments suggest minimum proficiencies from prerequisite courses or standardized exams.

As a student enrolling in an AP course you are choosing a curriculum that goes beyond the basic high school graduation requirements. The pacing, difficulty, skill development, and content of such courses revolve around the expectation of student completion of the College Board AP Exam in May. It is with this understanding that you are making a commitment to a year-long course that demands some of the following elements from its participants.

1. Time Commitment – Expect daily homework of possibly one to two hours a night. Weekends and long breaks will systematically be used to stay on schedule with content information.
2. Participation – means being prepared along with displaying a willingness to actively take part in classroom discussions, simulations, and group work.
3. Work Ethic – those who are willing to use the best of their abilities to stay on course will find success. Anyone who lacks the discipline to meet the rigorous demands these courses present may encounter trouble.
4. Examination – THS students are required to take the AP exam, and it is a major focus of the course content and instruction. There is a cost in excess of \$92 for each AP exam taken.
5. Fees & Materials – there are additional costs accrued for participation in several AP courses. Many courses request that students purchase their textbook so they can be highlighted and written in. Other AP classes may have additional materials such as workbooks or lab fees.
6. Weighted Grades – students must complete the course in good standing, which includes

completing both semesters and taking the AP examination for the final grade from each semester to be weighted.

AP Courses Telluride High School Offers –some on an every-other-year-basis:

Computer Science Principles, Computer Science A, English Language & Composition, English Literature & Composition, Biology, Chemistry, Physics, Environmental Science, Psychology, Spanish Language and Culture, Spanish Literature and Culture, Statistics, Calculus AB, Calculus, BC, Studio Art, U.S. Government, and United States History.

English

At every level, English teachers develop age-appropriate ways to raise student awareness of the power of words and increase student ability to employ this power with skill, sensitivity and responsibility. Through the study of readings that cross both cultural and time boundaries, students learn to experience other cultures through reading, writing, listening and speaking in order to better understand their own culture.

Reading and Writing: This course is designed for students who have not shown reading proficiency through state assessments or other measures. It is designed to increase students' abilities to read and comprehend increasingly difficult material. Through specific instruction based on individual needs, students will be taught reading strategies to increase comprehension and motivation. Students will use writing as a tool to communicate responses and reactions to reading. This course will also address post-secondary goals and readiness. Though at times whole group instruction will be necessary, the primary focus of the class is differentiated, individualized instruction determined by on-going assessment of student's needs.

PREREQUISITE – students must be referred or be part of the RTI process as recommended by the Academic Lab teacher or RTI problem solving team.

English 9: The main goal of English 9 is to examine how individual people, communities, and cultures form and maintain distinctive identities in an increasingly globalized world. The literature study, which may be organized by genre or thematic units, will explore the ways in which written and oral language reflect the essential aspects of the human condition as well as examine the diversity of people and cultures. Many of the texts will focus on rites of passage, development of moral and ethical codes, and various cultural and social identities. The study of literature will be complemented by an emphasis on the writing process to develop skills in expository prose, personal, narrative, and research-based writing. Students will also develop an extended understanding of the contextual use of grammar and vocabulary. Through a variety of pedagogical approaches, the course will provide experience in all forms of communication: reading, writing, speaking, listening and viewing, with a focus on critical and creative thinking. English 1 will offer rigorous academic preparation as a basis for logical and critical thinking and a challenging, creative opportunity for self-expression. Our expansive reading list, which exposes students to the full range of the human experience, may include the novels All But My Life, Things Fall Apart, Absolutely True Diary of a Part-Time Indian, the graphic novel, Persepolis, and Shakespeare's tragedy, Othello. Literature and themes will be loosely based

upon time periods and cultures studied in the student's history class. Activities and assignments may be cross-curricular in an effort to enrich knowledge and understandings of the relationship between literature, history and the human condition.

English 10: This course is designed to further develop the students as an advanced writer, reader and speaker of the English language. Through extensive reading and writing the student will begin to understand how the use of language affects meaning. Literature and themes will be based upon time periods and cultures studied in history class. Activities and assignments are cross-curricular in an effort to enrich knowledge and understanding of the relationship between literature, history and the human condition. This should make for an exciting year for both the teachers and students. Students are encouraged to use knowledge from both courses to think "outside the box".

English 10 Honors: This Honors course centers around building advanced skills for reading challenging texts, preparing in-depth analyses of those texts, and for writing persuasive prose. This course's Honors distinction means that some of the material and assignments push the boundaries of each student's potential in an attempt to both challenge and excite. By course's end, students should recognize the power of literature and the writing process as an art form. The writing curriculum engages students in all steps of the writing process, with particular emphasis on the revision and editing stages. For several class periods at a time, students work through multiple drafts of their writing in an attempt to discover their style and voice in what ultimately becomes a polished, error-free final product. Most works center around persuasive topics where students present thoroughly-researched and carefully-argued positions on topics of interest. Students learn to identify and cite credible non-fiction periodicals and others sources to support their persuasive writing. This Honors course fosters a unique writing community in which the teacher engages with each student-writer on a one-to-one basis to share a love for and knowledge of the writing craft. All of this work culminates in an extensive research project worthy of publication, as well as development of a research and writing skill set that proves invaluable across the high school curriculum. The reading content will center on the timeless themes of oppression, persuasion, war, loss of innocence, and sacrifice for the greater good. All of these topics resonate well with high school students approaching adulthood, making for vibrant classroom debates and compelling writing products. Our reading list includes the texts Night, The Sun Also Rises, and Animal Farm. These texts, along with many other works, complement the World History 10 curriculum in an attempt to spark broader cross-curricular, humanities based approaches to thinking and learning.

Prerequisite. Students must receive a B+ in English 9 to be recommended for this Honors course.

Broadcast Journalism: This elective is designed to provide a workshop for 11th-12th grade students to serve as reporters and editors who produce Telluride High School's TV news program. We will work in conjunction with both Telluride TV and KOTO radio station. The course serves as both a writing workshop for students to produce stories relevant and interesting to the audience, as well as for students to participate in the technical production and broadcasting process. A mature understanding of free press opportunities and responsibilities is obtained through the regular process of assigning, developing, producing and critiquing the professional

media and our own broadcast. The process of journalistic writing and news production allows students to function in a workshop environment where collaboration, cooperation and constructive criticism are essential skills.

The class runs on a weekly schedule as an organic workshop environment that emulates a professional broadcast newsroom. Class work and assignments are designed to strengthen and deepen reporting skills developed through the writing of weekly stories, in-depth features and production of programs. Students will be responsible for informing THS and the surrounding community of important events, activities and accomplishments through our programming. Video journalism, newsgathering, and studio production skills will be taught. The class will explore various journalistic approaches, study the rights of the press, and evaluate their show's effectiveness at informing the community.

English 11 and 12—students not taking AP Literature or AP Language need to choose 2 of the following each of their Junior and Senior years. Students IN AP literature or AP Language can choose any of these as electives). Students will be surveyed in the spring of the year and courses will be offered based on interest and availability of instructors.

- The Bible as Literature (semester)**
- Debate (semester)**
- The Holocaust through Literature (semester)**
- Creative Writing (semester)**
- Philosophy through Literature (semester)**
- Women's Literature (semester)**
- Short Stories (semester)**
- Science Fiction (semester)**

Advanced Placement Literature and Composition: The primary objective of this course is to prepare the student to sit for the AP exam in Literature. To this end, the student will identify and strengthen the resources each already has available to bring to this exam; identify and eliminate any gaps in their background; familiarize themselves with the expectations and format of the AP exam; offer students the opportunity to practice for the exam by responding to sample multiple choice and essay questions; and review these responses with the intent of identifying areas of strength and weakness. The secondary, and in the teacher's opinion—much more interesting—objective of this course is to offer students a forum in which to, as advanced students of literature, reflect more holistically on (and engage more directly with) the possibilities that inhere in the written word. Toward this end, students will work to strengthen abilities as critical readers of a variety of literary genres; refine talents as “creative” analytic writers; and create the opportunity to discuss in a dynamic seminar setting views on those works that are read in common.

