Telluride High School
Academic Planning Guide

Parents and Students:

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

Thank you for partnering with us in education,

Sara Kimble
TMHS Principal

Our mission statement:

"At TMHS we are a highly engaged, collaborative community pursuing authentic, dynamic learning enabling all to review their highest potential."

Our core values, as developed by the students, are:

The Miner Way: Integrity, Respect and Responsibility

Our Commitments:

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

Nondiscrimination Statement

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

Graduation requirements

In order to earn a high school diploma from Telluride High School, all students regardless of entry point must earn 26.0 credits in the following categories:

English	4
Social Studies	4
Mathematics	4
Science	3
Foreign Language	1
Fine Arts	1
Technology	.5
Health	.5
P.E./Weight Training	.5
P.E. or Fine Arts	1
Electives	6.5
Total	26

Grading

Grades are given on a 10-point letter scale: A, B, C, D, and F. AP classes are weighted. GPA is calculated using only semester grades to include all coursework . We do not do class ranking since we are a small school, and this is not an issue when it comes to scholarship and college application processes.

For transcript requests and information contact:

Sharon Broady sbroady@telluride.k12.co.us

Grading Scale

Credits and Grades

Telluride High School calculates overall GPA on a weighted scale and incorporates all graded high school courses beginning with freshman year, including those of students who attended other schools prior to coming to THS. A full-year, one period course consisting of two semesters is assigned the value of one credit (1.0) toward the graduation credits. A semester course receives one-half credit (.5).

Grading scale Only Advanced Placement (AP) courses (if the test is taken) are weighted as follows: 'A's receive a full point, 'B's receive .75, 'C's received .5, and grades below a C- do not earn weighting.

Numerical	Letter	Grade Pts.	Weighted
97-100	A+	4.0	5.0
93-96	A	4.0	5.0
90-92	A-	3.7	4.7
87-89	B+	3.3	4.05
83-86	B	3.0	3.75
80-82	B-	2.7	3.45
77-79	C+	2.3	2.8
73-76	C	2.0	2.5
70-72	C-	1.7	2.2
67-69	D+	1.3	n/a
63-66	D	1.0	n/a
60-62	D-	.7	n/a
0-59	F	0	n/a

Advanced Placement Program

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

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

Open Enrollment Policy

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

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

1. Time Commitment – Expect daily homework of possibly one to two hours a night. Weekends and long breaks will systematically be used to stay on schedule with content information.

2. Participation – means being prepared along with displaying a willingness to actively take part in classroom discussions, simulations, and group work.

3. Work Ethic – those who are willing to use the best of their abilities to stay on course will find success. Anyone who lacks the discipline to meet the rigorous demands these courses present may encounter trouble.

4. Examination –THS students are required to take the AP exam, and it is a major focus of the course content and instruction. There is a cost in excess of $92 for each AP exam taken.

5. Fees & Materials – there are additional costs accrued for participation in several AP courses. Many courses request that students purchase their textbook so they can be highlighted and written in. Other AP classes may have additional materials such as workbooks or lab fees.

6. Weighted Grades – students must complete the course in good standing, which includes completing both semesters and taking the AP examination for the final grade from each semester to be weighted.

AP Courses Telluride High School Offers (some on an every-other-year basis)

1. Computer Science Principles
2. Computer Science A
3. English Language & Composition
4. English Literature & Composition
5. Biology
6. Chemistry
7. Physics
8. Environmental Science
9. Psychology
10. Spanish Language and Culture
11. Statistics
12. Calculus AB
13. Calculus BC
14. Art & Design- Drawing
15. United States Government
16. United States History

Latin Honors Program

To promote academic excellence and acknowledge those who pursue it, THS is proud to recognize at graduation the achievement of students who complete our Latin Honors Program. The criteria for this rigorous course of study is listed below.

Students who satisfactorily meet the requirements of this program will receive a Latin Honors cord and their achievement will be noted in the graduation program.

3.70 – 3.99 Cum Laude (Gold Cord)
4.00 – 4.19 Magna Cum Laude (Gold and White Cord)
4.20 – above Summa Cum Laude (Gold and Maroon Cord)

In order to qualify for Latin Honors a student must:

1. **Complete all THS graduation requirements.**
2. **Have a minimum weighted GPA of 3.70 (GPA will not be rounded up) at the end of the seventh semester.**
3. **Have completed mathematics through Pre-Calculus.**
4. **Have earned four science credits.**
5. **Have completed foreign language study through Level III.**
6. **Have taken FOUR different AP courses and have received or will receive an AP exam score for each one** (AP science courses used to fulfill #4 above can be used concurrently to fulfill this requirement).
7. **Have taken no fewer than SIX class periods in both semesters of their senior year (**second semester exemptions may be made at the discretion of the principal, particularly for those who graduate a semester early).
8. **Earn a minimum grade of "C-" or better in all courses** (a course that receives a grade below a 'C-' may be retaken [although the grade will remain on the transcript], and the new grade—if it is a 'C-' or better—may replace the earlier grade, allowing the student to meet this requirement).

