



Merit Academy  
School of Rhetoric  
Planning Guide and Course Description  
Catalog 2024-25

*The concept of Merit Academy began with families and local community members, for families and the greater Ute Pass community. It started with conversations among families and area members about a different education choice, one that embraces a classical and content-rich approach, involves parents to a much greater level, and allows area experts to teach in their field through charter waivers. This school is the culmination of these conversations and efforts.*

*Merit Academy's unique academic model utilizes the Core Knowledge sequence, long recognized for its rich content and academic intensity. The school is founded on a liberal arts education (Arts of language, mathematics, science, history, Latin, music and art) combined with a constant emphasis on character and leadership development.*

### **MERIT ACADEMY: A CHOICE-IN SCHOOL**

Merit Academy is a Woodland Park School District choice (charter) school. By enrolling your students with Merit Academy, you are choosing an intensive, engaging, classical, Core Knowledge academic curriculum of excellence. You are choosing a commitment to our vision and mission. You are choosing to abide by our Code of Honor and virtues. You are choosing the culture and procedures in which we thrive as doers, not faltering due to “can’t be done” attitudes. We realize Merit Academy may not be the choice of school for every family, but families who desire these facets of education have found Merit Academy to be the school they’ve been searching for.

With a highly qualified and well-trained staff, an academic environment of excellence, and a commitment to character, MA is a great place to be. Welcome!

### **OUR COMMITMENT *and* STATEMENT OF COMPELLING INTERESTS**

Merit Academy recognizes that while there are other school models available in the Ute Pass area, we are committed to the moral character and civic virtue emphasis we have chosen. We will ensure academic excellence within our chosen framework. This model is not for everyone, but it is at the core of what we do.

The statements and purposes that follow here define the identity of Merit Academy. They inform the community of what we are about. They guide those who would enroll students in our school and those who would seek employment with us. They are central to our mission and activities. They will define and be the measures of our success.

### **PRINCIPLES THAT GUIDE OUR SCHOOL**

**EDUCATION IS, FIRST OF ALL, A RESPONSIBILITY OF PARENTS.** We recognize that parents are education consumers and must choose the product and delivery method that they determine is best for their child and family. We operate as a business that respects that duty of parents.

**ACADEMIC EXCELLENCE** through the use of the *Core Knowledge* sequence and other curricular tools that challenge students is a priority. We will not waste our students’ time with meaningless busywork, screentime, or mediocre content. We will not be a warehouse. With an intensive sequence throughout grade levels, students will connect to core subjects through activities that make learning come alive.

KNOWLEDGE-RICH PEDAGOGY, classical liberal arts curriculum, experiential/hands-on study, and Socratic method are the means by which our mission is executed.

CIVIL AIR PATROL (CAP) curriculum provides additional aerospace education and STEM projects. Students learn and abide by military customs and courtesies, obtain rank and promotion and learn to lead other students. They participate in flight opportunities and aerospace events. CAP membership is not mandatory, but CAP classes and events are restricted to CAP members only.

CHARACTER EDUCATION for the development of the whole child will include many traits or Core Virtues.

*The statements and purposes above define the identity of Merit Academy. They inform the community of what we are about. They guide those who would enroll students in our school and those who would seek employment with us. They are central to our mission and activities. They will define and be the measures of our success.*

*Merit Academy has a compelling interest in maintaining the integrity of the school and its mission. This includes an insistence that persons associated with it are committed to its educational principles and maintain lives that model strong moral character. This alignment is congruent with and complementary to the statements above that guides our work.*

## **OUR VISION**

*Students prepared for success in a free society, promoting civic responsibility and contributing their talents in a flourishing republic by pursuing beauty, truth, and good.*

## **OUR MISSION**

*Merit Academy will cultivate the minds and nurture the hearts of PK-12 youth in the Ute Pass/Woodland Park region with instruction in the principles of moral character and civic virtue, employing honored foundations of classical education and Core Knowledge®.*

## **OUR MOTTO**

*Hodie Determinat Cras, Today Determines Tomorrow.*

This will be discussed on many levels throughout the academy. Today's effort determines tomorrow's results, as applied to learning, decisions, choices, actions, athletics, practice, etc. It also connects to the importance history plays in the events of today and tomorrow.

## **The House System and Our Virtues**

The House System fosters student engagement and school spirit through the assignment of every student, teacher, and staff member into one of five groups known as Houses. Houses create smaller cohesive groups where students interact among all grade levels while encouraging friendships, communication, tradition, academic excellence, student government, and competition.

The House System is quite common in British education systems but is not as common in the United States. Schools that have utilized a House System have found more unity and pride in their school and a heightened civic service. Our House System is an additional component to prepare students for post-graduate success through increased team building and leadership opportunities.

Our Houses are named after our local rocky mountain animals: Falcon, Big Horn Sheep, Bobcat, Elk and Wolf.

**The House system and our character education is centered on the five core virtues of Merit Academy: Friendship, Valor, Goodness, Perseverance, and Responsibility.**

It is my great honor to introduce you to this mighty and magnificent school. We're the school you've been waiting for!

With Kind Regards,

Gwynne Pekron, Ph.D.  
Industrial/Organizational Psychologist  
Headmaster & Founder  
Merit Academy

## Contents

<b>GRADUATION REQUIREMENTS .....</b>	<b>6</b>
<b>NCAA ELIGIBILITY REQUIREMENTS.....</b>	<b>9</b>
<b>GUARANTEED TRANSFER COLLEGE CREDITS .....</b>	<b>10</b>
<b>MERIT ACADEMY'S GT COURSES.....</b>	<b>11</b>
<b>ACADEMIC POLICIES.....</b>	<b>12</b>
<b>COURSE DESCRIPTIONS .....</b>	<b>17</b>
<b>ENGLISH.....</b>	<b>22</b>
<b>FINE ARTS.....</b>	<b>24</b>
<b>HISTORY.....</b>	<b>27</b>
<b>LANGUAGES .....</b>	<b>30</b>
<b>MATH.....</b>	<b>34</b>
<b>PHYSICAL EDUCATION .....</b>	<b>38</b>
<b>SCIENCE.....</b>	<b>39</b>
<b>ADDITIONAL ENHANCEMENT COURSES .....</b>	<b>42</b>

## GRADUATION REQUIREMENTS

The following chart shows comparisons of what Colorado universities currently require. If you go to college without the proper requirements already met, you will be required to take remedial courses, for which you will be billed by the college.

To receive a high school diploma from MA, student must:

1. Meet or exceed the state and school academic standards by completing the school's minimum course and credit requirements (those listed as Career/Military Enlist Path), **AND**
2. Complete an Individual Career and Academic Plan (ICAP),
3. Demonstrate College and Career Readiness through one of the following: a.) meet or exceed the cut score or criteria on a state-approved measure of College and Career Readiness in English and Math, OR b.) Complete the requirements and goals as listed on a student's Individual Education Plan (IEP), English Language Development Plan (ELDP), or Advanced Learning Plan (ALP), **AND**
4. In culmination of training and education, graduating seniors at Merit Academy will be required to design and orally defend a senior thesis. This defense will encompass the trivium of grammar (facts, research, and principles), logic, and rhetoric. Each senior will answer a question that transcends typical essay questions found in other courses. It may be a question that encourages thought and preparation of responsible citizenry, discussion of a core virtue, or promotes deep reflection (i.e. "Describe what a life of goodness means to you"). A satisfactory performance on the senior thesis will be required for graduation. Each thesis will be defended (presented with Q & A) in front of members of their House.

### ENGLISH

- College/Academies Path: 4 Credits
- Career/Military Enlist Path: 4 Credits

Includes but not limited to: Concurrent Enrollment English Courses, Literature & Composition I, II, III, IV, Mythology, Creative Writing & Others.

### MATH

- College/Academies Path: 4 Credits
- Career/Military Enlist Path: 3 Credits

Includes but not limited to: Concurrent Math Courses, Algebra 1, Algebra II, Geometry, Trigonometry, Pre-Calculus, Calculus, Statistics, Business Math, Accounting, Financial Literacy & More.

### HISTORY

- College/Academies Path: 4 Credits
- Career/Military Enlist Path: 4 Credits

Required: US History; World History; Civics or Government; Economics  
Transfer-in credits will be reviewed and adopted for history credits.

## SCIENCE

- College/Academies Path: 4 Credits
- Career/Military Enlist Path: 3 Credits

Includes but not limited to: Concurrent Enrollment Science Courses, Biology, Chemistry, Physics, Astronomy, Aerospace, Aeronautics, Genetics, Geology, Zoology, Integrated Science, Science Olympiad & More. (at least one lab science, preferably two, required)

## ARTS (FINE ARTS/PERFORMING ARTS/INDUSTRIAL ARTS)

- College/Academies Path: 2 Credits
- Career/Military Enlist Path: 1 Credit

Includes but not limited to: Concurrent Enrollment Arts, Theater, Art, Performance, Choir, Band, Music Appreciation, Metals or Wood Works, & More.

## LANGUAGES

- College/Academies Path: 2 Credits Language plus 1 Credit Latin\*
- Career/Military Enlist Path: 2 Credits of Language, including: 1 Credit Latin\*

(language credit may be met with a 2nd year Latin or a World Language).

*\*Students who passed Latin in both 7th and 8th grades with a C or better will have met the Latin requirement for a Latin waiver and will only need 1 additional Language credit, which could include Latin II.*

*\*\*Graduating Class of 2026: .5 Latin required (not 1.0) due to 2022-23 scheduling \*\**

## ADDITIONAL REQUIREMENTS:

- Senior Capstone/Rhetoric
  - 1.0 PE or PE/Athletic Waiver (waiver for athletes must be approved by administration)
  - Financial Literacy Study
- Enhancements to Total a minimum of 24 Credits:  
Civil Air Patrol, Forensics, PE, CTE, STEM, Internship, Additional Academic & Non-Academic Courses (may include concurrent enrollment courses)

PLUS: Students will engage in a post-secondary readiness ICAP program to explore postsecondary career options and interests and to plan a path required to meet those postsecondary interests (military vs vocational vs college and what is involved in each).

Updated Dec. 2022

CO also requires that students pass one of these options for reading, writing, communicating and one of these options for mathematics:

Menu of Options	Reading, Writing, Communicating	Mathematics
<u>Classic ACCUPLACER</u>	62 on Reading Comprehension or 70 on Sentence Skills	61 on Elementary Algebra
<u>Next Generation ACCUPLACER</u>	241 on Reading or 236 on Writing	255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)
<u>ACT</u>	18 on ACT English	19 on ACT Math
<u>ACT WorkKeys National Career Readiness Certificate</u>	Bronze or higher	Bronze or higher
<u>Advanced Placement (AP)</u>	2	2
<u>ASVAB</u>	31 on the AFQT	31 on the AFQT
<u>Concurrent Enrollment</u>	Passing grade per district and higher education policy	Passing grade per district and higher education policy
<u>District Capstone</u>	Individualized	Individualized
<u>Industry Certificate</u>	Individualized	Individualized
<u>International Baccalaureate (IB)</u>	4	4
<u>Scores update for new SAT (2016)</u>	470	500

**MA capstone project**  
multifaceted body of work that serves as a culminating academic and intellectual experience for students. School team are developing Capstone criteria to be approved.