Prerequisite: English 9 and 10. A grade of B+ in English 10 is required to be recommended for this course.

AP Language and Composition: This is a course in Rhetoric. Simply put, Rhetoric is the art of persuasion. While this course is designed to prepare the student to sit for (and excel on) the Advanced Placement exam in May, its primary focus will be the development of the student as a persuasive writer. Work will be done to increase the student’s ability to identify the use of a range of rhetorical strategies in other writers’ works, and to adopt these strategies in their own writing. While reading a number of works in a variety of rhetorical modes, the most important “texts” encountered this year will be the ones the students themselves produce. Expect therefore, to read and write a great deal—all with the intention of figuring out not just what argument a given text is making, but how it manages to develop and defend that argument *in language*.

Prerequisite: English 9, 10 and either AP English Literature or 2 semesters of English 11. A grade of B+ in English 11 courses is required to be recommended for this course.

2018 – 2019	2019 - 2020	2020 - 2021	2021 – 2022
English 9	English 9	English 9	English 9
English 10	English 10	English 10	English 10
English10 – honors	English 10 Honors	English 10Honors	English 10 Honors
AP Literature	AP Literature	AP Literature	AP Literature
AP Language & Composition	AP Language & Composition	AP Language & Composition	AP Language & Composition
The Bible as Literature (semester)			
Philosophy Thru' Literature (semester)	Debate (semester)	Philosophy Thru' Literature	Debate
Women's Literature (semester)			
Short Story (semester)			
Science Fiction Literature (semester)			
Reading/Writing Intervention Lab			
Broadcast Journalism			
** Electives will be determined on staffing, budget, student interest and enrollment.			

English as a Second Language (ESL)

ESL Beginner: focuses on:

- Speaking, Listening, Reading, Writing and Problem Solving in English
- Basic conversational vocabulary
- Academic vocabulary
- Present Tense and Simple Past Tense Verbs

There will also be support provided for other content class work.

The class can be repeated and differentiated according to student's ACCESS test levels and individual needs

ESL Intensive: This course is for beginning and intermediate English language learners. This class focuses on:

- Speaking, Listening, Reading, Writing and Problem Solving in English
- Academic Reading and Writing
- Academic Vocabulary
- Intermediate Grammar Skills

There will also be time provided to support students with work from other content classes.

The class can be repeated and differentiated according to student's ACCESS test levels and individual needs

ESL Support: This course provides academic support to promote success for students with limited proficiency in English who are taking content courses with native English speakers. Students review content material from their other classes and learn techniques and study skills appropriate to their language ability and the materials they are working with. Students pay particular attention to literacy, comprehension, and composition skills. Students continue to develop their English by improving language skills in reading/writing/listening/speaking/problem solving, as well as increasing the vocabulary used in the different content areas. Intermediate/Advanced grammar skills and sentence patterns will also be explored in this course.

The class can be repeated and differentiated according to student's ACCESS test levels and individual needs

Social Sciences

The Social Studies Department at Telluride High School has a goal of educating its students to become historically minded citizens. We recognize that acquiring knowledge and learning how to think is a process that grows and develops depth as individuals progress through the different levels of our curriculum. Our goal is to provide students with the ability to acquire knowledge that is relevant to their lives and produces a culturally literate individual. In addition, we educate students who can function as productive citizens in a democracy. The social studies faculty encourages student citizens to discover and embrace those qualities that will enable them to serve as effective leaders.

History 9: The 9th grade World History course is designed to meaningfully intersect with the 9th grade English course. Students will look at big questions from the perspective of social scientists to link the history of the world to the history of humankind. The course begins with a unit on indigenous peoples focused on the question "Should we preserve cultures? Why?" Students will learn two parallel histories--that of indigenous Australians and indigenous Plains Indians of North America. A second unit will explore Dark and Light ages around the world including the Arab Renaissance, Italian Renaissance, as well as China at its height and pre-Colonial African societies. In the third unit "Atlantic World", students will look at exploration, conquest, colonialism, slave trade and revolutions in Haiti, America, and France. The year ends with a careful examination of modernity and the forces of industrialism, urbanization, acceleration, and imperialism. The final unit of study will be WWI, nationalism, and the Armenian Genocide.

Required of all 9th graders.

History 10: World Studies is designed to meet the World History and Geography requirement that is set by the state of Colorado for high school graduation. This course is designed to give students a global perspective on World History. This class will start with the study of Africa and progress to the global issues of the 21st century. This class will view history in terms of events, philosophy, visual arts, music and literature. Students will be actively involved in the learning process. This course will include formal writing assignments and the development of research skills. Emphasis will be on relating the past to the present.

Required of all 10th Graders.

US History: United States History builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation and the American identity. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

This course, or AP US History is required of all students to graduate from THS.

AP US History: This college level course will cover US History from 1490 – present. It will stress analytical writing, persuasive writing, and content knowledge. Students will be asked to interpret and discuss the significance of historical events through the analysis of primary sources and current monographs in our seminar sessions. Students will walk away from the course with historical knowledge of the United States, and more importantly, a greater understanding of why events unfolded as they did. This class will be in conjunction with AP Literature.

Prerequisite: History 9 and 10. A grade of B+ in History 10 is required to be recommended for this course.

US & State Civics (semester): This class is designed to meet the Civics requirement that is set by the state of Colorado for high school graduation. Students will study the formal and informal structures of government and the processes of the American political system. Students will also be introduced to the concepts of civic competence and responsibility of citizens.

This course is required for THS graduation.

AP American Government (full year – takes place of Civics): This course is designed to be equivalent to an introductory college course in U.S. government and politics. The course offers an in-depth study of government and politics in the United States. Students will be expected to give a critical analysis of U.S government, its institutions, and political ideologies, along with the historical underpinnings of U.S. Politics.

This course is offered to 11th or 12th graders.

Economics (semester): This class is an introduction into micro- and macroeconomics. Students will study economic concepts and develop economic reasoning skills to apply basic economic concepts, assess problems, make choices, and evaluate the choices of others as consumers, workers, and citizens participating in local, national, and global economies.

The course is required of 12th graders.

Electives:

AP Psychology: AP Psychology has been designed to give students the opportunity to pursue a college-level course and to receive university credit and/or appropriate university placement for their performance on the Advanced Placement Examination. AP Psychology is a detailed and demanding overview of the field of psychology and requires a high degree of commitment and independent learning. Students will study topics that reflect the diversity of the field and offer a sound introduction to psychological theory. Upon completion of the course, students will be better prepared to pursue more advanced topics in psychology and other related social sciences. Some questions we will pursue: Why is Psychology a more difficult science to execute than the physical sciences of Chemistry and Physics? What is the brain versus the mind? How are altered states of consciousness both adaptive and maladaptive? What mental abilities are important in determining human achievement and success? What standards do mental health professionals use to describe behavior as “abnormal”?