THS believes that students who graduate with honors must also have exhibited honorable behavior while at school, therefore the following stipulations also apply:

ACADEMIC DISHONESTY: While we recognize that academic dishonesty is anathema in an educational environment, we also understand that students make mistakes and we want them to learn from their errors, therefore one violation of academic dishonesty will not disqualify a student from receiving Latin Honors, but a second instance of academic dishonesty will.

BEHAVIOR: As stated above, we want students to grow from their missteps, so one out-of-school suspension will not disqualify a student from receiving Latin Honors, but a second out-of-school offense will.

Seal of Biliteracy Opportunities

The Telluride School District offers two opportunities to be recognized for proficiency in more than one language: The Colorado State Seal of Biliteracy and the Telluride School District Seal of Biliteracy. These seals are offered to:

- Encourage students to pursue biliteracy
- Honor the skills students attain in more than one language
- Recognize the value of language diversity and multiple cultures in our community

Please see below for requirements of the two Seals of Biliteracy that are offered by TSD.

Colorado State Seal of Biliteracy

The Colorado Seal of Biliteracy is a credential for graduating high school students who can communicate in the interpersonal, interpretive and presentational modes at the intermediate-mid proficiency range or higher in another language as well as at a high level in English. In order to earn the Seal, students who are seniors must demonstrate their mastery of both English and another world language using the

criteria approved by the Telluride School District and based on Colorado Department of Education legislation (updated and approved January 2023).

1. Students must complete all English Language Arts coursework required for graduation with an overall grade point average of at least 3.0 in the required ELA courses.
2. Students must complete one of the following to demonstrate literacy in English:
    a. SAT (reading section) score of 470 or higher
    b. AP Lang. or AP Lit. score of 3 or higher
3. Students must complete one of the following to demonstrate literacy in another language:
    a. AP World Lang. or AP World Lit. scores of 3 or higher
    b. Successful completion of 4 years of high-school level world language course with an overall grade point average of 3.0 or higher
    c. Completion of AAPPL Assessment form B (Arabic, Mandarin, French, German, Hindi, Japanese, Portuguese, Russian, Spanish, Thai) with a score of I4 or higher
    d. Completion of ACTFL OPI and WPT for languages not available on the AAPPL (Albanian, Amharic, Bangla, Bosnian, Bulgarian, Cantonese, Croatian, Dari, Gujarati, Haitian Creole, Hebrew, Hindi, Malayalam, Pashto, Polish, Russian, Swahili, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba) with a score of I3 or higher
4. Students must also engage in language maintenance activities such as internships/electives through their senior year.

Telluride District Seal of Biliteracy

The Telluride School District Seal of Biliteracy is a credential for graduating high school seniors who can communicate in the interpersonal, interpretive and presentational modes at the intermediate-mid proficiency range or higher in another language as well as demonstrate proficiency in English. In order to earn the Seal, students who are seniors must demonstrate their proficiency of both English and another world language using the approved criteria listed here. (updated and approved January 2023).

1. Students must complete all English Language Arts coursework required for graduation with an overall grade point average of at least 3.0 in the required ELA courses.
2. Students must complete one of the following to demonstrate literacy in English:
    a. SAT (reading section) score of 470 or higher
    b. AP Lang. or AP Lit. score of 3 or higher
    c. Successful completion of 4 years of high-school level English courses with an overall grade point average of 3.0 or higher
    d. Completion of ACCESS test scores with an overall score of 4.0 or higher
    e. Completion of the Alternative ACCESS test with an overall score of P1 or higher
    f. Completion of the AAPPL Assessment form B in English with a score or I4 or higher

3. Students must complete one of the following to demonstrate literacy in another language:

    a. AP World Lang. or AP World Lit. scores of 3 or higher
    b. Successful completion of 4 years of high-school level world language course with an overall grade point average of 3.0 or higher
    c. Completion of AAPPL Assessment form B (Arabic, Mandarin, French, German, Hindi, Japanese, Portuguese, Russian, Spanish, Thai) with a score of I4 or higher
    d. Completion of ACTFL OPI and WPT for languages not available on the AAPPL (Albanian, Amharic, Bangla, Bosnian, Bulgarian, Cantonese, Croatian, Dari, Gujarati, Haitian Creole, Hebrew, Hindi, Malayalam, Pashto, Polish, Russian, Swahili, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba) with a score of I3 or higher

4. Students must also engage in language maintenance activities such as internships/electives through their senior year.

Please contact Sara Lopez slopez@telluride.k12.co.us or Joanna MacDonald jmacdonald@telluride.k12.co.us with questions or to request further information regarding either seal of biliteracy.