School Team developed criteria to be approved.

School Team developed criteria to be approved.

# NCAA ELIGIBILITY REQUIREMENTS

## FOR STUDENT ATHLETES

# ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org). Plan to register before your freshman year of high school (or year nine of secondary school). Visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist) to help guide you through the registration process.

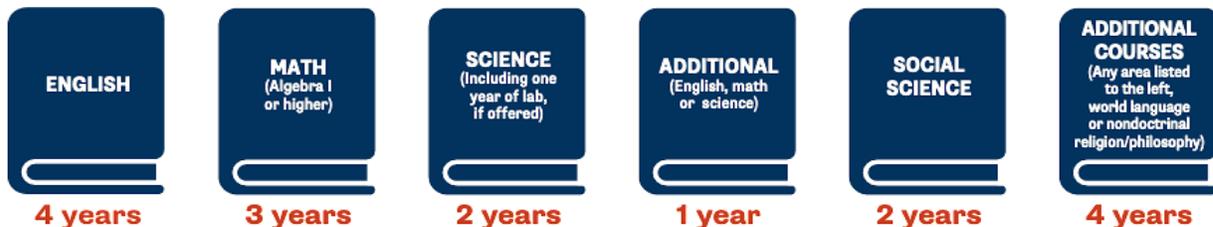
### ACADEMIC REQUIREMENTS

To study and compete at a Division I or II school, you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.3 (Division I) or 2.2 (Division II) **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

### CORE-COURSE REQUIREMENTS

#### DIVISION I

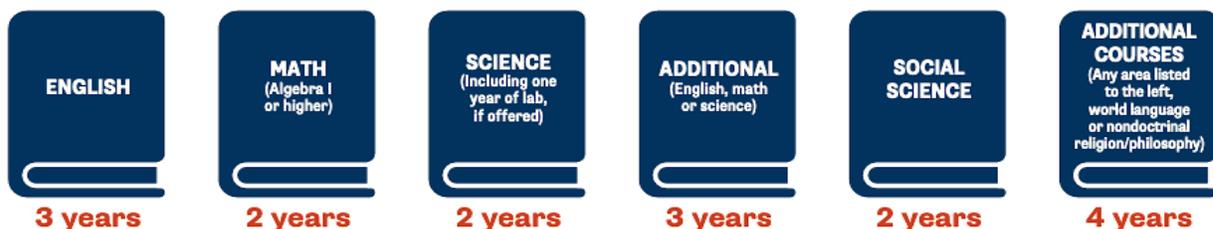
Earn 16 NCAA-approved core-course credits in the following areas:



For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

#### DIVISION II

Earn 16 NCAA-approved core-course credits in the following areas:



### GRADE-POINT AVERAGE

The Eligibility Center calculates your **core-course GPA** based on the grades you earn in NCAA-approved core courses.

- » Division I requires a minimum 2.3 core-course GPA.
- » Division II requires a minimum 2.2 core-course GPA.

#### DIVISION III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who initially enroll full time at a Division III school on or after Aug. 1, 2023, are required to complete an **Amateurism-Only Certification account**. Contact the Division III school you plan to attend for more information about its academic requirements.

\*More information regarding the impact of COVID-19 can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

## GUARANTEED TRANSFER COLLEGE CREDITS

Merit Academy offers several college courses to allow students to reach 30 hours of guaranteed transfer (GT) credits as they transition to college after high school graduation. The information below, about the GT college transfer program, is taken directly from the Colorado Department of Higher Education:

GT Pathways courses, in which the student earns a C- or higher, will always transfer and apply to GT Pathways requirements in AA, AS and most bachelor's degrees at every public Colorado college and university. GT Pathways does not apply to some degrees (such as many engineering, computer science, nursing and others [listed here](#)). You should always seek advising from the appropriate advisor at the college or university you plan to attend to ensure you are selecting the appropriate coursework for your degree and that it will apply to those degree requirements. [This checklist \(opens in new window\)](#) and [these guidelines \(opens in new window\)](#) can help high school students plan their AP, IB and Concurrent Enrollment courses.

<div style="background-color: #003366; color: white; padding: 5px; text-align: center; font-weight: bold;">Written Communication</div> <p><b>6 Credit Hours</b></p> <p>2 courses</p> <ul style="list-style-type: none"> <li>• <a href="#">Introductory Writing Course</a> (GT-CO1) and <a href="#">Intermediate Writing Course</a> (GT-CO2)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• <a href="#">Intermediate Writing Course</a> (GT-CO2) and <a href="#">Advanced Writing Course</a> (GT-CO3)</li> </ul>	<div style="background-color: #66cc33; color: white; padding: 5px; text-align: center; font-weight: bold;">Mathematics</div> <p><b>3 Credit Hours</b></p> <p>1 course (or a series of three 1-credit hour courses)</p> <ul style="list-style-type: none"> <li>• <a href="#">(GT-MA1)</a></li> </ul>	<div style="background-color: #666666; color: white; padding: 5px; text-align: center; font-weight: bold;">Natural and Physical Sciences</div> <p><b>7 Credits Hours</b></p> <p>2 courses, one of which must be GT-SC1:</p> <ul style="list-style-type: none"> <li>• <a href="#">Course with Required Laboratory</a> (GT-SC1)</li> <li>• <a href="#">Lecture Course Without Required Laboratory</a> (GT-SC2)</li> </ul>
--	---	---

Arts & Humanities, History, and Social & Behavioral Sciences

**15 Credit Hours**

<div style="background-color: #003366; color: white; padding: 5px; text-align: center; font-weight: bold;">Arts and Humanities</div> <p><i>Arts and Humanities - 2 courses (minimum 3 credits each)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Arts and Expression</a> (GT-AH1)</li> <li>• <a href="#">Literature and Humanities</a> (GT-AH2)</li> <li>• <a href="#">Ways of Thinking</a> (GT-AH3)</li> <li>• <a href="#">World Languages</a> (must be</li> </ul>	<div style="background-color: #66cc33; color: white; padding: 5px; text-align: center; font-weight: bold;">History</div> <p><i>1 course (minimum 3 credits)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">(GT-HI1)</a></li> </ul>	<div style="background-color: #666666; color: white; padding: 5px; text-align: center; font-weight: bold;">Social and Behavioral Sciences</div> <p><i>1 course (minimum 3 credits)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Economic or Political Systems</a> (GT-SS1)</li> <li>• <a href="#">Geography</a> (GT-SS2)</li> <li>• <a href="#">Human Behavior, Culture, or Social Frameworks</a> (GT-SS3)</li> </ul>	<div style="background-color: #0099cc; color: white; padding: 5px; text-align: center; font-weight: bold;">1 Additional Course</div> <p><i>To reach a minimum of 15 credits, please select 1 additional course (minimum 3 credits) in Arts &amp; Humanities or History or Social &amp; Behavioral Sciences.</i></p>
---	--	---	---

## MERIT ACADEMY'S GT COURSES

### *List of AP or Concurrent Enrollment/College Courses*

In the past, and through our planning for the future of our students, Merit Academy's options to meet the following GT credits are offered throughout a cycle, providing the courses as needed for the student population. 2025-2026 includes expansion of courses, included in the list below:

Written Communication: 6 credits

AP Language and Composition

College: Advanced Composition

Mathematics: 3-4 credits

College: Introduction to Statistics

College: Finite Math

College: Trigonometry

AP Calculus

AP Pre-Calculus

Natural and Physical Sciences: 7 credits

College: Anatomy/Physiology

College: Astronomy

AP Biology

AP Physics 1

Arts & Humanities: 6 credits

College: Literature & Composition

(Additional courses to be added)

History: 3 credits

College: American History: Emergence of Modern Era

Social and Behavioral Sciences: 3 credits

College: Civics/American Government

College: Introduction to Psychology

1 Additional Course (selected from list above).

# ACADEMIC POLICIES

## **KNOWLEDGE**

Merit Academy has selected the Core Knowledge Foundation's Curriculum Sequence as the framework of its curriculum. The Core Knowledge is distinguished by planned progressions of specific knowledge in history, geography, mathematics, science, language arts, and fine arts. The ninth grade classical honors program includes US History; biology, college composition & literature; algebra I, algebra II and college algebra. Our students also have the option to take courses in foreign language, Latin, physical education, band, choir, computer technology, and other electives.

Children learn by building on what they already know. Thus, it is important for them to begin building foundations of knowledge in the early grades when they are most receptive to attaining an organized body of knowledge. Children are by instinct driven to construct a contextual view of the world. Thus, it is important to provide them an educational framework that assists them in developing the constructs upon which their viewpoints will be based. Academic deficiencies in these areas in the first nine grades can permanently impair the quality of later schooling.

By specifying the knowledge that all children should share, all students can achieve equal access to that knowledge. At risk children especially suffer from low expectations, which often translate into watered-down curricula. In schools using the Core Knowledge Sequence, however, all children are exposed to a coherent core of challenging, interesting, interwoven knowledge. This knowledge not only provides a foundation for later learning but also defines a common heritage and establishes a common ground for communication and cooperation in a diverse society.

In addition to its specificity, the Core Knowledge curriculum is characterized by knowledge that is shared, solid, and sequenced. Literacy in every subject requires a set of mechanical skills and a shared background. The shared, many-cultured knowledge that promotes effective classroom learning also promotes cooperation and respect among students, both in the classroom and in society. Merit's teachers will be able to rely on that shared background knowledge about the students, which will enable them to build sequentially on that knowledge year by year. The ninth grade classical curriculum continues the goals of this curriculum with rich knowledge and skills that build on previous knowledge and prepares students for further high school study. As used above we define knowledge not in the simplistic sense of mere facts but in the broader sense of the word, as follows: Knowledge consists of the facts, the relations between them, the thinking about them, and the effort to understand and connect them. It is not out of ignorance that we discover understanding. It is exactly because of what we already know that we can know more, that we can discern organizing principles, make and test hypotheses, and act rationally.