This course is open to students in 11th and 12th grades. Other students must seek prior approval of the instructor prior to entering the course

Current Events (semester): This is a semester course in which we will take a historical and contemporary look at issues in international politics, U.S. foreign relations, U.S. domestic policy, and the global economy. This course provides students an opportunity to familiarize themselves with the issues that frequent newspapers (print and online), television news, and other popular media and fuel the controversies that both divide our population here in the United States and around the globe. The course will be flexible in nature to accommodate significant current events, but the general direction of the class will be to study how the world developed to what it is today and where it is going next. In addition to the course content, the common core standards will be addressed throughout all units. **Course is open to students in grades 9-12.**

Psychology through Film and Literature (semester): Psychology and the arts have often intersected in their interest in and analysis of human behavior. Historically, these fields have mutually influenced each other. In light of this connection, Psychology Through Film and Literature is meant to be both an introduction to the field of psychology as well as an opportunity to explore its relationship to the arts through the application of psychological principles to literature, film, visual arts, pop culture, and other elements of modern society. In Psychology Through Film and Literature, students will be introduced to several major topics in the field of psychology and will apply psychological theory to the textual material/images/case studies examined. Students may opt to take this course either before or after taking AP Psychology. It will enhance the AP experience by providing students the opportunity to explore and apply psychological theory in greater depth than the AP course allows. Possible sources: *Man's Search for Meaning*, *The Stranger*, *Awakenings*, *Temple Grandin*, *An Anthropologist on Mars*, *Room*, *The Truman Show*, *Dead Poet's Society*, *Stand by Me*, *The Breakfast Club*, *Harold and Maude*, *Memento*.

This semester elective is open to students in grades 9-12.

History of Film This course examines the history of American cinema from the silent era through the decades of the 20th century. The class will consider along the way important films from the golden age of Hollywood, monster movies, film noir, Westerns, musicals, adventure, mystery, etc. We will learn to watch film critically and look at the influence of film on American culture and American culture on film. We will examine this history with an eye toward artistic, technological, and historical developments, as well as to the cultural and political contexts that shape them. In addition to the great landmarks of American cinema, the class will also account for the important but often overlooked contributions of women, people of color, and otherwise diverse filmmakers to this rich history.

Students will learn how to interpret form and style and cultivate the tools to think critically and creatively about movies. This course provides a foundation of knowledge for aspiring movie makers, for students interested in further film study, and for those who simply desire a deeper appreciation of American cinema and mass culture.

2018 - 2019	2019 - 2020	2020 – 2021	2021 - 2022
World Hist 9	World Hist 9	World Hist 9	World Hist 9
		Humanities 9	Humanities 9
World Hist 10	World Hist 10	World Hist 10	World Hist 10
	Humanities 10	Humanities 10	Humanities 10
US Hist 11	US Hist 11	US Hist 11	US Hist 11
		DI US History 11	DI US History 11
AP US Hist	AP US Hist	AP US Hist	AP US Hist
AP Psych	AP Psych	AP Psych	AP Psych
AP Government	AP Gov	AP Gov	AP Gov
Civics	Civics	Civics	Civics
Economics	Economics	Economics	Economics
Current Events	Current Events	Current Events	Current Events
Psych Film & Lit	elective TBD	elective TBD	elective TBD
History of Film	elective TBD	elective TBD	elective TBD
		elective TBD	elective TBD

Math

Although the mastery of basic facts and concepts in the upper levels of secondary mathematics will always remain important, the application of these concepts is becoming more necessary for survival in an increasingly technological world. Critical habits of rational thinking and understanding complex systems in the economic and scientific world require goals for secondary mathematics that are more demanding than they were in previous times.

Telluride’s mathematics teachers encourage students to question, investigate, and construct problem-solving techniques. Students are expected to take responsibility for their own learning, realizing that the teacher is no longer the only imparter of knowledge. The use of technology, and discovery methods are also part of a student’s learning process.

Conceptualizing, abstracting, developing a sense of number, finding patterns and order in mathematics, are all expectations as our students move into a larger world of college and the world. **All Mathematics courses require the recommendation of present instructor, regardless of the level you are choosing.**

Pre-Algebra: This course will place a strong emphasis on the continued study of integers, order of operations, variables, expressions, and equations. Students will solve and graph equations and inequalities, write and solve proportions, and explore geometry, statistics, and graph concepts.

Algebra Intensive: Algebra provides a powerful method for describing interdependence and change—two ideas that are essential to understanding mathematics, often called the language of science. In Intensified Algebra 1, students focus on linear functions and equations, which provide the mathematical tools necessary for consolidating and representing what they learned in elementary and middle school about ratios and proportional reasoning. Students also study exponential and quadratic functions and equations. Finally, throughout the course, students learn to use basic algebraic tools to represent problem situations and to solve important classical problems. Students need to have the sound understanding of functions and their multiple representations that they gain from a strong Algebra course. Algebra is now accepted by most people as a foundation, not just for Advanced Algebra, Geometry, Trigonometry, Discrete Math, Pre-Calculus, Calculus and Statistics, but for the knowledge required for participation in our democracy and for a successful economic life.

Algebra 1 Intensive has a core theme is developing the understanding that intelligence is malleable, or changeable, not fixed. Founded in powerful research from social psychology and neuroscience, students come to understand how their brains change as they learn, and apply that knowledge to challenging tasks. Through targeted lessons incorporated throughout the year, students apply the concepts of effective effort and attributions, as well as consider the significance of interpersonal skills, a sense of belonging, and motivation in learning. Intensified Algebra 1 transforms the way students think about themselves as learners, develops their motivation and commitment to high achievement, and fosters skills that sustain students' productive engagement and persistence in challenging academic work.

Algebra 1 Algebra is the foundation of high school mathematics, providing a basis for solving many types of equations in the real and complex number systems. Graphing functions, working with polynomials, fractions, inequalities, rational and irrational numbers, and systems of linear equations all go together to complete the basis for further study in mathematics. Applications of these skills in practical situations are emphasized. You will be required to have a graphing calculator, preferably a TI-84.

Geometry: Geometry introduces the tools central to the study of space and spatial relationships. Students began their study of geometry in middle school, and this course will continue to develop the tools of geometry including transformations, proof and constructions. These tools are used through the course as students formalize geometric concepts studied in earlier courses and extend those ideas to new concepts presented in the high school standards. Once students have some tools with which to explore Geometry, they begin to formalize geometric relationships involving angles, lines, triangles, quadrilaterals and circles. Geometry provides for student with a first introduction to formal mathematical reasoning, logic and proof, in which they are introduced to what constitute the standards of evidence of modern mathematics. There is a focus throughout the course on the Mathematical Practice Standards. These practices should become the natural way in which students come to understand and do

mathematics. While depending on the content to be understood or on the problem to be solved—any practice might be brought to bear, some practices may prove more useful than others. In a high school Geometry course, communication, reasoning, and justification are particularly important, as are modeling the strategic use of appropriate tools and precision of language.

Algebra 2: In Algebra 1, students studied linear, exponential, and quadratic functions. This Algebra II course builds on that work, further developing important algebraic and statistical ideas by extending techniques to solve equations and students' knowledge of functions by studying inverses and new function families: polynomial, radical, trigonometric, and rational functions. Students will also spend a significant portion of the school year studying probability and statistics. The course begins with a study of arithmetic and geometric sequences. This provides an opportunity to connect to students' prior study of algebraic patterns while learning a new context. Students explore the relationship between a function and its inverse to extend their understanding of quadratic and exponential functions from Algebra I and are introduced to square root and logarithmic functions. Students also study algebraic operations with polynomials to develop new types of functions including higher degree polynomial functions and rational functions. Once students have an understanding of various types of functions, they are prepared to solve problems involving these functions which requires solving equations and inequalities, as well as systems of equations that arise from the functions. Modeling is a big part of this course, with functions as well as through the study of probability and statistical studies. Throughout Algebra II, students should continue to develop proficiency with the Common Core's Eight Standards for Mathematical Practice. These practices should become the natural way in which students come to understand, experience and do mathematics. Mathematical reasoning, effective communication with attention to precision of language, making use of the structure of mathematics, and modeling are key components of this program.