Academic Course Catalog

English Course Offerings

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

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

English 9
The main goal of English 9 is to explore literature in which individual people, communities, and cultures form and maintain distinctive identities in an increasingly globalized world. The literature we study will examine how written and oral language reflect the essential aspects of the human condition, as well as

the diversity of people and cultures. Many of the texts will focus on rites of passage, development of moral and ethical codes, and various cultural and social identities. The study of literature will be complemented by an emphasis on the writing process to develop skills in expository prose, personal, narrative, and research-based writing. Students will also develop an extended understanding of the contextual use of grammar and vocabulary. The course will focus on reading, writing, speaking, listening and viewing skills, with a focus on critical and creative thinking. This course will offer rigorous academic preparation as a basis for logical and critical thinking and a challenging, creative opportunity for self-expression. Our readings currently include *A Death-Struck Year, A Gathering of Old Men, Of Mice and Men, Things Fall Apart, Romeo and Juliet,* and *All but My Life* or *Night* or *Maus.* Literature and themes will be based loosely upon time periods and cultures studied in the student's history class. Activities and assignments may be cross-curricular in an effort to enrich knowledge and understandings of the relationship between literature, history and the human condition. **Required of all 9th graders.**

English 10 & English 10 Honors
In English 10, students will continue to develop their writing, reading, research, speech, and argumentation skills through in-depth practice both in and out of class. Through sustained reading of poetry, fiction, nonfiction, and drama, students will investigate literary techniques and themes as they explore answers to essential questions; students can expect to make interdisciplinary connections to their other classes, especially with contexts and essential questions pursued in History 10. Taking a practitioner's approach, students will write analytical literary analysis papers, experiment with writing their own poetry and fiction, in addition to leading and participating in Socratic seminars and conducting formal presentations and speeches. In addition, students will complete an extended research project in which they implement systems for locating reliable sources, tracking their sources, and integrating multiple sources as they compose a formal, academic research essay that follows MLA style. In-depth grammar and vocabulary work will accompany all units. World Literature course texts may include *Animal Farm* by George Orwell, *Brave New World* by Aldous Huxley, *The Laramie Project* by Moises Kaufman, *Macbeth* by William Shakespeare, *Hole in My* Life by Jack Gantos and multiple nonfiction articles and poems. Students who choose the "honors" experience can expect more reading and writing than in traditional English 10, including reading peer-reviewed, scholarly articles and supplemental materials about texts, writing longer essays, composing an annotated bibliography, and performing sophisticated critiques of their arguments as they master using rhetorical appeals, avoiding logical fallacies, and countering

opposing arguments. **Students who choose the "honors" experience must have earned a B+ or higher in English 9 and must be recommended for the course.**

English 11 and 12

Students not taking AP Literature or AP Language will take English 11/12, a two-year course composed of both juniors and seniors. In each of the two years of the course students will have two semesters that are organized by genre and/or topic. Only one year of the course will be offered at a time. The course will be focused on the Colorado State ELA standards for grades 11 and 12.

Possibilities for year A are plays and poetry in the first semester, and women's literature or graphic novels.
Possibilities for year B are the *Bible* and ancient texts as literature in the first semester, and contemporary novels in the second semester.
After Year B, the course cycles back to Year A.

AP Literature and Composition

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

AP Language and Composition

This is a course in Rhetoric. Simply put, Rhetoric is the art of persuasion. While this course is designed to prepare the student to sit for (and excel on) the Advanced Placement exam in May, its primary focus will be the development of the student as a persuasive writer. Work will be done to increase the student's ability to identify the use of a range of rhetorical strategies in other writers' works, and to

adopt these strategies in their own writing. While reading a number of works in a variety of rhetorical modes, the most important "texts" encountered this year will be the ones the students themselves produce. Expect therefore, to read and write a great deal—all with the intention of figuring out not just what argument a given text is making, but how it manages to develop and defend that argument *in language*.

English Language Development Course Offerings

ELD I--WIDA Levels 1-2
This Beginner English Language Development class is for entering and early emerging English language learners. This class focuses on:

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

There will also be support provided for other content class work.
The class can be repeated and differentiated according to a student's ACCESS test levels and individual needs.

ELD II--WIDA Levels 2-3
This course is for late emerging to developing English language learners. This class focuses on:

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

There will also be time provided to support students with work from other content classes.
The class can be repeated and differentiated according to a student's ACCESS test levels and individual needs.

ELD Support--WIDA levels 1-6*
This course provides academic support to promote success for students with limited proficiency in English who are taking content courses with native English speakers. Students review content material from their other classes and learn techniques and study skills appropriate to their language ability and the materials they are working

with. Students pay particular attention to literacy, comprehension, and composition skills. Students continue to develop their English by improving language skills in reading/writing/listening/speaking/problem solving, as well as increasing the vocabulary used in the different content areas.
The class can be repeated and differentiated according to a student's ACCESS test levels and individual needs.
*Students with WIDA proficiency levels of 1-3 should ALSO be enrolled in ELD I or ELD II