## **HOMEWORK**

Merit Academy is proud to have a challenging, deep curriculum. This is one of the many things that make Merit a great school. With such a rich and intensive curriculum, the students need time to work at home. We are aware that the student is involved with other interests and activities outside of school. The staff and administration will attempt to coordinate their schedules and calendars so the students are not inundated with work on the same day. It is understood that homework will be given and will vary depending on the work assigned on a given day, the students' organizational skills and study habits, and the nature of the assignments. Students are expected to learn how to use their free time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced classes may require additional homework time.

*Homework is the responsibility of the student.* It is not the parent's job to remind the student to do the homework. Young students may need help at first but encourage students to take initiative in doing homework shortly after school or after dinner. School planners and notes home for parent signatures are students' responsibility. Students should ask parents to sign paperwork, rather than parents carrying the responsibility to remember. A good prompt for an inexperienced student would be, "Do you have anything for me?" rather than the parent rummaging through the backpack or folder to find the item and then sign it. This will assist in promoting responsibility and capability.

## **HOMEWORK TURNED IN LATE**

Teachers explain to students at the beginning of the year what their policy is on homework turned in late (other than for excused illness). Consequences may include grade reduction, or loss of credit for the assignment. Repeat offenses may result in detention.

## **MAKE-UP WORK**

If a child is absent from school, it is the family's responsibility to contact the school office to request make-up work for the day(s) missed. Please call no later than 9:00 a.m. to request make-up work on the day of absence. You may pick up the make-up homework at the school office at the end of the school day or we can send it home with a sibling.

Students participating in school or district athletics or extra-curricular activities will be able to make up assignments/tests due to games or competitions. It is the student's responsibility to discuss and plan make-ups with the teacher prior to missing class for these events.

Assignments may also be posted on the Infinite Campus or Google Classroom portal.

## **READING AT HOME**

Students who are learning to read need time to re-read the stories and selections they have read at school during the day. This improves fluency and comprehension. All student should have 15-20 minutes reading time in the evening after school. Family reading time is a joy! Try a continued story or a cliffhanger to get your child hooked on reading. Read aloud while traveling or use audio books to help engage imagination and creativity.

## **REPORT CARDS AND MID-QUARTER PROGRESS REPORTS**

MA is on a semester calendar, with mid-quarter reports. Parent-Teacher conferences are scheduled on MA's yearlong calendar. Grades and assignment status are available in Infinite Campus to keep parents well informed about students' progress and give opportunity for improvement well before the quarter report and semester grades are posted. Please let us know if you need assistance with connecting to Infinite Campus.

## **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences are held each quarter by scheduling an appointment with the teacher. **At least one parent from each family is highly encouraged to attend.** Both are welcome. Please bring your student to participate in the discussion. If you cannot be there during the requested time frame, another time may be scheduled with your teacher.

**MA welcomes the attendance of students at Parent-Teacher conferences as well.** This is an opportunity to complete the loop of conversation and ensure that all parties are hearing the same reports, affirmations, and concerns. Students' participation is encouraged.

## *GRADING SCALE*

MA uses the following grading scale.

A 94-100; A- 90-93.99;

B+ 87-89.99; B 84-86.99; B- 80-83.99;

C+ 77-79.99; C 74-76.99; C- 70-73.99;

D+ 67-69.99; D 64-66.99; D- 60-63.99;

F 59.99 and below

Although a 70% might appear to be passing at grade-level understanding, test scores under 70% will require additional work to be determined by the teacher. Projects might include correcting missed work, covering a weak area over again, or similar activities designed to ensure students do not continue in subject matter and create "gaps" in their learning.

## **ENHANCEMENT CLASSES**

MA offers "Enhancements" classes such as Art, PE, Music, Latin, and more for grades K-5. Middle school and high school electives include language (Spanish, Latin, German, French), Art, PE, Music, Computer Technology, and much more.

## **ASSESSMENTS**

Merit Academy administers several tests, which currently includes the CMAS (Colorado Measure of Academic Success), the PSAT, and the SAT tests. MA will also provide the NWEA MAP (North West Evaluation Association Measure of Academic Progress) and DIBELS, both of which are nationally normed instruments that helps us track how our students are doing.

We encourage families to participate and assist the school in managing academic growth. We understand that a test is a snapshot in time, and just like a photo, sometimes we have a bad one. Taken together over several tests and years, we can identify the progress of students and staff. MA does not “teach to the test,” but seeks a clear understanding of growth. Students may do some practice activities in advance to prevent test-taking fear or misfires with our computers.

### **PRE-ARRANGED ABSENCES**

Occasionally family events or medical procedures necessitate a pre-arranged absence. Parents are encouraged to plan such times for regularly scheduled school vacation days when possible. Because our funding to provide educational services is based on student count, it is important that students are in school as much as possible through a 10 day window, centered around October 1.

A form must be filled out at the office, and parents may request homework three or more days in advance. Teachers may provide it if it is available. If it is not available in advance, work will be given upon return to school, with one school day allowed for each school day missed before work is due back to the teacher. Absences or work spanning the end of a quarter may not be counted after that quarter is closed out and report cards issued.

Students with more than four unexcused absences per month or 10 days per school year will be termed “habitually truant” under Colorado law.

Absences during CMAS Testing will not be excused except for illness. A doctor’s note may be required. Testing dates will be announced in the parent newsletter.

### **PLACEMENT, RETENTION AND PROMOTION**

Incoming students may be tested for placement. MA Administration and staff will decide on placement in math and reading groups, and on promotion and retention of students through the use of various assessment tools, some nationally standardized and some teacher-created.

Promotion to a higher-grade level is viewed and determined on two areas: academic performance and emotional and social readiness. Students who show decided and documented deficiencies in both areas will be considered for retention. Retention decisions will be based upon:

- Teacher documentation and anecdotal information
- Parent anecdotal information
- Developmental and achievement test scores.
- Consistently scoring 60% or less in assessment instruments (test, quizzes, CMAS, MAP, etc).

Retention concerns will be discussed beginning no later than third quarter by staff and with parents. MA reserves the right to determine final placement of any student. **“Social promotion” of students who have not completed academic work is not allowed.** We recognize the social and emotional pressures created by retention, but affirm the priority of academic success for each students’ future well-being.

### School of Logic (Grades 7-8)

It is our goal for parents, teachers, and students to work together during the year to insure students are developing responsible work habits and achieving at passing levels. We do not force a bell curve. A student with a failing year-end grade (F) in a core course (Math, English, History, or Science) may be required by the course instructor to remediate his/her grade by successfully completing a summer school packet prior to promotion to the next level course in the fall.

Students with a cumulative failing grade at year-end in any three or more classes (including specials and electives) will fail the grade and will not be promoted to the next grade. Students receiving special education services will be considered on a case by case basis.

### High School (School of Rhetoric) (Grades 9 –12)

Student must have a minimum amount of credits from the proper courses in order to be promoted to the next grade. To be promoted to a sophomore a student is required to have 6 credits, to be promoted as a junior a student is required to have 12 credits and to be considered a senior a student is required to have 18 credits. All students must meet the minimum credits required for each core content area as detailed in the high-school graduation requirements.

We do not force a bell curve. A failing grade is defined as an F in a subject. If a student fails the indicated class or classes, he or she may not have earned enough credit to move on to the next grade level at the end of the year, and will need to repeat any failed semester of a required course.

When a student repeats a course, either to improve a grade or to gain credit because of a failure, the transcript will show both attempts and both grades. The higher of the grades earned will become the grade used for the GPA. The passing grade will count towards the student's credit requirement for graduation.

Course credit is awarded for all courses on a semester basis, whether the course is a semester or year-long course. Students earn 1/2 (.5) credits for each semester course completed with a 60% or higher. However, with a score less than 70%, students may be required to complete additional work to improve comprehension and knowledge base.

### **HOMESCHOOL ENHANCEMENT**

Because we respect and honor school choice and a parent's primary right to selecting the education that suits their students the best, we provide opportunities for our community homeschoolers to engage in enhancements through our program.

K-6 homeschoolers will participate in STEM, art, music, American Sign Language and other courses selected by our homeschool coordinator, following conversations with our homeschool coordinator. Grades 7-12 are able to join in our enhancements with our full time students.

Enhancements include classes like those in fine arts, career/tech ed, languages, or additional courses. Students in high school may choose to join our full-time students in college-level courses, science labs, math classes, or the like. These are all available to our homeschool students free of charge.

## COURSE DESCRIPTIONS

Based on the entrance requirements of top universities, Merit Academy has outlined a comprehensive set of college preparatory courses. The recommended pathways are indicated through the prerequisite courses. Changes from the recommended pathways may only occur through department level or instructor consent.

Classes that are 1 credit meet every day for a full year; classes that are .5 credit meet every day for one semester OR .5 classes meet on Fridays for 2 class blocks for the full year.

Merit Academy will continue to add courses based on student and faculty interest. Classes may be offered only one term per year or may be offered every other year depending on demand.

Note: Merit Academy reserves the right to cancel classes due to insufficient enrollment.

Concurrent Enrollment: College courses at Merit Academy are offered as Concurrent Enrollment through Pikes Peak State College or University Colorado at Colorado Springs. Those classes are indicated in the class descriptions. We provide courses that fulfill the Guaranteed Transfer courses of 30 hours towards a student's bachelor's degree, with courses registered through University of Colorado, Colorado Springs (UCCS) and Pikes Peak State College. We continue to forge relationships with other universities as we expand our course options.

We also work with PPSC so students have an opportunity to engage in courses that will lead to their specific Associate's degree through the Career Start program. These are field specific and often require thorough exploration of transferring credits if students seek a degree in another field or to expand the Associate's degree into a Bachelor's degree.

Advanced Placement: Merit Academy offers Advanced Placement (AP) Courses. These courses have additional requirements that will be placed on the student in order to receive credit for this course. AP and college classes are weighted on a 5.0 scale. Advanced Placement (AP) is indicated in the class description.

Honors Classes: Honors classes are more intensive in their delivery and carry a heavier weight for the additional preparation, time and studying. Honors courses (H) or College Prep (CP) receive an additional .5 point for a passing grade. A=4.5 points, B=3.5 points, C=2.5 points, D=1.0 points, F=0.0 points. Honors classes are indicated in the class descriptions.

Foundational Classes: As the name suggests, these classes build upon the foundational pieces of learning that students will need to become productive adults. Foundational classes move at a slower rate and help the student build their skill set. Foundational classes are indicated in the class description.