Algebra II Intensive: Throughout Algebra II, students should continue to develop proficiency with the Common Core's Eight Standards for Mathematical Practice. These practices should become the natural way in which students come to understand, experience and do mathematics. Mathematical reasoning, effective communication with attention to precision of language, making use of the structure of mathematics, and modeling are key components of this program. This course will cover the same Math Standards as Algebra II; however, it will be taught in a two-period block, where extra assistance and support will be provided to students to gain mastery of their skills through more hands-on and lab type activities to further their lifelong mathematical learning.

Pre-calculus: This Pre-Calculus course is one in which students use functions, equations, sequences, series, vectors, and limits as tools to express generalizations and to analyze and understand a variety of mathematical relationships and real-world phenomena. Modeling is an overarching theme of this Pre-calculus course, and students should expand and develop in-depth their use of functions and their properties to choose appropriate models for real-world problem situations to answer meaningful questions. Students build on and expand their experiences with functions from Algebra I and Algebra II, and Geometry as they continue to explore the characteristics and behavior of functions (including rate of change and limits). And the most important families of functions that model real world phenomena (especially transcendental

functions). Expanded work in functions includes polynomial, rational, radical, exponential, power, logarithmic, and trigonometric functions, and it includes operations on functions, including composition of functions.

The expanded work in Pre-calculus with more varied types of functions should move students toward the idea of functions as input/output processes with domains and ranges. Students should also move from simply thinking of a function in terms of individual inputs and outputs to start considering the behavior of a function's values as the inputs vary over a bounded or unbounded interval.

Applied Math: This class could be the most demanding math class you have taken so far. You must be self-motivated and extremely responsible for we will be spending time working independently on math projects. You will be expected to work on your own and finish your work in a timely manner. You will need to keep yourself busy whenever we have class time and you will be spending several hours of your own time finishing your projects. We will not be learning any NEW math skills but you will learn how to apply math skills you have already mastered. You have a great opportunity to complete several projects but you may not begin a new project until you have completed the previous. Completion in this class means a project that is acceptable at a professional level.

Statistics: The study of statistics is primarily descriptive and includes a study of data classification, graphs of distributions, measures of central tendency, probability, discrete probability distribution, and the normal distribution. The graphing calculator is used as an important time-saving tool for analyzing and displaying statistical data.

AP Calculus AB: This is a college level math class for students who are accelerated in math and have completed pre-calculus. Knowledge of trigonometry functions using radians is a prerequisite. The goal of this course is to obtain college math credit by scoring well on the national AP exam in May. Topics include limits, derivatives and integrals with an emphasis on applications. Graphing calculators are used extensively, but problem solving without calculators is also required. Textbook – Paul Foerster, Key Curriculum, Calculus.

AP Calculus BC: Calculus BC is a full-year AP course that is equivalent to the first two semesters of college calculus. The content of Calculus BC is defined by the Advanced Placement Program, and is reflected in the AP exam. The curriculum develops and changes with time. Our main content topics will be Limits and Continuity, Concepts and Applications of Derivatives, and Concepts and Applications of Integrals, Polynomial Approximations and Series. Students will receive two AP scores, one for Calculus AB and one for Calculus BC because both are tested on the AP exam.

AP Statistics: Welcome to Advanced Placement Statistics. This is a great opportunity for you to take a college level course while in high school. This full year course is equivalent to the first semester of college statistics. This course will be very similar to a college course. The content and pace will be difficult and it will be up to you to make time to completely master the material.

Be prepared to work hard until the last day of school. The content of AP Statistics is defined by the Advanced Placement Program and is reflected on the AP test. The curriculum develops and changes with time. Our study areas will include exploratory analysis, planning and conducting a study, anticipating patterns through probability and statistical inference.

2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
Pre-Algebra	Pre-Algebra	Pre-Algebra	Pre-Algebra
Algebra 1	Algebra 1	Algebra 1	Algebra 1
Algebra 1 Intensive	Algebra 1 Intensive	Algebra 1 Intensive	Algebra 1 Intensive
Geometry	Geometry	Geometry	Geometry
Algebra 2 Intensive	Algebra 2 Intensive	Algebra 2 Intensive	Algebra 2 Intensive
Algebra 2	Algebra 2	Algebra 2	Algebra 2
Pre - Calculus	Pre - Calculus	Pre - Calculus	Pre - Calculus
Applied Math	Statistics	Applied Math	Statistics
AP Statistics	AP Statistics	AP Statistics	AP Statistics
AP Calculus AB	AP Calculus AB	AP Calculus AB	AP Calculus AB
AP Calculus BC	AP Calculus BC	AP Calculus BC	AP Calculus BC

Science

The goal of the Science curriculum is to increase the students' awareness, understanding, and appreciation of the world around them. Students learn the fundamental principles of science and the processes by which they can acquire scientific knowledge. Laboratory investigations promote students' ability to think critically and to communicate effectively. The Science Department believes that all students should have a foundation in each of the sciences and therefore prefers students to take all three basic courses—biology, and chemistry, and physics, —as minimal preparation for college. We also encourage students to go beyond the minimum by offering AP courses in Biology, Chemistry, and Physics, and Environmental Science as well as electives in Environmental Science, Physics, Anatomy and Physiology, STEM, Astronomy, and Physical Science.

Biology: Biology, put simply, is the study of living things. We are all biological beings. Through this course we will investigate processes that happen inside of our own bodies. We will determine how we impact the environment and the other organisms in it, and how the environment and other organisms impact us as we all interact. By the end of the year in Biology you will be able to show a deep understanding for our living world and your place within it.

Chemistry: General Chemistry is a lab-science course that explores the nature of the material world. Concepts of matter and change – including atomic theory, quantum mechanics, chemical reactions, and acid and base chemistry are explored. This quantitative course applies mathematical constructs in order to develop a deeper understanding of matter as it also illustrates the process and discoveries in science.

Honors Chemistry Honors Chemistry is an elective, college preparatory class designed to meet the needs of students with a strong background in mathematics and science. This course offers students a chance to learn the fundamental principles of chemistry, to learn safe laboratory techniques, to learn proper handling techniques of various chemical substances, and to develop problem solving and critical thinking skills needed to succeed at the college level. Students interested in pursuing careers in healthcare, engineering, pharmacology, research, veterinary medicine, science teaching, lab technology, or any related field are strongly encouraged to take this course. Honors Chemistry is a laboratory science and participation in the laboratory is vital to student success in this course. This course is designed to complement and prepare students for AP Chemistry. **Course needs teacher recommendation from present Science Instructor.**

Physics: This is an algebra-based physics course covering mechanics, energy, waves, and some topics in astronomy as applicable. The course is very hands on, students are frequently asked to design their own labs and discuss the results and relevant concepts with the rest of the class. The curriculum is similar to AP Physics 1, so students are encouraged to choose between regular and AP Physics during their high school career, as taking both is somewhat redundant.

Pre-Requisite: At a minimum, students should either have completed or have concurrent enrollment in Algebra 2 before taking Physics.

AP Environmental Science: This rigorous, college-level course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions. The six interdisciplinary themes that provide a foundation of this AP course include: Science is a process; Energy conversions underlie all ecological processes; The Earth is one interconnected system; Humans alter natural systems; Environmental problems have a social and cultural context; Human survival depends on developing practices that will achieve sustainable systems.

Prerequisites and/or co-requisites include one year of college algebra, and two years of high school laboratory science – one year of life science (biology) and one year of physical science (chemistry or physics).

AP Biology: is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course requires a strong work ethic and will move quickly. **AP Physics 1:** This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. It is highly recommended that students take Pre-Calculus prior to enrolling in this course. **Students who have not completed Pre-Calculus should consult the teacher prior to signing up.**

AP Physics Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are the big ideas:

Objects and systems have properties such as mass and charge. Systems may have internal structure.

Fields existing in space can be used to explain interactions.