Social Sciences Course Offerings

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

Premodern Global History 9

9th Grade World History is the exploration of important themes of history from the fall of the Roman Empire until the beginning of the 19th century. The course begins with a unit on indigenous peoples focused on the question "What is culture? Must it be preserved?" Students will learn two parallel histories--that of indigenous Australians and indigenous Plains Indians of North America. A second unit will explore Dark and Light ages around the world beginning with the rise of Islam and the Arab Renaissance. Students will contrast this with the European Middle Ages and Italian Renaissance. Students end the unit with a research project exploring other civilizations during their golden age: Ming China, Ghana, Mali and Songhai in West Africa, the Mughal Empire, Ottoman Empire, and Tokugawa Shogunate. In the third unit "Atlantic World", students will look at exploration, conquest, colonialism, slave trade and revolutions in Haiti, America, and France. Students will ask the question: What motivates individuals to initiate change? Students will evaluate a modern revolution in a research project that asks: Was the revolution truly revolutionary? The year ends with the exploration of different means of action to promote change. We will study Gandhi's nonviolent satyagraha campaign

for Indian independence. Students will choose and explore a modern movement for change and evaluate the methods utilized.
Required of all 9th graders.

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

Honors Modern Global History 10
The focus of the course is to explore 20th century Global History through interdisciplinary learning. Students in this class will experience history through the individual voices of those who lived it - we will read historical primary sources, short stories, poetry, memoirs, view film, visual and performing art. Students opting for this "honors" experience should expect to complete more reading and writing than students in the World History 10 class. Students will be assessed using traditional tests, but also in their ability to write and produce "seminar papers" that combine a variety of genres and research into an analytical research paper. Topically this course will look at the legacy of colonialism, the way ideologies (fascism, communism, liberalism) have shaped our world, war and peace in the nuclear age, and international crises and international responses.

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

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

AP U.S. History

This college level course will cover US History from 1490 – present. It will stress analytical writing, persuasive writing, and content knowledge. Students will be asked to interpret and discuss the significance of historical events through the analysis of primary sources and current monographs in our seminar sessions. Students will walk away from the course with historical knowledge of the United States, and more importantly, a greater understanding of why events unfolded as they did. This class will be in conjunction with AP Literature. **Prerequisite: History 9 and 10. A grade of B+ in History 10/10 Honors is required to be recommended for this course.**

U.S. & State Civics (semester)

This class is designed to meet the Civics requirement that is set by the state of Colorado for high school graduation. Students will study the formal and informal structures of government and the processes of the American political system. Students will also be introduced to the concepts of civic competence and responsibility of citizens. This valuable knowledge will help students become informed of their political systems and civic duties as citizens of the United States. **This course is required for THS graduation if AP American Government is not completed.**

AP American Government (full year – takes place of Civics)

This course is designed to be equivalent to an introductory college course in U.S. government and politics. The course offers an in-depth study of government and politics in the United States. Students will be expected to give a critical analysis of U.S government, its institutions, and political ideologies, along with the historical underpinnings of U.S. Politics.

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

Economics (semester)

This class is an introduction into micro- and macroeconomics. Students will study economic concepts and develop economic reasoning skills to apply basic economic concepts, assess problems, make choices, and evaluated the choices of others as consumers, workers, and citizens participating in local, national, and global economies. **The course is required of 12th graders.**

ELD World History

This class is designed for ELD students who are concurrently enrolled in ELD I or ELD II. Throughout this course, students will develop comprehension, vocabulary, and study skills. Students learn fundamental geography skills and examine major topics such as the roots of democracy, political revolutions of the eighteenth century, industrialization in the Western world and the era of new imperialism, eventually leading to the study of major topics of study are World War I, totalitarianism, World War II, the Cold War, and nation-building in the contemporary world. This course is designed to parallel THS freshman & sophomore World History curricula to prepare students for further study in the social sciences and develop both English and academic language and concepts.

ELD US History

This class is designed for ELD students who are concurrently enrolled in ELD I or ELD II. Throughout this course, students will develop comprehension, vocabulary, and study skills. Students learn fundamental geography skills and examine major topics such as PreColumbian People of North America, the Age of Exploration, Founding Documents and the Era of the American Revolution and as time allows, explore the sequential eras of USH through the 20th Century. Students will work to trace and analyze chronological periods and examine significant themes and concepts in U.S. History. They will develop historical thinking and research skills and explore topical issues and to understand the cause for changes in the nation over time.This course is designed to parallel THS US History curricula to prepare students for further study in the social sciences and develop both English and academic language and concepts.

Mathematics Course Offerings

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

they were in previous times. Telluride's mathematics teachers encourage students to question, investigate, and construct problem-solving techniques. Students are expected to take responsibility for their own learning, realizing that the teacher is no longer the only imparter of knowledge. The use of technology, and discovery methods are also part of a student's learning process. Conceptualizing, abstracting, developing a sense of number, finding patterns and order in mathematics, are all expectations as our students move into a larger world of college and the world. All Mathematics courses require the recommendation of present instructor, regardless of the level you are choosing.