# HIGH SCHOOL (9<sup>TH</sup> - 11<sup>TH</sup>) COURSE LIST 24-25

*(courses may be added prior to the start of school)*

## CAREER/TECHNICAL

Animal & Range Science  
CAP (Civil Air Patrol)  
Computer Discoveries 1  
Computer Principles 1  
Internship  
Welding Principles & Application  
Woodworking Fundamentals  
Construction Certification (OSHA 10 and  
Specific trades certification available)  
Smithing  
Internship (Jr/Sr Only)  
PPSC Career Tech Certification/Associates Programs: Career Start (Jr/Sr Only)  
Veterinary Sciences Certification Program

## FINE ARTS

Ascend Ensemble  
Band I: Cadet Band  
Band II: Concert Band  
Jazz Band  
Ukulele & Guitar  
Studio Art  
Art Appreciation  
Theater II: All the World's a Stage

## MATHEMATICS

ACT Applied Math  
Pre-Algebra  
Algebra 1 (H)  
Geometry (H)  
Pre-AP Algebra II/Trigonometry  
College: MATH 1034 College Algebra  
College: MATH 1420 College Trigonometry  
AP Pre-Calculus  
Math Lab (includes Financial Literacy)

## SCIENCE

Physical Science  
Biology  
Integrated Chemistry & Physics  
Chemistry (College-Prep/Honors)  
Science Olympiad  
Science Bowl  
AP Physics  
College Anatomy/Physiology

## ENGLISH

Western Literature & Composition  
Honors/College Prep Western Lit & Comp  
American Literature & Composition  
College: ENGL 1015 Literature & Comp  
College: ENGL 1021 English Comp I  
College: ENGL 1022 English Comp II  
British Literature & Composition (H)

## HISTORY

US History to Civil War  
US History: Civil War to Modern Era  
College: HIST 1530 US History: Emergence of Modern Era  
World History (H)

## LANGUAGES

French 1	German 1	Spanish 1
French 2	German 2	Spanish 2
French 3	Latin 1	Spanish 3
	Latin 2	

American Sign Language 1  
American Sign Language 2

## PHYSICAL EDUCATION

Team Sports  
Karate/Self Defense  
Swimming  
Strength & Conditioning  
Outdoor Education  
Olympic Sports  
Court Sports

## ADDITIONAL ENHANCEMENTS

Arts/Studio Specific Art (may rotate each year)  
Advisory (24-25), PSR (Post-Secondary Readiness)  
Yearbook  
Introduction to Culinary Arts  
Teacher's Aide (by permission: Jr/Sr only)  
Late Arrival/Early Release (No Credit; Jr/Sr Only) M-R or F

## CAREER/TECHNICAL

### **ADVANCED WELDING – CTEWEL301**

Credits: .5/semester

Requirement met: Enhancement

Grades: 10<sup>th</sup> -11<sup>th</sup>

Following the American Welding Society curriculum, this course is designed to teach students the requirements to pass trade certification exams. Projects may couple with Construction or Smithing on a larger scale.

### **ANIMAL AND RANGE SCIENCE – CTEARS201**

Credits: .25/semester (Friday, 2 semesters)

Requirement met: Enhancement

Grades: 9<sup>th</sup> -11<sup>th</sup>

This course will focus on the introduction to the study and management of ranching; with special emphasis on livestock anatomy/physiology, cattle nutrition, animal husbandry/welfare, integrating the study of animal biological/physical sciences with technology as related to environment, natural resources, food production and agribusiness. Focus will be on the Temple Grandin model of low stress ranching. Students will participate in field trips to local ranches to study first-hand the elements of a successful ranch, and benefit from special guest speakers such as our local large animal vets and ranchers. This is a great introduction into the agricultural industry. Advanced courses in the animal science/ranch management program will develop in future semesters.

### **ADVANCED ANIMAL & RANGE SCIENCES – CTEARS202**

(description coming soon): Friday (2 semesters)

### **CAP (Civil Air Patrol) – SORCAP101**

Credits: .25/semester (Friday, 2 semesters, repeatable for credit)

Requirement met: Enhancement

Grades: 9<sup>th</sup> -11<sup>th</sup>

The Civil Air Patrol, established by Congress on Dec. 1, 1941, is the auxiliary to the US Air Force. Today they have 3 main missions: Cadet Programs, Aerospace Education, and Emergency Services. The cadet program offers many opportunities to cadets both while in the program and after graduation. Students receive 10 hours of flight time within CAP. CAP is open to 7<sup>th</sup>-12<sup>th</sup>, with 9<sup>th</sup>-12<sup>th</sup> eligible for high school credit with additional expectations.

### **COMPUTER PRINCIPLES 1-COMPRN201**

Credits: .25/semester (Friday, 2 semesters)

Requirement met: Enhancement

Grades: 9<sup>th</sup>-11<sup>th</sup>

Computer Principles 1 will introduce students to the foundational concepts of Computer Science and challenge them to explore how computing and technology can impact the world. Some topics that will

be explored are digital information, the internet, and App Design. This course will be based on the Computer Science Principles course developed by [code.org](http://code.org). This course begins preparation for the AP Test in Computer Science Principles.

### **CONSTRUCTION & CERTIFICATIONS – CTECNS101**

Credits: .5/semester

Requirement met: Enhancement

Grades: 9<sup>th</sup>-11<sup>th</sup>

Partnering with Careers in Construction Colorado, we are able to provide a curriculum that leads to various certification in trades programs, including OSHA 10, Electrician, Plumbing, and HVAC certifications, among others. Studies include Building Trades, Construction, Electrical, HVAC, Building Technology, and more. This is a multi-year process and allows students to explore or pursue a construction career out of high school. Merit Academy is a partner with Home Builder's Institute, through CICC, for a tiny-home build project for students to complete. Students may also be eligible for summer internships with local builders.

### **INTERNSHIP – CTEINT101**

Credit: .5, Repeatable: (Friday, 2 semesters)

Requirement Met: Enhancement

Grades: 11<sup>th</sup>-12<sup>th</sup> (must be at least 16 years old)

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. Students learn valuable lessons on the job, including but not limited to: leadership skills, executive functioning skills, job expectations and challenges. Jobs and hosts are partners with the school and are often solicited by the student wishing to study in that organization. Opportunities are endless and may include careers like veterinarians, mechanics, healthcare, engineering, business, finance, etc. This experiential course covers:

- discussion of professional job requirements
- awareness and knowledge of career opportunities
- building vocabulary appropriate to the area of professional interest
- development of decision-making skills
- development of personal and educational job-related skills
- written and oral communication skills
- higher-level thinking skills
- factors affecting job performance
- in-depth research study
- theories of management
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact

### **INTRO TO CULINARY ARTS – CTECUL101**

Credits: .25/semester (Friday, 2 semesters)

Requirement met: Enhancement

Grades: 9<sup>th</sup>-11<sup>th</sup>

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students will learn about sanitation, preparation, nutrition, and presentation.

### **INTRO TO SMITHING – CTESMI101**

Credits: .25/semester (Friday, 2 semesters)

Requirement met: Arts

Grades 9<sup>th</sup>-11<sup>th</sup>

Learn the basic metal smithing and forging principles of project, design, execution, and completion through the judicious application of heat and force. Learn how metal moves when extreme heat is applied. Create unique, useful metal items for your home.

### **WELDING PRINCIPLES AND APPLICATIONS – CTEWEL201**

Credits: .5/sem

Requirement met: Arts

Grades: 9<sup>th</sup>-11<sup>th</sup>

Welding Principles and Applications is a year-long course where students will learn the basics of shop safety, welding, and correct use of shop tools. Units will cover Arc welding, MIG, and Oxy-Acetylene. Different types of welds will be assigned the first semester of this class with the remaining semester allowing students the option to create projects of their choice.

### **WOODWORKING FUNDAMENTALS – CTEWDS201**

Credits: .5/sem

Requirement met: Arts

Grades: 9<sup>th</sup>-11<sup>th</sup>

Woodworking Fundamentals is a course that allows you to build projects using tools, machines and skills you acquire during the class. Class begins with learning about basic hand tools, machines, safety in the shop, and reading a ruler to the 16th of an inch. After successfully passing a proficiency test on the power tools, students will have the opportunity to use them to build projects. Basic operations, measurements, and construction techniques will be used to create several projects. This is a hands-on class, allowing you to be proud of the projects you build and take home.

### **CAREER START & TRADES CERTIFICATION PROGRAMS - PPSCCAR101**

Credits: 1.5/sem

Through programs like Career Start trades certification courses with certified instructors, students will be able to take classes that will prepare them for certification exams in various fields. Several of the two-year programs provide students with enough credits to complete their Associate's degree in just one additional semester, following high school graduation. More information about the Career Start program can be found at Pikes Peak State College:

<https://www.pikespeak.edu/academics/high-school-programs/career-start.php>

### **Veterinary Science Certificate Program – TAMVSCP101:**

Credits: .5/semester; may take a 4 semester commitment to complete certification

Grades: 9<sup>th</sup>-12<sup>th</sup> (requires instructor approval)

Provides students with a multi-year curriculum and opportunity for Veterinary Assistant Certificate, with additional options in clinical or laboratory tracks. For certifications, students not only will complete the coursework in this program, but will also complete additional science coursework hours, as well as intern/apprentice under the supervision of a DVM, RVT/CVT/LVT.

---

---

## ENGLISH

---

---

### **WESTERN LITERATURE – ENGWLT103**

#### **WESTERN LITERATURE (HONORS) – ENGWLT103(H)**

Credits: .5/semester; 2 semester course

Requirement Met: English

Grades: 9<sup>th</sup>-12<sup>th</sup> (typically 9<sup>th</sup>)

This required course focuses on key foundational texts of the western literary tradition through the Renaissance. Western literature is deeply rooted in the historical framework of western civilization. Western literature is a reflection of the culture at a particular time and is written by authors who write with an intended purpose to act as a “spokesperson” for that culture and time. Successful western literature students gain insight about themselves by examining the human condition and universal themes of various authors; apply knowledge of literary terms and figurative language; and communicate articulately about literature through reading, writing, speaking, and listening. The Honors version of this course includes deeper discussion of these concepts, advanced readings, and additional essays or projects.

### **AMERICAN LITERATURE – ENGAML201**

#### **AMERICAN LITERATURE (HONORS) – ENGAML201(H)**

Credits: .5/semester; 2 semester course

Requirement Met: English

Grades: 9<sup>th</sup>-12<sup>th</sup> (typically 10<sup>th</sup>)

This course covers key texts and figures in the American literary tradition from the colonial period to the postwar era of the 20th century. Students see the relationships between their American history studies, the literature of the eras, and their own lives today. Students also track the effect of the European movements and voices on American authors, some of whom fell in line with those traditions, and some of whom sought to break away. The Honors version of this course includes deeper discussion of these concepts, advanced readings, and additional essays or projects.