The interactions of an object with other objects can be described by forces.

Interactions between systems can result in changes in those systems.

Changes that occur as a result of interactions are constrained by conservation laws.

Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Pre-Requisite: Students should have completed or be concurrently enrolled in Pre-Calculus.

Electives in Science:

Physical Science (full year): Physical Science (full year): Physical Science is a full-year course covering the basics of physics for one semester, and chemistry for one semester. Math skills will be called upon as force, motion, and energy are investigated. The properties of matter, atomic structure, and chemical reactions allow the student to acquire an understanding of the world around them at a microscopic level. Electricity, magnetism, and waves will be discussed as the student learns how these are formed and the features that characterize them. The class also incorporates topics concerning the motions, characteristics, and forces in space.

Anatomy and Physiology (full year): This course focuses on the study of anatomical terminology of the human body as well as how the body systems function both normally and when affected by disease. This vocabulary intensive course covers the structure and function of the body starting at the cellular level and continuing to the major body systems. Coursework will be varied and will include both in class and out of class research, group and individual projects, textbook chapter review packets, labs, and classroom activities. Dissections will be performed and are considered an integral and required component of the course.

Prerequisite: Biology

The Science behind Construction and Design(semester): This course will be taught in the STEM (Science, Technology, Engineering, and Mathematics) room. It will be project based, where students apply math and science concepts as they construct a variety of objects from birdhouses to skis to bikes to telescopes and more. Students should have an interest in building things themselves, but do not necessarily need to have any prior experience with woodworking or tools. **This elective may not be used for the Science 3-year requirement for graduation.**

Astronomy (one semester) The purpose of this course is to enable students to develop and apply knowledge of the universe and compare the conditions, properties, and motions of bodies in space. Emphasis shall be placed on concepts basic to Earth, including materials, processes, and history. This course introduces you to the composition and structure of the universe. Astronomy is the scientific study of the contents of the entire Universe. This course will provide the student with a study of the universe and the conditions, properties, and motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars.

Environmental Science (one semester) is designed to give students an understanding of the world we live in and how human activity impacts it. They are interdisciplinary courses that provide students with the scientific principles, concepts, and methodologies required to understand the workings of the natural world. Students will learn to identify and analyze environmental problems, with a focus on discovering alternative solutions for resolving or preventing these problems. The courses include field and laboratory investigations as well as field trips, speakers and independent projects.

2018 - 2019	2019 - 2020	2020 - 2021	2021 – 2022
Bio	Bio	Bio	Bio
Chem	Chem	Chem	Chem
Chem Honors	Chem Honors	Chem Honors	Chem Honors
Physics	Physics	Physics	Physics
AP Physics	AP Physics	AP Physics	AP Physics
AP Enviro	AP Enviro	AP Enviro	AP Enviro
Anat &Phys	Anat &Phys	Anat &Phys	Anat &Phys
AP Chem	AP Bio	AP Chem	AP Bio
Environmental	Physical Science	Environmental	Physical Science

World Languages

Telluride High School World Language Department provides students with language skills and understanding needed to communicate and thrive in today’s interconnected world. By encouraging students to stretch their comfort zones, achieve proficiency in a chosen world language, and develop a deep appreciation for diverse cultures. Our language teachers aspire to motivate curious and compassionate global citizens.

Spanish I (Offered each school year) Students will study the basics of language and culture in the Spanish-speaking world. Frameworks for foundational grammar and vocabulary include the Spanish alphabet, greetings and goodbyes, classroom topics, family and professions, pastimes and sports, travel and vacation, clothing and shopping, colors, time and numbers, weather and seasons. This course emphasizes foundational language structure, oral communication and listening comprehension. In addition, the students will read and write in the present tense.

Spanish II (Offered each school year) Students will increase and apply the foundational skills they learned in Spanish 1, including: geography of the Spanish speaking world, conjugation of verbs in the present tense, uses of ser and estar, reading comprehension, sentence

structure and basic dialogues. They will study and apply the preterite, imperfect, and present progressive tenses in Spanish in speaking and writing. Frameworks for foundational grammar and vocabulary include: health and medical terminology, technology, home and household, nature and the environment, city life, money and banking, and nutrition.

Spanish III (Offered each school year) Students will develop more versatility in their reading, writing, speaking and listening skills through structured activities each quarter. Students will study and apply the uses of the preterite and imperfect tenses, future and conditional tenses, perfect tenses and subjunctive tenses. Vocabulary and grammar covered this year include: emotions/personalities, technology/science, direct/indirect object pronouns and por/para. An in-depth unit of study will take place during the fourth quarter which includes the El Salvadorian civil war and reading a short novel in Spanish. **In order to take this course, you must have completed Spanish II with an A, B or C.**

Spanish IV (Offered each school year) In this course, students will apply all the foundational skills they have learned in the first three years of Spanish. They will develop their skills through reading, writing, listening and speaking activities each quarter. During the course of the class, students will complete in depth studies of the 21 Spanish-speaking countries learning about their history and culture through readings, projects, videos, cooking, etc. **In order to take this course you must have completed Spanish III with an A, B, or C.**

AP Spanish Language and Culture (Offered each school year) This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Language and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the intermediate to pre-advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners. This course engages students in the study of literature through global, historical, and contemporary cultural contexts while making interdisciplinary connections and exploring linguistic and cultural connections. Instructional practices incorporate integration of diversity

awareness including appreciation of all cultures and their important contributions to society. **In order to take this course you must have completed Spanish IV with an A or B.**

Latin American Cooking Offered during the 2018-2019 School Year This semester course introduces students to diverse culinary traditions throughout Latin America. Students will learn about the ingredients native to different parts of Latin America, cooking styles and will have the opportunity to cook traditional food from several Latin American countries. This course will be taught entirely in Spanish. **In order to take this course, you must have completed Spanish III with an A or Spanish IV with an A or B.**

Latin American Pop Culture Offered during the 2018-2019 School Year During this course, students will be introduced to Latina/Latino Pop Culture. It will prepare students to critically analyze examples of popular culture, as well as allow students an opportunity to practice skills in researching, writing, and public speaking in the Spanish language. Music, film, television, sports, media, food and art will be explored. This course will be taught entirely in Spanish. **In order to take this course, you must have completed Spanish III with an A or Spanish IV with an A or B.**

Latin American Poetry and Short Stories Offered during the 2019-2020 School Year This course will explore Latin American poems and short stories. The course will examine how poetry attempts to define Latin America, its past, its present history, and its vision for the future. It will further examine the Latin American Short story, which embodies literary and cultural traditions, both European and native, which make Latin American literature unique. The pieces studied in this class will provide unique opportunities to study the historical and cultural contexts of each writing. This course will be taught entirely in Spanish. **In order to take this course, you must have completed Spanish III with an A or Spanish IV with an A or B.**

Social Justice of Latin America Offered during the 2019-2020 School Year This semester course introduces the topic of Social Justice, which is defined as treating all people with fairness, respect, dignity and equality. During this course students will be exposed to a number of social justice issues taking place in Latin America today. Students will learn about these issues

through readings, activities, films, interviews, etc. identifying the issues and seeking ways to become part of movements for change. This course will be taught entirely in Spanish. **In order to take this course, you must have completed Spanish III with an A or Spanish IV with an A or B.**

Translation and Interpretation Offered during the 2019-2020 School Year This semester course is designed to introduce students to the basics of interpretation and translation for the medical and legal fields. In this class, students will learn and practice professional interpreting skills. They will learn and practice the process used by professionals to produce written translations and study professional ethics (what to do and what not to do). In the process, students will develop increased vocabulary and better reading, writing and speaking skills in both English and Spanish. This course will be taught in Spanish. **In order to take this course, you must have completed Spanish III with an A or Spanish IV with an A or B.**