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

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

Geometry:
Geometry introduces the tools central to the study of space and spatial relationships. Students began their study of geometry in middle school, and this course will continue to develop the tools of geometry including transformations, proof and constructions. These tools are used throughout the course as students formalize geometric concepts studied in earlier courses and extend those ideas to new concepts presented in the high school standards. Once students have some tools with which to explore Geometry, they begin to formalize geometric relationships involving angles, lines, triangles, quadrilaterals, other polygons and circles. Geometry provides students with an introduction to formal mathematical reasoning, logic and proof, in which they use

evidence to help form conclusions. There is a focus throughout the course on the Mathematical Practice Standards. These practices should become the natural way in which students come to understand mathematics. In a high school Geometry course, communication, reasoning, and justification are particularly important, as are modeling the strategic use of appropriate tools and precision of the mathematical language.

Algebra 2:

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

Pre-calculus:

This Pre-Calculus course is one in which students use functions, equations, sequences, series, vectors, and limits as tools to express generalizations and to analyze and understand a variety of mathematical relationships and real-world phenomena. Modeling is an overarching theme of this Pre-calculus course, and students should expand and develop in-depth their use of functions and their properties to choose appropriate models for real-world problem situations to answer meaningful questions. Students build on and expand their experiences with functions from Algebra I and Algebra II, and Geometry as they continue to explore the characteristics and behavior of functions (including rate of change and limits). And the most important families of functions that model real world phenomena (especially transcendental functions). Expanded work in functions includes polynomial, rational, radical, exponential, power, logarithmic, and trigonometric functions, and it includes operations on functions, including composition of functions. The expanded work in Pre-calculus with more varied types of functions should move students toward the idea of functions as input/output processes with domains and ranges. Students should also move from simply thinking of a function n terms of individual inputs and outputs to start considering the behavior of a function's values as the inputs vary over a bounded or unbounded interval.

Pre - Calculus Honors:

In Precalculus honors, students continue to build on the K – 8, Algebra I, Algebra II, and Geometry foundations as they expand their understanding through other mathematical experiences. Students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as a means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, numerical, algorithmic, graphical, symbolical, and verbal), and technology (TI calculators) to model functions and equations and solve real-life problems. As students do mathematics, they continually use problem solving, language and communication, connections within and

outside mathematics, and reasoning. Students also use multiple representations, applications and modeling, justification and proof, and computation in problem-solving contexts

Applied Math (.5 credit)
This class is designed to show some of the many ways math is used in the real world. Methods of counting votes, ways to optimize routes for public transportation or internet cables, fair division, and finances are just a few of the types of topics you will learn. Most assessments will be projects to show your understanding in a way that allows you to present and explain it to others. The capstone project has a lot of individual flexibility and choice in terms of topic and medium of presentation. You will create something that conveys a mathematical concept, such as a video, graphic novel, piece of artwork with explanation, museum exhibit, etc. The topic should be something that interests you and that you think others would like to learn about as well.

Statistics (.5 credit)
The study of statistics is primarily descriptive and includes a study of data classification, graphs of distributions, measures of central tendency, probability, discrete probability distribution, and the normal distribution. The graphing calculator is used as an important time-saving tool for analyzing and displaying statistical data.

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

AP Calculus BC

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

AP Statistics

This full year course is equivalent to the first semester of college statistics. This course will be very similar to a college course. The content and pace will be difficult and it will be up to you to make time to completely master the material. Be prepared to work hard until the last day of school. The content of AP Statistics is defined by the Advanced Placement Program and is reflected on the AP test. The curriculum develops and changes with time. Our study areas will include exploratory analysis, planning and conducting a study, anticipating patterns through probability and statistical inference.

Math Lab

Math Lab is a support class for a student's current math class. Students will work on mastery of curriculum state standards for their respective math course. Courses are taught in a differentiated manner from their standards-based class. Students will be given additional exposure to help support achievement in their math class and build confidence in their math abilities.

Math Curriculum Sequences

Grade				
8th		math 8		
9th	Pre-Algebra	Algebra 1	Algebra 1	Algebra 1
10th	Algebra 1	Geometry	Geometry	Geometry/Algebra 2
11th	Geometry	Algebra 2	Algebra 2	Pre-Calculus
12th	Algebra 2	Applied math	Pre-Calculus	AP Calculus AB

Grade		
8th	Algebra 1	
9th	Geometry	Geometry
10th	Algebra 2	Algebra 2
11th	Pre- Calculus	Pre- Calculus Honors
12th	AP Calculus AB	AP Calculus BC

Science Course Offerings

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

Biology

Biology is the study of living things. Through this course we will investigate biological concepts and processes from elements and molecules that build life, to what happens inside our own bodies, to complex interactions of ecological communities. We will determine how we impact the environment and the other organisms in it, and how the environment and other organisms impact us as we all interact. By the end of the year in Biology you will be able to show a deeper understanding of our living world.