### **BRITISH LITERATURE – ENGBLT104**

Credits: .5/semester; 2 semester course

Requirement Met: English

Grades: 9<sup>th</sup>-12<sup>th</sup> (typically 11<sup>th</sup>)

This required course focuses on key foundational texts of the western literary tradition through the Renaissance. Western literature is deeply rooted in the historical framework of western civilization. Western literature is a reflection of the culture at a particular time and is written by authors who write with an intended purpose to act as a “spokesperson” for that culture and time. Successful western literature students gain insight about themselves by examining the human condition and universal themes of various authors; apply knowledge of literary terms and figurative language; and communicate articulately about literature through reading, writing, speaking, and listening. The Honors version of this course includes deeper discussion of these concepts, advanced readings, and additional essays or projects.

**ENGL 1021 ENGLISH COMPOSITION 1 – PPSCENG1021**

Credits: .5 (1 semester), 3.0 college credits

Requirement Met: English

Prerequisites: Passing Accuplacer Score

Grades: 11<sup>th</sup>-12<sup>th</sup>

College Course. Emphasizes the planning, writing, and revising of compositions, including the development of critical and logical thinking skills. This course includes a wide variety of compositions that stress analytical, evaluative, and persuasive/argumentative writing. Scholars will also study classical literature that parallels Western, American, or other themed literature courses.

**ENGL 1022 ENGLISH COMPOSTION II – PPSCENG1022**

Credits: 1.0 (1 semester), 3.0 college credits

Requirement Met: English

Prerequisites: Passing Accuplacer Score

Grades: 11<sup>th</sup>-12<sup>th</sup> (FA 2022: 9<sup>TH</sup>)

College Course. Expands and refines the objectives of English Composition I. Emphasizes critical/logical thinking and reading, problem definition, research strategies, and writing analytical, evaluative, and/or argumentative compositions. Scholars will also study classical literature that parallels Western, American, or other themed literature courses.

**LIT 1015: LITERATURE & COMPOSITION – PPSCCLIT1015**

Credits: .5/semester; 1 semester, 3.0 college credits with Pikes Peak State College

Requirement Met: English

Prerequisites: Passing Accuplacer Score or Other Assessment

Grades: 10<sup>th</sup>-12<sup>th</sup>

Introduces fiction, poetry, and drama. This course emphasizes active and responsive reading. Students will study grammar and rules of clean writing as they student essays, poetry, drama and novels from British, American, or Western literature.

**ENGL 2021 CREATIVE WRITING 1 – PPSCENG2021**

Credits: .5/semester; 1 semester, 3.0 college credits with Pikes Peak State College

Requirement Met: English

Prerequisites: Passing Accuplacer Score or Other Assessment

Grades: 10<sup>th</sup>-12<sup>th</sup>

Examines techniques for creative writing by exploring imaginative uses of language through creative genres (fiction, poetry, and other types of creative production such as drama, screenplays, graphic narrative, or creative nonfiction) with emphasis on the student's own unique style, subject matter and needs.

**AP LANGUAGE AND COMPOSITION – ENGAP320**

Credit: .5/semester; 2 semester course

Prerequisite: B+ in prior English courses and teacher approval

Requirement Met: English

Grades: Typically 10<sup>th</sup> - 12<sup>th</sup> or by approval

This course demands effective engagement with significant non-fiction texts for the purpose of identifying, appreciating, and cultivating the various skills intrinsic to production of logical and rhetorically compelling prose. The AP designation indicates that this course complies with the curricular requirements specified by the College Board. We will have the unique opportunity to look at some of the most superbly crafted arguments, speeches, debates, letters, and narratives in history, and we will use these to better our own understanding and use of the English language.

**AP LITERATURE AND COMPOSITION – ENGAP410**

Credit: .5/semester 2 semester course

Prerequisite: B+ in prior English Courses and teacher approval

Grades: Typically 11<sup>th</sup> or 12<sup>th</sup> or by approval

The AP English Literature and Composition course extends Merit Academy’s commitment to serious literary study through textual analysis, close reading, and reflective moral evaluation. The AP designation indicates that this course has been designed in keeping with the formal curricular requirements created by the College Board and that it entails an advanced level of academic intensity. Students should expect to read important works that span various literary periods and genres, a process during which each will develop the knowledge and vocabulary necessary for meaningful engagement with profound and difficult texts.

---

---

FINE ARTS

---

---

MUSIC-Choir

**Ascend Ensemble – MUSASC102**

Credits: .5/semester; 2 semester course, Repeatable

Requirements Met: Fine Arts

Grades: 9<sup>th</sup>-12<sup>th</sup>

Students study proper vocal production and techniques, sight-reading, music theory, ensemble skills, musicianship, and music appreciation. Repertoire is selected to represent a variety of

genres, musical time periods, composers, musical techniques, and languages. Students are graded on their preparation and participation during class and in public performances, with

### MUSIC-Instrumental

#### **CADET BAND– MUSBND101**

Credits: .5/sem, 2 semester course

Requirement met: Fine Arts

Grades: 9<sup>th</sup>-11<sup>th</sup>

Flute, Clarinet, Saxophone, Trumpet, Trombone, Euphonium, Percussion

Need to borrow, rent or purchase an instrument (snare drum for percussion), a good supply of reeds for clarinets/saxophones, folding music stand for home practice, and Essential Elements Book 1. Practice Log requirements of 20 minutes per day, 3 days per week. There will be 2-5 performance opportunities outside of school times. This is a year-long class, not a semester. Signing your student up for this class indicates agreement with these basic requirements.

#### **CONCERT BAND – MUSBND201**

Credits: .5/sem, 2 semester course, repeatable

Prerequisites: Successful Completion of BAND YR 1

Requirement met: Fine Arts

Grades: 9<sup>th</sup>-12<sup>th</sup>

Flute, Clarinet, Trumpet, Trombone, Percussion

Need to borrow, rent or purchase instrument (snare drum for percussion), a good supply of reeds for clarinet/saxophone, folding music stands for home practice, and Essential Elements Book 2. Practice Log requirements of 20 minutes per day, 3 days per week. There will be 2-5 performance opportunities outside of school times. This is a year-long class, not semester. Signing your student up for this class indicates agreement with these basic requirements.

#### **JAZZ BAND – MUSJAZ201**

Credits: .25/semester (Friday, 2 semesters), repeatable

Prerequisites: Band 1 or equivalent

Requirement met: Fine Arts

Grades: 9<sup>th</sup>-12<sup>th</sup>

Flute, Clarinet, Saxophone, Trumpet, Trombone, 2 Percussion with kit experience, 2 keyboards, 2 electric guitar, 2 bass guitar. Need to borrow, rent or purchase instrument, folding music stand for home practice, a good supply of reeds for clarinets/saxophones, and Essential Elements Jazz Book 1. There will be 2-5 performance opportunities outside of school times. This is a year-long class, not semester. Signing your student up for this class indicates agreement with these basic requirements.

#### **STRINGS – MUSSTR101**

Credits: .5/semester; 2 semester course, repeatable

Requirement met: Fine Arts

Grades: 9<sup>th</sup>-12<sup>th</sup>

Violin, Viola, Cello, Bass

This course is designed to give students a foundation in the rudiments of playing an instrument of the orchestral string family. Alongside playing techniques; students will learn various theoretical rudiments such as musical notation and reading, as well as listening skills. These will be facilitated by an introduction to theory and ear training. Grades will be based on attendance and punctuality, testing, writing assignments and overall progress.

There will be 2-5 performance opportunities outside of school times. This is a year-long class, not semester. Signing your student up for this class indicates agreement with these basic requirements.

### **UKULELE & GUITAR – MUSUGT101**

Credits: .5, 2 semesters, (Friday, 2 semesters), REPEATABLE

Requirement met: Fine Arts

Grades: 9<sup>th</sup>-12<sup>th</sup>

Need to borrow, purchase or rent a concert or soprano ukulele or a guitar. Baritone ukuleles may break out with the guitar class since the strings/fingerings are the same as the guitar top 4 strings). Students are required to have a folding stand for home practice, and Everybody's Ukulele Method Book 1 (or Guitar book as assigned by Director). Practice Log requirements of 20 minutes, 3 days per week. There will be 2-5 performance opportunities outside of school times. Signing your student up for this class indicates agreement with these basic requirements.

## THEATER

### **THEATER II: ALL THE WORLD'S A STAGE – THRPER101**

Credits: .25/semester (Friday, 2 semesters), repeatable

Requirement met: Arts

Grades: 9-12<sup>th</sup>

This is an intermediate course in acting and public speaking. Students will explore acting theory, finding their voice through daily warm ups, rhetorical speech, poetry, comedic and dramatic texts. We will be using scene and character studies from the works of William Shakespeare and 20th century playwrights like George Bernard Shaw, Arthur Miller, Thornton Wilder. Other fields of study will be solo and ensemble movement, how to audition, and competition techniques. Students will have opportunities to take these skills and apply them to the classroom, on stage, and in Forensic competitions.

## VISUAL ART

### **ARTS APPRECIATION – ARTAPR101**

Credits: .5/semester

Requirements Met: Fine Arts

Grades: 9<sup>th</sup>-12<sup>th</sup>

This course will introduce students to the visual arts and the variety of art mediums and techniques used to create two and three dimensional works of art.

Students will study the history of art beginning with the Stone Age to the present.

The purpose of this course is to build a context for understanding the arts with the intention of making art meaningful to the student's everyday life.

Students will explore and analyze influential works of art as a way to gain an understanding of the arts as a method of communication and expression. While reflecting upon and assessing the characteristics and quality of art; students will develop, explore and express their personal aesthetics through art projects, class discussions, gallery visits and writing assignments.

### **STUDIO ART – ARTEXP101**

Credits: .25/sem (Friday, 2 semesters); **or** .5/sem Mon-Thurs, repeatable

Requirements met: Fine Arts

Grades: 9<sup>th</sup>-12<sup>th</sup>

This course is a studio class where students will engage in a variety of projects that may include any or all of the following:

Photography, photoshop, digital art, animation, sketching, drawing, journaling, printmaking, painting, multimedia, and more.

Additionally, we may work with 3D forms with clay (kiln-dried, air-dry, polymer, homemade, etc.) as well as paper mache, cellulose, recyclables, found objects, repurposed items, etc to create original sculptures.

Impermanent art, such as rock designs, outdoor sculptures, weaving with natural materials, etc. may be explored. We may have opportunities to explore textiles to include macrame, crochet, knitting, looms, beading, jewelry making, quilling, and more.

This class may require some materials to be purchased by families. Estimate is \$30 per semester per student.

---

---

## HISTORY

---

---

### **U.S. HISTORY: COLONIAL-CONSTITUTION – HISTUS101**

Credits: .5/semester; 2 semester course

Prerequisite:

Requirement met: US History 1

Grades: 9<sup>TH</sup> or transfer-in (case by case)

This course will help students prepare themselves for the rights and duties of being a citizen of a free regime by understanding the unique story of the unique American experiment in self-government. The course spans the early colonial settlements in North America through the American Revolution and the American Founding. Much emphasis will be placed on the key ideas enshrined in the Declaration of Independence and the attempt to incorporate those ideas into the design of the United States Constitution, a constitution unlike any other in prior history.