Global Solutions Offered during the 2020-2021 School Year This course will be solutions-focused and designed to help students develop skills in: researching, writing, public speaking, critical thinking, and problem-solving. The interconnectedness between local and global issues will be explored in order to provide students with an opportunity to have a voice and influence in their future, as well as a chance to explore their passions and concerns. This course will be taught in Spanish. **In order to take this course, you must have completed Spanish III with an A or Spanish IV with an A or B.**

Latin American Films Offered during the 2020-2021 School Year This course offers an introduction into various contemporary films from and/or about Latin America. Students will view a selection of contemporary films, analyze, and discuss their context and meaning, and explore what they tell us about Latin America Today. The course will also explore the leading writers, directors, and producers of Latin American cinema and the influence their works have had. This course will be taught entirely in Spanish. **In order to take this course, you must have completed Spanish III with an A or Spanish IV with an A or B.**

Occupational Spanish Offered during the 2020-2021 School Year This course is designed to teach basic oral communication skills for interaction in Spanish in an occupational setting. Specialized variations of this course may include law enforcement, medical, vocational, education, hotel/restaurant, business and others. Spanish students can enrich their vocabulary and communication through focus on specialized terms focusing on specific jobs/occupations. This course will be taught entirely in Spanish. **In order to take this course, you must have completed Spanish III with an A or Spanish IV with an A or B.**

Ecology and Conservation of Latin America Offered during the 2021-2022 School Year This course offers an introduction into the science of conservation biology combined with experiential learning about terrestrial and marine communities of conservation concern. This course covers the theoretical background for conservation problems and addresses concepts such as population biology, habitat loss and fragmentation, land use, reserve design and management, and sustainable development in the context of the tropical ecosystems and human communities within Latin America. This course will be taught entirely in Spanish. **In order to take this course, you must have completed Spanish III with an A or Spanish IV with an A or B.**

Latin American Studies Offered during the 2021-2022 School Year This semester course is an introduction to the study of Latinas and Latinos in the U.S. Students will examine the integration of various groups such as Puerto Rican, Mexican-American, Cuban, and Central American into a large society; the diverse contributions made by and issues facing the communities: immigration, assimilation, racism, identity, bilingualism, generational differences, political representation, social and economic status, education, and forms of art; music and entertainment. This course will be taught entirely in Spanish. **In order to take this course, you must have completed Spanish III with an A or Spanish IV with an A or B.**

AP Spanish Literature and Culture Offered during the 2021-2022 School Year This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Literature and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal,

interpretive, and presentational) in the intermediate to pre-advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners. This course engages students in the study of literature through global, historical, and contemporary cultural contexts while making interdisciplinary connections and exploring linguistic and cultural connections. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. **In order to take this course, you must have completed Spanish IV with an A or AP Spanish Language and Culture.**

2018 – 2019	2019 - 2020	2020 - 2021	2021 - 2022
7th Grade Spanish 1	7th Grade Spanish 1	7th Grade Spanish 1	7th Grade Spanish 1
8th Grade Spanish 2	8th Grade Spanish 2	8th Grade Spanish 2	8th Grade Spanish 2
Spanish 1 HS	Spanish 1 HS	Spanish 1 HS	Spanish 1 HS
Spanish 2 HS	Spanish 2 HS	Spanish 2 HS	Spanish 2 HS
Spanish 3 HS	Spanish 3 HS	Spanish 3 HS	Spanish 3 HS
Spanish 4 HS	Spanish 4 HS	Spanish 4 HS	Spanish 4 HS
AP Spanish Language and Culture	AP Spanish Language and Culture	AP Spanish Language and Culture	AP Spanish Language and Culture
Latin American Cooking	Latin American Poetry and Short Stories	Global Solutions	AP Spanish Literature and Culture
Pop Culture of Latin America	Social Justice of Latin America	Latin American Films	Ecology and Conservation of Latin America
	Translation Interpretation	Occupational Spanish	Latin American Studies
			7th Grade History (Spanish)

Physical Education and Health Requirements

Weight Training: This class is primarily focused on understanding how to properly perform various lifts and starting a workout program. During this class students will log progress on a weekly basis, show they know how to execute and spot lifts with proper technique, and eventually develop their own weight training program. Upon completion of this course students should be able to establish and maintain a workout plan on their own.

Health: At THS, Health is Academic P.E. Through this course offering, we provide a broad overview of physical and personal wellness in health. Class content is based on the Colorado State Standards. Over the course of the semester students will participate in four units of study, each with its own goal. In the Nutrition unit, students will demonstrate ways to take responsibility for healthy eating. During the Emotional Wellness unit, students will set goals and monitor progress on attaining goals for future success. They will also learn to advocate for improving or maintaining positive mental and emotional health for self and others. During the substance Use/Abuse unit we will focus on comprehending concepts that impact of individuals' use or nonuse of alcohol or other drugs, analyze the factors that influence a person's decision to use or not to use alcohol, tobacco, and other drugs, and develop refusal skills to avoid alcohol, tobacco, or other drugs. Finally, in the FLASH (Family Life and Sexual Health) unit students will learn to make healthy decisions about relationships and sexual health and get information and resources that provide information about sexual assault and violence.

Sports Participation Credit: Students receive a .25 credit for completing each sport they participate in. These credits accrue to fill in the third credit of PE/ Fine Arts needed to graduate. They do not replace the mandatory in-class PE credit for .5 required for graduation.

Fine Arts Course Offerings in Art, Theatre or Music

The student is fully engaged, framing individual creativity within a challenging context. The arts provide a diverse atmosphere in which the young artist can explore interests in depth and breadth. Formal training in the arts allows students to cultivate the discipline, technique, and skills necessary to express themselves through the arts. Because each of the fields of the arts gives a unique approach to communication, Telluride High School encourages students to participate in a variety of arts classes.

Fine Arts Curriculum

Visual Arts Course Offerings

Intro to Visual Art: *(This semester course is a pre-requisite for all Telluride High School Visual Arts Courses and satisfies .5/half of the Fine Arts Credit Graduation Requirement. Students in the graduating classes of 2019-21 may have completed this pre-requisite with the former Art I course.)* Intro to Visual Art students explore the elements of art and principles of design, the basic building blocks of art, through a variety of media. This entry level course is an investigation into basic traditional visual arts knowledge and skills and prepares students for future visual arts courses at THS.

Black and White Photo I (Beginning): *(Pre-requisite Intro to Visual Art or Art I completers for graduating classes 2019-21 with a \$35 photo fee)* This semester/.5 Fine Arts Credit introductory level course begins with a brief history of photography and an investigation into light theory. Students begin their understanding of how light affects

photosensitive materials as they create images from pinhole cameras and photograms. The 35mm camera body and film are explored in depth especially as they relate to the creative controls of the photographer. A focus on composition is always prominent in our daily activities. Students learn darkroom techniques and processes necessary to develop quality negatives and prints. Students submit assigned class projects periodically in their photography portfolio in an organized manner. Students work with and are exposed to a variety of photographic techniques and themes.

Black and White Photo II and III (Intermediate and Advanced): (*Pre-requisite Black and White Photo I (Beginning) with a \$35 photo fee*) In this **semester/.5 Fine Arts Credit** course students continue using 35 mm film cameras, develop a portfolio of work and submit periodically. This organized portfolio must include evidence of the progression of the student's technical, creative and compositional skills. There are required assignments, but many are self-generated as to subject matter and technique explored. In the end the students will evidence their own preference for type of photography, but also should develop a variety of work to further their understanding of the creative process and the different career avenues available to photographers.