Chemistry

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

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

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

Physics
This is an algebra-based physics course covering mechanics, energy, waves, and some topics in astronomy as applicable. The course is very hands-on, students are frequently asked to design their own labs and discuss the results and relevant concepts with the rest of the class. The curriculum is similar to AP Physics 1, so students are encouraged to choose between regular and AP Physics during their high school career, as taking both is redundant. **Prerequisite: At a minimum, students should either have completed or have concurrent enrollment in Algebra 2 before taking Physics.**

AP Environmental Science
This rigorous, college-level course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions. The six interdisciplinary

themes that provide a foundation of this AP course include: Science is a process; Energy conversions underlie all ecological processes; The Earth is one interconnected system; Humans alter natural systems; Environmental problems have a social and cultural context; Human survival depends on developing practices that will achieve sustainable systems.
Prerequisites and/or co-requisites include one year of college algebra, and two years of high school laboratory science – one year of life science (biology) and one year of physical science (chemistry or physics).

AP Biology
AP Biology is an introductory college-level biology course. This course requires a strong work ethic and will move quickly. Students cultivate their understanding of biology through activities and inquiry-based investigations as they explore the following big ideas: evolution, energetics, information storage and transfer, and systems interactions. During this course we will cover topics that range from the microscopic world to a macroscopic perspective. These big ideas are broken down into 8 smaller units to help prepare students for the AP Biology test in the spring.
Prerequisites and/or co-requisites include one year of algebra, and two years of high school laboratory science – one year of life science (biology) and one year of chemistry. Students who have not completed these should consult the teacher prior to signing up.

AP Chemistry
AP Chemistry is an in-depth, fast-paced second-year chemistry course for advanced students with a genuine interest in chemistry. The course provides students with a thorough grounding in chemical principles and quantitative reasoning, with an emphasis on inorganic chemistry. The workload is equivalent to a first-year college-level general chemistry sequence, including an intensive and broad laboratory component.
Prerequisite: Students should have completed a Chemistry course, preferable Honors Chemistry.

AP Physics
AP Physics is an algebra-based, college level class that covers mechanics (forces, motion, energy, momentum, etc.) This is a lab-based class, students will be expected to generate an understanding of the laws of physics from their own lab

investigations and discussions with classmates in addition to learning directly from the teacher. The curriculum moves faster than regular physics but covers the same material, so students are discouraged from taking both Physics and AP Physics. **Prerequisite: Students should have completed or be concurrently enrolled in Pre-Calculus.**

Anatomy and Physiology
Anatomy and physiology will focus on the structure of the human body, as well as how the body systems function both normally and when affected by disease. This vocabulary intensive course covers the structure and function of the body, starting at the cellular level and continuing through the major body systems. Coursework will be varied and will include both in-class and out of class exploration, group and individual projects, labs, classroom activities, and unit assessments. Dissections are considered an integral and required component of the course. **Prerequisite: Biology**

Science Electives:

STEM
This course will be taught in the STEM (Science, Technology, Engineering, and Mathematics) room, and has been developed in collaboration with the Pinhead Institute. The class is project-based, where students apply math and science concepts as they complete a series of engineering challenges. Example projects include building motorized cars, constructing circuits and coding with arduinos, and using technology like a laser cutter or 3-D printer to contribute parts to a final product. No prior experience with any of these topics is required.

Note: While listed in the Science offerings, students receive elective credit for taking STEM.

World Language

Telluride High School World Language Department provides students with language skills and understanding needed to communicate and thrive in today's interconnected world. By encouraging students to stretch their comfort zones, achieve proficiency in a

chosen world language, and develop a deep appreciation for diverse cultures. Our language teachers aspire to motivate curious and compassionate global citizens.

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

Spanish II
Students will increase and apply the foundational skills they learned in Spanish 1, including: geography of the Spanish speaking world, conjugation of verbs in the present tense, uses of ser and estar, reading comprehension, sentence structure and basic dialogues. They will study and apply the preterite, imperfect, and present progressive tenses in Spanish in speaking and writing. Frameworks for foundational grammar and vocabulary include: health and medical terminology, technology, home and household, nature and the environment, city life, money and banking, and nutrition.

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

Spanish IV
In this one-year course, students will apply the foundational skills they have learned in previous Spanish courses. They will develop their skills through reading, writing, listening, and speaking activities, while learning more about the culture and history of Spanish-speaking countries. Students will read texts by Spanish-speaking authors, learn about historical and current events, research projects and essays, videos, cooking

and more. To take this course, you must have completed Spanish III with an A, B, or C or Spanish Language Arts II.

AP Spanish Language and Culture
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Language and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the intermediate to pre-advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners. This course engages students in the study of literature through global, historical, and contemporary cultural contexts while making interdisciplinary connections and exploring linguistic and cultural connections. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. In order to take this course you must have completed Spanish IV with an A or B.

AP Spanish Literature and Culture
This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Spanish Literature and Culture examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the intermediate to pre-advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners. This course engages students in the study of literature through global, historical, and contemporary cultural contexts while making interdisciplinary connections and exploring linguistic and cultural connections. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. In order to take this course you must have completed AP Spanish Language and Culture.