This course utilizes original source materials, such as The Federalist Papers and other primary sources, to understand what the Founders were saying and doing so that we, today, might judge well whether their Constitutional experiment in self-government is worth conserving.

1st Semester:

- Founding of Jamestown
- Founding of Massachusetts Bay Colony
- John Winthrop
- Roger Williams & the founding of Rhode Island
- Robert La Salle & the founding of the Mississippi Valley
- Ben Franklin & Poor Richard's Almanac
- Great Awakening
- French & Indian War
- Intolerable Acts
- Boston Massacre
- Boston Tea Party
- Thomas Jefferson
- Patrick Henry
- Paul Revere
- Thomas Paine *Common Sense*
- Second Continental Congress
- Declaration of Independence

2nd Semester

- Articles of Confederation
- Northwest Ordinance
- United States Constitution
- Bill of Rights
- Federalist Papers
- George Washington
- Election of 1800
- Marbury vs. Madison

**U.S. HISTORY: CIVIL WAR – MODERN ERA – HISTUS201**

**U.S. HISTORY: CIVIL WAR – MODERN ERA (HONORS – HISTUS201(H))**

*Confronting Critiques & Challenges*

Credits: .5/semester; 2 semester course

Requirement: Meets US History 2

Grades: 10<sup>th</sup> or transfer in (case by case)

This course will cover the period spanning from the growing sectional conflicts of the 1820s – 1850s, to the Civil War, to today. Final course modules examine contemporary case studies testing policymakers' fidelity to America's founding principles. Students will discuss the founding principles as compared or contrasted to the progressive movement, including Woodrow Wilson's New Freedoms, FDR's New Deal, and LBJ's Great Society. The Honors

section requires deeper discussion of the topic, with greater expectation of application and projects.

### **HIST 1530: US HISTORY, EMERGENCE OF MODERN AMERICA – UCCSHIST1530**

*Confronting Critiques & Challenges*

Credits: .5/semester; 2 semester course, 3.0 college credits

Prerequisite: B+ or better on prior History class, OR passing Accuplacer AND teacher approval.

Requirement: Meets US History 2

Grades: 10<sup>th</sup> or transfer in (case by case)

This course will cover the period spanning from the growing sectional conflicts of the 1820s – 1850s, to the Civil War, to today. Final course modules examine contemporary case studies testing policymakers' fidelity to America's founding principles. This course surveys and addresses concepts within the economic, social, and political development of the United States from the Civil War to Modern Era. Students will compare and contrast the founding principles with tenets leading to the progressive movement, including Woodrow Wilson's New Freedoms, FDR's New Deal, and LBJ's Great Society.

Students selecting HIST 1530 will be required to engage in depth of discussion, projects, assignments, and group exploration of these topics.

### **WORLD HISTORY – HISWLD301**

#### **WORLD HISTORY (HONORS) – HISWLD301(H)**

Credit: .5/semester; 2 semester course

Requirement Met: Enhancement

Grades: 11-12<sup>th</sup> or transfer-in

This required course enables students to practice and develop the critical-thinking skills necessary for historical study. This course focuses on the historical development of Europe, Asia, and the Americas. The culture, religions, and history of these areas are examined, as is their impact on history. Why certain cultures were able to exert cultural, political, and ideological dominance is stressed in this course as well. Students analyze the causes and effects of the interactions between cultures. Corresponding themes in geography are addressed. The Honors version of this course requires deeper discussion and review of these topics, with advanced expectations of works and projects.

#### *Additional History Course Offerings 2025 and beyond*

### **CIVICS/UNITED STATES GOVERNMENT – HISGVT301**

Credits: .5 (1 semester)

Requirement Met: History—Civics/Government

Grades: 11<sup>th</sup> –12<sup>th</sup>

This course emphasizes the institutions and political forces that have shaped the US federal government and examines the behavior of individuals in the American political system and the non-institutional forces that influence decision-making in US politics (such as political parties,

interest groups, and the media). This course enables the student to understand the functions of the federal government and how citizens can participate in the decision-making process.

**AP or CONCURRENT ENROLLMENT: UNITED STATES GOVERNMENT**

Credits: .5 credit (1 semester), 3.0 College Credits

Requirement Met: History—Civics/Government

Prerequisites: B+ or higher in previous required History course or teacher approval

Grades: 11<sup>th</sup>–12<sup>th</sup>

This college level course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up American politics. The writing component of this course is significant. The course may include a final mock trial regarding a regional, historical case. This course may be used to fulfill the American Government requirement for graduation.

**U.S. MILITARY HISTORY OVERVIEW, 1607 -2023 – HISMIL301**

Credit: .5 (1 semester)

Requirement Met: Enhancement

Grades: 11-12th

This course will provide an overview of U.S. military history from the before the founding until current day. It will examine the impact of military operations on the expansion of the United States, how war influenced the growth of the nation’s geography, and its effect on social and technological development. Emphasized events will include King Phillip’s War, the Revolution, the Civil War, post-Civil War Indian Wars, WWI, WWII, Korea, Vietnam, and the Global War on Terror. These will be examined using the principles of warfare and the Strategic, Operational, and Tactical “SOT Snowman”.

- Define the principles of warfare and the differences between strategic, operational, and tactical actions.
- How did American military actions follow or lead other nation’s development of theories about warfare?
- How did technology provide an advantage in American Warfare?
- Who were the significant leaders of American military campaigns and what was the effect of their leadership?

---

---

## LANGUAGES

---

---

**AMERICAN SIGN LANGUAGE (INTRODUCTION) – LANASL101**

Credit: .25/semester; (Friday, 2 semesters)

Requirement Met: Language

Grades: 9<sup>th</sup> -12<sup>th</sup>

This course is a beginner-level course designed to introduce students to the fundamental skills and concepts necessary for communication using American Sign Language (ASL). Throughout the course, students will learn the basics of ASL, including grammar, vocabulary, and interpreting musical lyrics.

### **AMERICAN SIGN LANGUAGE 1 – LANASL201**

Credit: .5/semester; 2 semester course

Requirement Met: Language

Grades: 9<sup>th</sup> -12<sup>th</sup>

American Sign Language (ASL) 201 is a next-level course designed to provide students with additional principles and techniques of ASL, building on current knowledge from the ASL introduction course. Students will advance their vocabulary and conversational phrases in ASL. Emphasis will be placed on developing communication skills through interactive practice and exercises. Additionally, students will learn about Deaf culture and the history of ASL. At the end of the course, students will be able to engage in basic conversations, express ideas, and understand various ASL communications.

### **FRENCH 1 CDLS – LANFRE101**

Credit: .5/semester; 2 semester course

Requirement Met: Language

Grades: 9<sup>th</sup> -12<sup>th</sup>

Virtual Course with onsite co-teacher

Bienvenue! Welcome! Come and join various native French speakers as they give students a lively introduction to the language and its rich culture. Join them in their everyday environment as they take students through different daily scenarios and give them the necessary skills to read, write, and speak French.

In this course, students learn the basic French language. Students will be able to engage in conversation in French including greeting people, introducing themselves, and exchanging basic information with others. Students learn to count from one to 1,000 and make simple sentences in spoken and written French. Students continue to develop their French skills in semester two.

New words and phrases are introduced with pictures, audio clips, and examples. Students learn basic French grammar to help them build fluency and understand the structure of the French language. Students have many opportunities to practice what they learn through interactive practice activities in the form of games, written practice, and listening and speaking exercises.

Students also explore the cultures of France, Canada, and other French-speaking regions by learning about geography, foods, celebrations, and traditions from each place. Bon Voyage! Enjoy the trip!

### **FRENCH 2 CDLS – LANFRE201**

Credit: .5/semester; 2 semester course

Requirement Met: Language

Pre-requisite: French 1

Grades: 9<sup>th</sup> -12<sup>th</sup>

Virtual Course with onsite co-teacher

Salut! Get set for some more adventure! In French 2, students are immersed in the French language and culture. This course is full of engaging and interactive videos, dialogues, presentations, self-checks, and much more! The purpose of this course is to further develop the French communicative skills of listening, speaking, reading, and writing. In French 2, students will broaden their French vocabulary and knowledge of grammar. Students will also experience the beauty and expressiveness of a language that is shared by different people and cultures throughout the world.

### **French 3 CDLS – LANFRE301**

Credit: .5/semester; 2 semester course

Requirement Met: Language

Pre-requisite: C or better in French 2

Grades: 10<sup>th</sup> -12<sup>th</sup>

Virtual Course with onsite co-teacher

Continue your journey in the exploration of the French language and the richness of its diverse cultures. In the French 3 Honors course, you will sharpen the increased listening, speaking, reading, and writing skills you acquired in French 1 and 2. Communication remains the main focus through speaking, listening, writing, and reading. You will dive a little deeper into the francophone culture and apply what you learn through written practice and listening, reading, and speaking exercises.

### **GERMAN 1 CDLS – LANGER101**

Credit: .5/semester; 2 semester course

Requirement Met: Language

Grades: 9<sup>th</sup> -12<sup>th</sup>

Virtual Course with onsite co-teacher

This German 1 course is an introductory course teaching basic comprehension and communication in German. It coordinates the study of language with culture through the use of video, audio and mass media production. This course assumes prior or no knowledge of the German language. It introduces the fundamentals of conversational and grammatical patterns of the German language with presentations to present the material. Students who complete the course successfully will begin to develop a functional competency in the four primary language areas: speaking, reading, listening and writing, while establishing a solid grammatical base and exploration into German culture.

### **GERMAN 2 CDLS – LANGER201**

Credit: .5/semester; 2 semester course

Requirement Met: Language

Pre-requisite: German 1

Grades: 9<sup>th</sup> -12<sup>th</sup>

Virtual Course with onsite co-teacher

In German 2 students build on grammar and language skills that they acquired during their course. While reviewing basic grammar skills, (present and past tenses), students learn and study stem-changing verb conjugation and explore cultural themes regarding current events, famous German people, music and famous festivals.

Students increase their proficiency in being able to communicate by forming more complex German sentences in a variety of tenses using all four cases (Nominative, Accusative, Dative and Genitive). The variety of topics increases also, from exploring different careers to discussing relationships. Cultural themes are entwined throughout this course related to going shopping, to going to the zoo and also to travel throughout the German-speaking world.