Ceramics: (*Pre-requisite Intro to Visual Art or Art I completers for graduating classes 2019-21*) This **semester/.5 Fine Arts Credit** introductory level course will explore clay construction. Students will become familiar with vocabulary, processes and techniques of both hand built and pottery wheel "thrown" construction from the greenware stage to glaze fired finish. We will also explore designing and creating a variety of utilitarian and sculptural forms and surface decoration techniques always with an emphasis on craftsmanship.

Printmaking: (*Pre-requisite Intro to Visual Art or Art I completers for graduating classes 2019-21*) This **semester/.5 Fine Arts Credit** is an introductory level course. Printmaking, simply put, is the production of multiple images from a single design. Emphasis is on design and creative use of materials and techniques. Students will explore a range of printmaking methods from reliefs (carving), mono-prints (painting), silkscreening (stenciling/t-shirts), intaglio (incising) and more.

Jewelry/Metalsmithing: (*Pre-requisite Intro to Visual Art or Art I completers for graduating classes 2019-21*) This **semester/.5 Fine Arts Credit** introductory level course will explore basic metal forming and joining techniques and create a variety of decorative and/or wearable works such as bracelets, keychains, rings, charms, pendants, etc. Emphasis is on design, functionality, craftsmanship and safety.

Sculpture: (*Pre-requisite Intro to Visual Art or Art I completers for graduating classes 2019-21*) This **semester/.5 Fine Arts Credit** introductory level course will explore three-dimensional art. Students will gain knowledge and skills in additive, subtractive and assemblage as sources of construction of Sculpture.

Art II, III and IV: (*Pre-requisite Intro to Visual Art or Art I completers for graduating classes 2019-21*) Studio Art II, III, and IV are each **1 credit/full year courses** taken sequentially intended for those students who are serious about challenging themselves artistically as they continue to learn and refine traditional visual arts skills and techniques, primarily drawing and painting, through a variety of media. These courses further challenge students to a more sophisticated and difficult degree in each successive year and should be taken each year if the student has a desire to take Art IV or AP Art their senior year or study Art as a major or minor beyond High School.

AP Studio Art: (*Pre-requisite Intro to Visual Art/Art I, Art II, and Art III.*) This is a **1 credit/full year** college level drawing class offered to high school students who are college bound or career-oriented student artists. Emphasis is on advanced drawing skills as evidenced through a variety of media. Completion of the course results in students compiling a portfolio that fulfills the College Board requirements investigating all three portfolio components- Quality, Concentration, and Breadth. Students are expected to develop mastery in concept, composition, and execution of ideas. The student's schedule is very rigorous with a sophisticated piece of work due roughly every 6 school days. Students should expect these works to require 10+ hours of creation time and therefore need to be committed to working on art outside of class time on a regular basis. Students will create a minimum of 24 pieces by the beginning of May and submit this work digitally and physically to the College Board for grading.

THS Visual Arts Dept. Course Sequence



- Primarily 9th, open to 10-12th
- Open to 9-12th Intro to Art Completers
- Open to 10-12th Intro to Art Completers (Photo taken sequentially)
- Open to 11-12th Art II Completers
- Open to 12th Art III Completers

Theatre and Performing Arts

Running Crew Fundamentals

Students will learn how running crews make the magic happen on stage. Working in teams they will have hands on experience in lighting, set, costume and prop transitioning.

Children's Theatre

Students will learn different of the aspects of children's theatre by writing and performing a small play based on a fairy tale to elementary school children.

Everything Props

With guest artists, students will research, design, build and acquire the props for the fall production.

Musical Theatre Techniques

Students will explore musical theatre pedagogy by researching current practices, applying various vocal, dance, and acting techniques, and putting on a musical theatre review.

Stagecraft

Students will have an introduction to technical theatre by participating in various projects and activities in the areas of: Lighting, Sound, Props, Publicity, Costumes.

Stage Combat

With guest artists, students will learn how to safely fight on stage by creating and performing an unarmed stage fight.

Theatre Production Team

Students will gain understanding of the members of a theatre production team and their roles and responsibilities by participating in class activities, discussions, and hands-on creative projects for specific positions on a production team.

Acting for the Camera

Students will learn that authenticity in pursuit of scene objectives is the key to success when acting for the camera. Exercises in relaxation, spontaneity of body and voice, improvisation will be filmed and reviewed in class. They will also practice the technical demands of a professional film set, and gain hands-on training with equipment as well as set safety, protocol, and etiquette.

Digital Music Studio

Music studio offers individual and small group space to develop multiple disciplines. Students will use technology to further interest and ability in 1 or 2 areas. Instrumentalists can learn or develop guitar, keyboards, drums, bass or singing using online resources including Yousition. Recording and editing music will use programs like Garageband, Logic and Audacity. Editing videos will use Sibelius, iMovie and perhaps next level software if a mentor presents itself. Students can learn how to use vinyl records to DJ and make original tracks. Students can learn music theory and composition using appropriate software like Auralia and Musition. This class is open to middle through high school students.

High School Band

High school band furthers interest and ability in classic band repertoire with notable expansions into jazz, pop and Broadway musicals. The band performs regularly for or on behalf of the school – there are about a dozen performances in a school year in various groups. In Spring, the band travels to Denver to perform for a jury of judges to assess rank. Musicians increase responsibility for independent playing often the sole player on a part. Improvisation is addressed. Musicians learn to work with other musicians on higher level musicality like adjusting to subtleties of conductors, group blending and phrasing. Bi-annually, band players work on a larger, separate project.

2018-2019	2019-2020	2020-2021	2021-2022
Running Crew Fundamentals	Everything Props	Stagecraft	Theatre Production Team
Children's Theatre	Musical Theatre Techniques	Stage Combat	Acting For the Camera
Digital Music Studio	Digital Music Studio	Digital Music Studio	Digital Music Studio
High School Band	High School Band	High School Band	High School Band

Technology Related Offerings

The Technology Department work with classroom teachers on collaborative grade level projects using technology. We believe that the best learning environment is one of application. We strive to create authentic conditions for technology application and learning.

Students are required to bring a mobile device (tablet or laptop) to school each day. This will give students ubiquitous access to our Telluride Wireless high-speed network, email accounts, and our Schoology account through our web portal. All courses will have online components in the Schoology. Students will be able to track assignments, contribute in discussion groups, turn in projects, collaborate with peers, and access course material from their devices in Schoology.

Ninth through twelfth grade students will use integrated technology tools across multiple subjects. The technology department will work with teachers to identify and apply relevant tools within their course plans. In addition, students have several technology elective options including digital art, graphic design, film, and two Advanced Placement levels of programming classes.

Comp Lit – Graphic Design: Graphic Design using Photoshop is a semester long class where you will use Adobe Photoshop to edit photos, recreate existing works, and create your own original masterpieces. Motivation is key to your success in this class. You will be self-paced while you work from real-world examples in class and we will pause once or twice a week to learn new techniques and discuss photo editing skills and careers.

This elective is open to students in grades 9-12 and is a prerequisite for Advanced Graphic Design. .5 Computer Technology credit is a requirement for graduation.

Advanced Graphic Design: Advanced Graphic Design using Photoshop is a semester long class where you will use Adobe Photoshop and Adobe Indesign to create your own original masterpieces based on industry standards. Motivation is key to your success in this class. You will be self-paced while you work from real-world examples in class and we will pause once or twice a week to learn new techniques and discuss photo editing skills and careers.

This elective is open to students in grades 10-12

Computer Lit - Film 1: In this course, we will work together to create a variety of Film Festival type films using Final Cut Pro. This class will be an overview and introduction to the four most basic phases of film making: Development, Pre-Production, Production, and Post-Production. We have several high end digital video cameras and accessories at your disposal and excellent editing stations for you to work on. This class will be as fun and interesting as you want to make it, so come with great ideas and motivation!

This elective is limited to students in grades 10-12.