World Language Electives:

Social Justice of Latin America (semester course)
This semester course introduces the topic of Social Justice, which is defined as treating all people with fairness, respect, dignity and equality. During this course students will be exposed to a number of social justice issues taking place in Latin America today. Students will learn about these issues through readings, activities, films, interviews, etc. identifying the issues and seeking ways to become part of movements for change.

This course will be taught entirely in Spanish. In order to take this course you must have completed Spanish IV with an A or B, or you must have a recommendation from a Spanish teacher.

Translation and Interpretation (semester course)
This semester course is designed to introduce students to the basics of interpretation and translation for the medical and legal fields. In this class, students will learn and practice professional interpreting skills. They will learn and practice the process used by professionals to produce written translations and study professional ethics (what to do and what not to do). In the process, students will develop increased vocabulary and better reading, writing and speaking skills in both English and Spanish. This course will be taught in Spanish. In order to take this course you must have completed AP Spanish Language and Culture in the previous year, with an A or B, or you must have a recommendation from a Spanish teacher..

Spanish Physical Education (semester course)
This semester course will be a physical education course taught in Spanish. There will be a focus on basic vocabulary (body parts, names of sports, actions, etc.) in Spanish that is necessary for the games taught and played. There will also be a cultural emphasis on sports and activities from Spanish speaking countries. Open to all skill levels of Spanish.
Note: While listed in the World Language course offerings, students receive a PE credit for taking Spanish PE.

Physical Education and Health

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

Physical Education
This semester-long course is open to 9-12 grad students and fulfills PE Credit requirements for graduation. This offer focuses on learning and playing team-based

games, including but not limited to Basketball, volleyball, and invasion/recreational/kicking games.

Health

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

Sports Participation Credit

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

Fine Arts Course Offerings in Art, Theatre or Music Course Offerings

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

Visual Arts

Intro to Visual Art: ***(This semester course is a prerequisite for all Telluride High School Visual Arts Courses and satisfies .5/half of the Fine Arts Credit Graduation Requirement.)***
Intro to Visual Art students explore the elements of art and principles of design, the basic building blocks of art, through a variety of media. This entry level course is an investigation into basic traditional visual arts knowledge and skills and prepares students for future visual arts courses at THS.

Black and White/Digital Photo I (Beginning): ***(Prerequisite Intro to Visual Art. This course has a $35 photo fee)***
This semester/.5 Fine Arts Credit introductory level course begins with a brief history of photography and an investigation into light theory. Students begin their understanding of how light affects photosensitive materials and the physics of light as they create images from pinhole cameras and photograms. The DSLR camera body and 35mm film cameras are explored in depth especially as they relate to the creative controls of the photographer. A focus on composition is always prominent in our daily activities. Students learn darkroom techniques and processes necessary to develop quality negatives and prints. Students submit assigned class projects periodically in their photography portfolio in an organized manner and/or submit their Digital SLR work through Schoology assignments. Students work with and are exposed to a variety of photographic techniques and themes.

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

Beginning Ceramics: ***(Prerequisite Intro to Visual Art)***
This semester/.5 Fine Arts Credit introductory level course will explore clay construction. Students will become familiar with the vocabulary, processes and

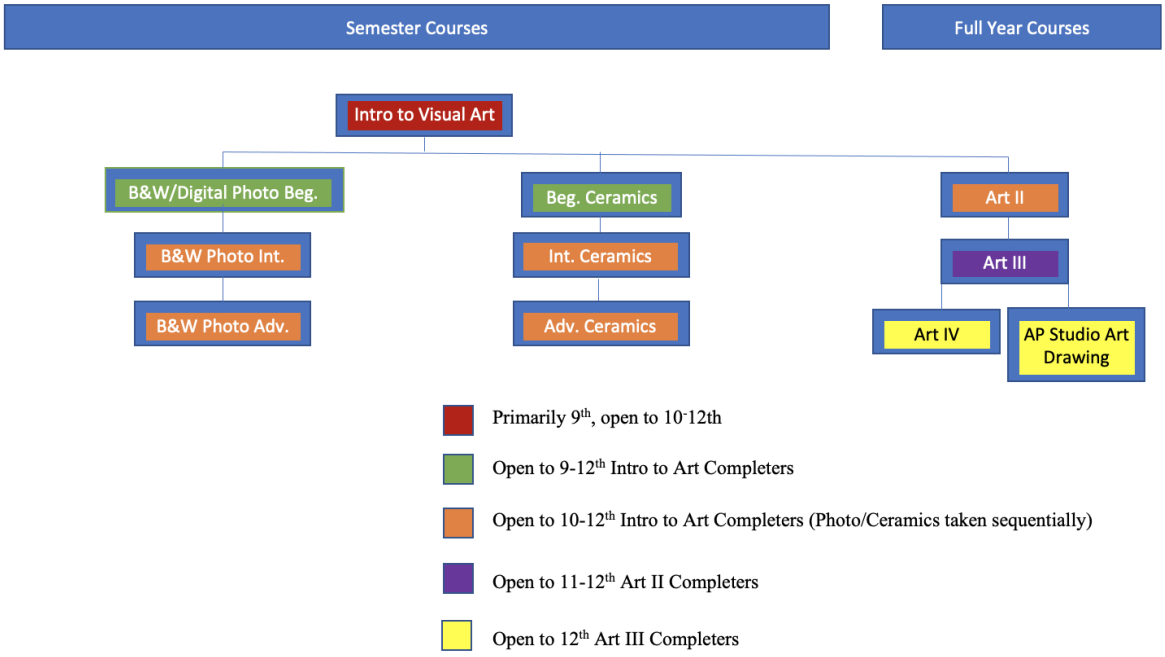
techniques of both hand built and pottery wheel "thrown" construction from the greenware stage to glaze fired finish. We will also explore designing and creating a variety of utilitarian and sculptural forms and surface decoration techniques always with an emphasis on craftsmanship.