### **LATIN 1 – LANLAT101**

Credits: .5/semester; 2 semester course

Requirement met: Latin/Foreign Language

Grades: 9<sup>th</sup>-12<sup>th</sup>

It is designed to fully prepare students to continue their study of Latin in higher-level courses, but also to cover the historical and cultural achievements of the Romans and how they affect = Western Civilization. The course also emphasizes English vocabulary that comes from Latin roots and the study of both Latin grammar and English grammar.

### **LATIN 2 – LANLAT201**

Credits: .5/semester; 2 semester course

Pre-requisite: Latin 1

Requirement met: Latin/Foreign Language

Grades: 9<sup>th</sup>-12<sup>th</sup>

This course starts with an extensive review of Latin 1 and expands into further development of the students' skills with an emphasis on preparing the students with the knowledge necessary to move on to Latin 3.

### **SPANISH 1 – LANSPA101**

Credits: .5/semester; 2 semester course

Requirement met: Foreign Language

Grades: 9<sup>th</sup>-11<sup>th</sup>

Spanish 1 is a beginning high school Spanish course designed to encapsulate a holistic approach to language learning in thematic chapters. Students will study cultures of different Spanish speaking countries as well as listen, speak and write in Spanish in a level appropriate hierarchy. Spanish 1 also introduces grammatical concepts purposely to synergize the language for applications outside of the classroom. The class is designed for appreciation, learning and fun. Spanish 1 will use chapter 1-6 from the **¡Ven Conmigo!** book series.

### **SPANISH 2 – LANSPA201**

Credits: .5/semester; 2 semester course

Prerequisites: Spanish 1

Requirement met: Foreign Language

Grades 10<sup>th</sup>-12<sup>th</sup>

Spanish 2 is a continuation of Spanish 1. Students in Spanish 2 will use the 2nd half of the Spanish 1 book chapters 7-12 from the **¡Ven Conmigo!** book series. Spanish 2 will review the present tense and irregular present tense verbs with a progression into the 2 past tenses used in Spanish language. Semester 1 will include reviews of Spanish 1 concepts as necessary. Spanish 2 instructions and directions will increase in Spanish to move toward a more immersive language acquisition environment.

### **SPANISH 3 – LANSPA301**

Credits: .5/semester; 2 semester course

This course applies Spanish 1–2 skills and grammar knowledge for a deeper understanding of the language as well as the associated literature and cultures. Students continue to broaden their base of vocabulary in Spanish through thematic vocabulary units in class as well as through exposure to vocabulary in authentic texts. Students spend a significant portion of class time deepening their communicative abilities in the areas of reading, writing, speaking, and listening. Nearly all course activities are conducted in Spanish. Students will read authentic texts by authors from various Spanish-speaking countries.

---

---

## MATH

---

---

### **WORKKEYS APPLIED MATH – MATWKY001 (foundational)**

Credits: .5/semester; 2 semester course

Requirement met: Math

Grades: 9<sup>th</sup>-12<sup>th</sup>, by permission

The ACT<sup>®</sup> WorkKeys<sup>®</sup> Curriculum is a proven tool for helping individuals acquire skills critical to workplace success—and represents the more than 25 years of hard work we've put into understanding and improving career readiness. Applied Math: Builds the ability to apply mathematic principles to problems encountered in the workplace.

### **PRE-ALGEBRA – MATPAL090**

Credits: .5/semester; 2 semester course

Requirement met: Math

Grades: 9<sup>th</sup> or by permission

This course prepares students for a successful transition into Algebra 1. In this course, basic concepts for algebraic equation solving. It also includes expressions, linear equations and graphs, inequalities, percentages, and data displays. Topics from geometry and statistics are introduced as well.

The year is broken down into two sections; A and B. Book 8A covers exponents and scientific notation, linear equations in two variables, expansion and factorization of algebraic expressions, quadratic factorization and equations, algebraic fractions, congruence and

similarity, and parallel lines and angles in triangles and polygons. *8B* continues with coverage of graphs of linear and quadratic functions; the Pythagorean Theorem; coordinate geometry; different measurement of pyramids, cylinders, cones, and spheres; data analysis; and quadratic equations.

### **ALGEBRA 1 (HONORS) – MATALG101(H)**

#### **ALGEBRA 1 – MATALG101**

Credits: .5/semester; 2 semester course

Prerequisites: Pre-algebra or passing assessment

Requirement met: Math

Grades: 9<sup>th</sup> or by permission

This course introduces basic concepts for algebraic equation solving. It includes expressions, linear equations and graphs, inequalities, systems of linear equations, and quadratic equations and graphs. Topics from geometry and statistics are introduced as well. The Honors section dives deeper into these concepts, with expectations of advanced applications.

### **GEOMETRY (HONORS) – MATGEO201(H)**

#### **GEOMETRY – MATGEO201**

Credits: .5/semester; 2 semester course

Prerequisite: Algebra 1 or passing assessment.

Requirement met: Math

Grades: 9<sup>th</sup>-12<sup>th</sup>

This course provides a thorough knowledge of the main topics of a classical plane and solid geometry. Students learn how a large body of results may be deduced from a comparatively small number of assumptions. Then, through regular practice, students are trained to present an argument in a clear and orderly fashion using classical geometric definitions, postulates, and theorems. Finally, students are introduced to coordinate geometry and the geometric aspect of trigonometry. The Honors section delves deeper into these topics and requires advanced timeline and application of work.

### **BUSINESS MATH – MATBSN201**

Credits: .5/semester; 2 semester course

Prerequisite: Geometry or passing assessment.

Requirement met: Math

Grades: 10<sup>th</sup>-12<sup>th</sup>

Business Mathematics is a comprehensive course designed to equip high school students with the mathematical skills necessary for success in various business and financial contexts. This course integrates fundamental mathematical concepts with practical applications in the business world, providing students with the tools they need to make informed decisions and solve real-world problems. Throughout the course, students will explore a range of topics, including but not limited to:

Arithmetic Operations

Percentages and Ratios

Basic Algebra  
Financial Mathematics  
Statistics and Probability  
Business Applications

**PRE-AP ALGEBRA 2 – MATA2301**

Credits: .5/semester; 2 semester course  
Prerequisite: Geometry or passing assessment.  
Requirement met: Math  
Grades: 10<sup>th</sup>-12<sup>th</sup>

The emphasis of this course is on functions including radical, piecewise, exponential, logarithmic, inverse, and trigonometric functions. Students also study sequences and series. Also studied are indirect proof, polar coordinates, vectors, and parametric equations. Probability and statistics topics as well as topics in discrete mathematics are included. The Honors section delves deeper into these topics, with advanced work in functions and application.

**AP PRE-CALCULUS – MATPCAL301AP**

Credits: .5/semester; 2 semester course  
Prerequisite: Algebra 2 or passing assessment.  
Requirement met: Math  
Grades: 9<sup>th</sup>-12<sup>th</sup>, teacher approval

This course covers topics such as functions, trigonometry, exponential and logarithmic functions, matrices, conic sections, and sequences and series. Students will learn to graph functions, solve equations and inequalities, and apply mathematical concepts to real-world problems. Pre-Calculus provides the foundation necessary for successful understanding in future calculus courses and other advanced math and science courses. Students are encouraged to think critically, communicate effectively, and develop problem-solving skills throughout the course.

**COLLEGE ALGEBRA – MATPPSC121 or MATUCCS121 (depends on college partnership)**

Credits: .5/semester; 3.0 College Credits  
Prerequisite: Algebra 2  
Requirement met: Math  
Grades: 11<sup>th</sup>, 12<sup>th</sup> or upon approval

This course includes topics in algebra designed for students planning to attend college: functions, domains, ranges, graphs, data scatter plots and curve fitting, solving equations and systems of equations, polynomial functions, rational functions, and selected other topics. Graphic calculators and/or computer algebra systems are used extensively. Applications are emphasized.

**COLLEGE TRIGONOMETRY – PPSCMAT1034 or UCCS**

Credits: .5/semester; 2 semester course  
Prerequisite: College Algebra

Requirement met: Math

Grades: 11<sup>TH</sup>, 12<sup>TH</sup> or upon approval

This course includes topics in trigonometry and analytic geometry designed for students planning to attend college: numerical and analytical trigonometry, application of trigonometric functions, vectors, polar coordinates, analytic geometry, sequences and series, mathematical induction and selected other topics. Graphing calculators are used extensively. Functions and applications are emphasized.

### **Additional Math Courses for 2025-26 and beyond:**

#### **AP/CONCURRENT ENROLLMENT STATISTICS**

Credits: .5/semester; 2 semester course

Prerequisite: Algebra 2

Requirement met: Math

Grades: 11<sup>TH</sup>, 12<sup>TH</sup> or upon approval

AP/College Level Statistics is a year-long mathematics course centered around four main topics: exploring data; planning a study; probability as it relates to distributions of data; and inferential reasoning. Students are expected to propose and carry out a statistical study.

#### **AP CALCULUS AB**

Credits: .5/semester; 2 semester course

Prerequisite: College Trigonometry

Requirement met: Math

Grades: 11<sup>TH</sup>, 12<sup>TH</sup> or upon approval

The objective of AP Calculus AB is to prepare students for college work requiring knowledge and conceptual understanding of calculus. Topics covered in AP Calculus AB are limits, derivatives of algebraic functions, applications of the derivatives, applications of the definite integral, transcendental functions, and methods of integration. This course prepares students for the AP Calculus AB exam in the spring.

#### **FINITE MATH CONCURRENT ENROLLMENT**

Credits: .5/semester; 3.0 College Credits

Prerequisite: Math Min. Score: ACT 19; SAT: 440: OR ACCUPLACER Elementary Algebra: 85

Requirement met: Math

Grades: 11<sup>TH</sup>, 12<sup>TH</sup> or upon approval

A course for students with a good foundation in mathematics who are interested in mathematical models for the life, management or social sciences. Topics include matrix algebra, linear programming, probability, counting methods, descriptive statistics, Markov chains, and game theory. Applications are presented from the areas of biology, business, behavioral science, economics, and the social sciences.

---

---

## PHYSICAL EDUCATION

---

---

### **BASKETBALL - PEDBBL101**

Credits: .25/semester, (Friday, 2 semesters), repeatable

Requirement met: PE

Grades: 9<sup>th</sup>-12<sup>th</sup>

Students will practice skills and proper technique on both offense and defense, helping to grow their game and understanding of the rules. Students will also learn plays and help to draft their own plays and practice those plays. If students are interested in developing their abilities on the basketball court, this is a great class for them.

### **KARATE/ SELF-DEFENSE – PEDKAR101**

Credits: .25/semester, (Friday, 2 semesters), repeatable

Requirement met: PE

Grades: 9<sup>th</sup>-12<sup>th</sup>

Students will study and practice activities in karate, self-defense, and physical fitness. There is great focus on building strength and confidence with each student. Students work on proper karate form and are able to advance in belts as they move through the course.