Computer Lit - Film 2: This class is a continuation of Film 1 –with a focus on Mountain Film style films. In this class we will work together to create a variety of films using Final Cut Pro. This class will be an overview and introduction to the four most basic phases of film making: Development, Pre-Production, Production, and Post-Production. We have several high-end digital video cameras and accessories at your disposal and excellent editing stations for you to work on. This class will be as fun and interesting as you want to make it, so come with great ideas and motivation!

This elective is limited to students in grades 11-12.

Mentorship (year-long or semester): The mentorship program allows students the opportunity to work in an area of interest within the community to learn specific skills, workplace responsibility, and how to organize and carry out long-term workplace projects. With the guidance of the mentor and the program coordinators, each student designs and completes a multi-faceted final project that demonstrates learning in the discipline.

Students need to have application approval from mentorship teacher and mentorship contract signed by community partner prior to class participation.

Personal Finance: Understanding and managing personal finances are key to one's future financial success. This one-semester course presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

This course is open to Seniors

Yearbook: As a staff member of the Telluride High School Yearbook, you will be a key component to making THS memories last for decades. Self-motivation is key to your success in this class, as you create yearbook pages, photograph everyday happenings around the school, collect advertising, and create a unique publication.

This class is for students in grades 11-12; interested students in 10th grade must receive personal approval from the instructor to enroll.

AP Computer Science A: This course introduces students to computer science with fundamental topics that include a problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of

potential solutions, and the ethical and social implications of computing. The course emphasizes both object-orientate and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Students will be proficient in Java Programming language.

Course is open to grades 9-12.

AP Computer Principles: AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Course is open to grades 9-12.

2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	
Graphic Design	Graphic Design	Graphic Design	Graphic Design	TECHNOLOGY CREDIT
Film - Documentary	Advanced Graphic Design	Film - Documentary	Advanced Graphic Design	
AP Computer Science Principles	Film - Shorts	AP Computer Science Principles	Film - Shorts	
	AP Computer Science A		AP Computer Science A	
Mentorship	Mentorship	Mentorship	Mentorship	GENERAL ELECTIVE CREDIT
Yearbook	Yearbook	Yearbook	Yearbook	
		Personal Finance		

Additional electives

Junior Seminar (semester): is a semester SAT prep course where students go over strategies to improve SAT scores, review seminal literacy and mathematics concepts, and prepare for completing college applications. This is an elective class graded on effort and subsequent improvement on practice tests. The course is co-taught by an English and Mathematics teacher; therefore, the class is split into two sections that weekly alternate between disciplines. The goal of Junior Seminar is for students to increase SAT scores above the national average and begin preparing for post-high school success. Time is spent after the SAT administration to explore career and college options and begin financial literacy to pay for college.

Required for all juniors unless you receive written exemption from principal.

Senior Seminar (semester): is intended to provide students with the time and resources necessary to make the best possible "match" between students and the institution that will best fulfill their college aspirations. Senior Seminar is somewhat unique in that few public high schools offer this 'set aside' time—and the guidance that comes with it—to assist the student in researching individual institutions, generating an appropriate list of colleges and universities, and preparing college application materials. Participating students are advised to use this time wisely. While the teacher and students will routinely meet together in seminar, understand that each individual student is a unique applicant and, as such, much of the work the individual will be doing will be largely self-directed. Indeed, much of the time (when you are not meeting individually with the teacher or College Counselor), the individual student will be expected to be working independently and productively on a range of tasks outlined on the class webpage.

AVID: The Advancement Via Individual Determination, elective is offered in 9th, 10th and 11th grade at THS. The class will focus on essential post-secondary skills such as; note taking, organization, grade tracking, and college readiness. This is for students who are motivated to achieve a higher level of success. Participation involves an application, interview and teacher recommendation.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)



AVID MISSION STATEMENT: AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The mission of AVID is to ensure that ALL students, and most especially the least served students who are in the middle:

- will succeed in rigorous curriculum;
- will complete a rigorous college preparatory path;
- will enter mainstream activities of the school;
- will increase their enrollment in four-year colleges; and
- will become educated, responsible leaders in a democratic society.

WHAT IS AVID: Over 28 years, AVID has become one of the most successful college-preparatory programs ever for low-income, underserved students, and today reaches more than 320,000 students in nearly 4,000 U.S. schools in 45 states, Canada, and 15 other countries. This is accomplished through...

- A structured, college preparatory system working directly with schools and districts.
- A direct support structure for first-generation college goers, grades 4-12.
- A schoolwide approach to curriculum and rigor.
- A professional development program providing training throughout the U.S.

WHY AVID WORKS: There are some basic principles that define what become the supports of AVID.

- Places AVID students in rigorous curriculum and gives them the support to achieve;
- Provides the explicit "hidden curriculum" of schools;
- Provides a team of students for positive peer identification; and
- Redefines teacher's role as that of student advocate.

AVID STUDENT PROFILE: When looking at applicants these are some potential indicators of candidates.

- Average to High Test Scores
- 2.0-3.5 GPA
- College Potential with Support
- Desire and Determination
- First to Attend College
- Historically Underserved in 4-year Colleges
- Low Income
- Special Circumstances

AVID PROGRAM ESSENTIALS: The following applies for all students who are a part of the program

- Voluntary Participation – students are interviewed and selected for AVID
- AVID Elective class – must take the AVID Elective class (1.0 yearlong course) for all 4 years of high school
- Rigorous courses – enroll in one or more advanced academic class (AP/DE/honors classes) each semester,
- WICOR – writing, inquiry, collaboration, organization, and rigor
- Trained tutors – tutoring occurs twice a week during the Elective class with outside, adult tutors
- Citizenship – maintain satisfactory citizenship and attendance in all classes,

THS AVID SELECTION PROCESS

CAPACITY: THS has the capacity to have about 10-12 students in each grade level of AVID. Because of this there will be a selection process to determine which students can be included in the AVID program.

APPLICATION: This written application will have a due date and needs to be returned to the main office for a student to move forward in the process.

INTERVIEW: Applicants will go through a brief interview with the THS AVID Site Team. This is composed of teachers, counselors, and administrators.

ACCEPTANCE: Students will receive a formal letter of your acceptance. They will then work with counselors to redo schedule to ensure they meet the rigorous course requirements and have the AVID elective class in their schedule. Finally, students and parents will be invited to an Induction Ceremony in May to recognize the commitment. Students will have to maintain a 3.0 GPA to remain in the program.

Individual Career and Academic Plan

The Counseling Program in Telluride School District uses developmentally appropriate ICAP elements that have been sculpted and are evidence-based practices. Students use these ICAP quality indicators to find tune their Postsecondary Workforce Readiness (PWR) goals each year they are at Telluride Middle/High School. The following indicators are introduced, developed and implemented through grades 7-12 in varying and continuing sequence so that students graduate with skills to use in a global community.

Self-Awareness—students understand how unique interests, talents and aspirations play a role in decision-making and interpersonal relationships and how individual thoughts and feelings get students excited about life and learning.

Career Awareness—students know the difference between jobs, occupations and careers. Articulate a wide range of local, regional, national, and global career pathways and opportunities. They consider economic and cultural influences and the impact of stereotypes on career choices.

Postsecondary Aspirations—students participate in career exploration activities that center on students' passions, interests, dreams and visions of their future self and perceived options.

Environmental Expectations—students consider how school, family, community, culture and worldview might influence the students' career development and postsecondary plans.

Academic Planning—students apply the skills and knowledge to map out and pass the academic courses required to achieve postsecondary goals.

Employability Skills—students define, develop and hone skills that increase the likelihood of becoming and remaining successfully employed.

Personal Financial Literacy—students recognize personal financial literacy and financial aid topics and vocabulary and know what options are available to pay for postsecondary education. They apply this awareness to the postsecondary career and academic process.