### **OLYMPIC SPORTS – PEDOLY101**

Credits: .25/semester, (Friday, 2 semesters)

Requirement met: PE

Grades: 9<sup>th</sup>-12<sup>th</sup>

Students will discover and participate in different Olympic sports. Explore the origin, purpose, methods, strategies, equipment, and people needed for chosen sports. Organize and participate in the playing of the different sports, whether as an athlete, coach, referee, judge, or whatever else the sport requires!

### **OUTDOOR EDUCATION (MODERN SURVIVAL) – PEDSUR101**

Credits: .25/semester (Friday, 2 semesters)

Requirement met: PE

Grades: 9<sup>th</sup>-12<sup>th</sup>

The Outdoor Education/ Modern Survival course is designed to teach students outdoor survival skills and modern survival skills to use outdoors or at home. Possible topics include but not limited to: Making solar stills, various methods of making fire, flintknapping, knife sharpening, making shelters, camping skills, small animal snares, identifying edible plants, basic first aid, and hunter safety. We will also study ways to integrate technology in survival situations and everyday life.

### **COURT SPORTS – PEDCRT201**

Credits: .5/semester, repeatable

Requirements met: PE

Grades: 9<sup>th</sup>-12<sup>th</sup>

Students will participate in a number of various court sports (basketball, volleyball, tennis, and more). Rules, techniques, plays, and style are all explored. This is a great course for students who wish to enhance their physical fitness, increase their skills in various court sports, or learn more about those particular sports.

### **STRENGTH & CONDITIONING – PEDSTC201**

Credits: .5/semester, repeatable

Requirements met: PE

Grades: 9<sup>th</sup>-12<sup>th</sup>

This course will give students the tools to be physically fit and healthy for a lifetime. The variety of exercises and equipment will allow students to experience many different ways to exercise, including weight lifting, plyometrics, and aerobic activity, hopefully leading to a lifelong interest in fitness. Students will also learn how to create their own Health and Fitness plans that work towards specific health, fitness and career goals. Athletes may work on their sport-specific weight training programs.

### **SWIMMING – PEDSWM201**

Credits: .5/semester, OR .25/sem if Friday block; repeatable

Requirements met: PE

Grades: 9<sup>th</sup>-12<sup>th</sup>

Students will learn techniques of proper strokes: freestyle, backstroke, breaststroke, and butterfly. As swimmers advance, they will also practice starts, turns, and the underwater stroke. Water safety and breathing techniques are foundational components to the course.

---

---

## SCIENCE

---

---

### **COLLEGE ANATOMY AND PHYSIOLOGY – UCCSATM301**

Credits: .25/SEMESTER (Fridays, 2 semester course), 3.0 College Credits

Prerequisite: Biology (recommend B grade or better)

Requirement met: Science

Grades: 11<sup>th</sup>-12<sup>th</sup>

Science Elective class for the study of anatomy and physiology is designed for students with strong interest in advanced study of biology and biomedical topics. The structure, function, and interaction of the major human body systems are taught during the year. Dissection of vertebrate organs reinforces the study of anatomy and provides a chance for comparison of humans with other animals. A team of volunteer medical professionals gives guest lectures throughout the year, and students are encouraged to attend an optional cadaver lab field trip.

### **BIOLOGY – SCIBIO101**

Credits: .5/semester; 2 semester course

Requirement met: Science

Grades: 9th

This year-long course with labs covers the Metric System, microscope, cells, DNA, probability, genetics, genetic diseases, dichotomous keys, portable animal skeleton kits, dissection, human body systems, bacteria, protists, fungi, plants, invertebrates, vertebrates and scientific equipment.

### **PRACTICAL SCIENCE – SCIPTL101**

Credits: .5/semester; 2 semester course

Requirement met: Science

Grades: 9<sup>th</sup>-12<sup>th</sup>

This class is an introduction to biological subject matter discussed in Biology. This course covers foundational concepts at a pace more suitable for students who need greater supports or time to grasp the concepts. *Students must have appropriate approval/teacher placement to take this course.*

### **CHEMISTRY – SCICHM101**

#### **CHEMISTRY (COLLEGE PREP) – SCICHM101(H)**

Credits: .5/semester; 2 semester course

Prerequisite: Algebra I, Geometry (may be taken concurrently with Geometry)

Requirement met: Science

Grades: 10th – 12th

This year-long course with labs emphasizes fundamental concepts regarding the interactions of energy and matter. Rigorous problem solving and quantitative lab work are required. Topics covered include chemical structures, states of matter, reactions, stoichiometry, acids/bases, gaseous reactions, solutions, and thermodynamics. Honors section delves deeper into these topics, with advanced projects and labs required.

### **INTEGRATED CHEMISTRY/PHYSICS – SCIINT190**

Credits: .5/semester; 2 semester course

Requirement met: Science

Grades: 9th -12th

This course prepares students to succeed in general chemistry and general physics. The content is basic chemistry and physics concepts and labs which are built upon in the higher-level classes. Applicable math skills are developed to solve problems in both subject areas. Students who struggle(d) with Algebra will be required to complete Physical Science prior to taking Chemistry.

### **AP PHYSICS – SCIPHS301AP**

Credits: .5/semester; 2 semester course

Prerequisite: Geometry

Requirement met: Science

Grades: 11th – 12th

This is an Advanced Placement laboratory course studying the interactions of energy and matter. Units of study include forces, motion, waves, sound, optics, electricity, relativity, heat

transfer, and electrostatics. Experiments enhance student's understanding of physical concepts and the methods of science. Students record, analyze, and interpret data through various technologies to examine the fundamental laws of nature. The course requires mathematics and problem-solving skills.

### **SCIENCE OLYMPIAD – SCIOLY101**

SCIENCE OLYMPIAD C Division – 9<sup>th</sup> – 12<sup>th</sup>

Credits: .5/semester; 2 semester course, REPEATABLE

Requirement met: While a repeatable course, only one credit can be applied to the required science graduation credits.

Grades: 9-12

National, state, regional and local competitions that consists of students working in 2's or 3's while competing in 23 different events that cover all areas of science. Events consist of taking tests, doing labs, or building an apparatus. This is a STEM activity that requires in-class and out of class preparations. Students must attend all competitions (3-5) (held on Saturdays) that occur throughout the year. Events and rules are set by National Science Olympiad organization and change each year. This is a Lab-based class.

### **Additional Science Courses for 2025-26**

#### **AP BIOLOGY – SCIAPB201**

Credits: .5/semester; 2 semester course

Prerequisite: Bio I or equivalent, by teacher approval

Requirement met: Science

Grades: 11<sup>th</sup>-12<sup>th</sup>

AP or Concurrent Enrollment Biology is a college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. – Lab based class graded on a college level scale.

#### **ASTRONOMY/CONCURRENT ENROLLMENT ASTRONOMY**

Credits: .5 (1 semester) 3.0 College Credits

Requirement met: Science

Grades: 11<sup>th</sup> & 12<sup>th</sup>

Science Elective: This semester-long course is aimed at understanding Earth's place in space. This includes study of the sun; moon; solar system-theories of its origins and how we have explored it; the life cycle of stars and galaxies; constellations—their origins in myth and their use today; and identification of the major seasonal groups. This course also includes the study of the structure, origin, and future of the universe. Students are encouraged to attend an evening session of stargazing.

#### **AP/CONCURRENT ENROLLMENT CHEMISTRY**

Credits: .5/semester; 2 semester course

Prerequisite: Algebra 2

Requirement met: Science

Grades: 11th – 12th

This course is designed according to the College Board Advanced Placement guidelines to be the equivalent of the general-chemistry course usually taken during the first college year. Students gain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and to express their ideas orally and in writing, with clarity and logic through a greater emphasis on chemical calculations, the mathematical formulation of principles, as well as through the nature and variety of experiments done in the laboratory component. Students should expect to spend approximately 10 hours of work per week on the class between the in-class instruction, laboratory work, and studying outside of class.

---

---

## ADDITIONAL ENHANCEMENT COURSES

---

---

### **ADVISORY - ADVSRY**

Credits: 0

Requirement met: Enhancement

Grades: 9<sup>th</sup> -12<sup>th</sup>

This time allows for students to seek out additional assistance within their courses. Advisory is also when students are able to explore credit checks, career opportunities, and recruitment. It allows time to complete scholarship applications, college applications, resumes, and college or career inquiries.

### **LATE START – LTSTRT301A**

Monday-Thursday: no credits, no grades

Grades: 11<sup>th</sup> or 12<sup>th</sup>

Open only to Juniors or Seniors. Students with ample credits and good standing may select to waive first period and start the day with the second period.

### **LATE START FRI – LTSTRT301B**

Friday: no credit, no grades

Grades: 11<sup>th</sup> or 12<sup>th</sup>

Open only to Juniors or Seniors. Students with ample credits and good standing may select to waive first period and start Fridays with the second period.

### **SHERLOCK HOLMES – ENHSHRLK101**

Credits: .25/semester (Friday, 2 semesters)

Requirement met: Enhancement

Grades: 9<sup>th</sup>-12<sup>th</sup>

Journey to Victorian England, where mysterious figures and deceptive disguises abound on and around Baker Street. We'll study iconic detective Sherlock Holmes and his trusty assistant, Dr. Watson, as they follow clues and attempt to solve complex crimes. We'll examine classic literary works of the Victorian era through the lens of the Sherlock Holmes series of detective stories, investigating key themes and concerns of the age—such as social class, the status of women and children, the role of science, and ethics—as they are represented in literature of the period. We'll read various stories of Arthur Conan Doyle's classic novels. We'll engage in critical thinking, reading, and solving our own mysteries through some escape room games!

### **YEARBOOK – ENHYBK201**

Credits: .25/semester (Friday, 2 semesters)

Requirement met: Enhancement

Prerequisite: By teacher permission (grades, behavioral referrals are considered)

Grades: 9<sup>th</sup>-12<sup>th</sup>

Yearbook is a year-long, deadline-driven class that produces the school yearbook. Members of the staff are expected to have a high level of maturity and the ability to work independently. Students will be responsible for the production, design, and publication of the school yearbook. This product based course requires both in class and after school time, as students will attend school-sponsored events and capture those moments for the yearbook.

This is a wonderful opportunity for members of the team to exercise their creativity, while developing new skills in computer design, photography, copywriting, and project management. Creating the yearbook is a fun process and the end result of all the effort is a product the students can be proud of. Teacher recommendation is required to be a part of the yearbook staff in this class.



500 E. Kelley's Rd., Woodland Park, CO 80863

<https://www.merit.academy>

719 686 2274