Intermediate and Advanced Ceramics: ***(Prerequisite Intro to Art and Beg. Ceramics)***
This semester/.5 Fine Arts Credit intermediate or advanced level courses will further explore clay construction. Students continue to further their knowledge of the vocabulary, processes and techniques of both hand built and pottery wheel "thrown" construction from the greenware stage to glaze fired finish. Students have assigned work as well as propose self-directed projects. Students will continue to create a variety of utilitarian and sculptural forms and surface decoration techniques always with an emphasis on craftsmanship.

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

AP Art and Design: Drawing ***(Prerequisite Intro to Visual Art, Art II, and Art III.)***
This is a 1 credit/full year college level drawing class offered to high school students who are college bound or career-oriented student artists. Emphasis is on advanced drawing skills as evidenced through a variety of media. Completion of the course results in students creating a portfolio of work to demonstrate inquiry through art and design and development of materials, processes and ideas over the course of the year. Portfolios include works of art and design, process documentation, and written information about the work presented. Evaluation criteria include skillful synthesis of materials processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

THS Visual Arts Dept. Course Sequence



Theatre and Performing Arts

Stagecraft: The Backstage World of Theatre.

This class is a chance to explore your creativity! Technical Theatre 1 is an introductory course. Students will be given the opportunity to learn the following areas of technical theatre production:

- Scenic design fundamentals and set construction
- Use and operation of the counterweight (fly) system
- Technical aspects and basic operation of lighting technology
- Technical aspects and basic operation of sound technology
- Scenic painting: exciting techniques for creating spectacular backdrops
- Costuming and make-up application
- Explore career opportunities in the realm of theatre.

Students will be assigned specific duties directly relating totheir interests in the above categories.

Acting for the Camera
Want to feel comfortable and authentic in front of any camera? Fun exercises in relaxation, spontaneity of body and voice, improvisation will be explored in class. They will also practice the technical demands of a professional film set, and gain hands-on training with equipment.

Musical Arts

Band, TMHS – year-long
Middle and high school band are one, but since there's no incoming 6th graders, we will play harder music. Jazz, rock and pop will come into play as much as traditional band music. We'll play the same events: Halloween, Mardi Gras, a couple/few basketball games and a concert at the end of each semester. Bass, guitar, keyboards and drum set players are welcome because of the jazz/rock path this year. Prerequisites included already playing your instrument and reading music; guitars and basses must at least read chord charts.

Guitar/Digital Studio Music
2 courses happen simultaneously this period: guitar in the main rooms and digital music studio in the practice rooms. **Students repeating the class** may sign up for any semester and go further and deeper in the work you already started.

Studio music is for high school students interested in playing electronically in modern bands and for students wanting to learn the guitar or piano. We will perform at the ends of semesters, in separate performances and for some school-based events. We will all work on a major project to perform at the end of the year together – this year is Dark Side of the Moon by Pink Floyd. Some days will require us to play together as an ensemble while many others will be spent working on individual skills on self-selected songs. Students starting off in their first two semesters of work will be managed moreso by the instructor Learning theory will be emphasized – scales, concepts, vocabulary. Learning how to use electronic equipment will also be expected. After 2 semesters, students are expected to mentor younger students, to pick repertoire to perform – especially with honors band members, and to take their instruments and technology further.

Technology Related Offerings

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

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

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

Digital Media Arts

Digital Media Arts, formerly Graphic Design, using Adobe Suite is a semester-long class where you will use several Adobe applications including Photoshop and Animate to edit photos, recreate existing works, and create your own original masterpieces. Motivation is key to your success in this class. You will be self-paced while you work from real-world examples in class and we will pause once or twice a week to learn new techniques and discuss graphic design skills and careers. **This elective is open to students in grades 9-12 and is a prerequisite for Advanced Digital Media Arts. Students are encouraged to take this elective freshman year partnered with Intro to Art. .5 Computer Technology credit is a requirement for graduation.**

Intro to Computer Science

This is an introductory course open to all students that covers topics such as programming, physical computing, web development, design, and data. This course inspires students as they build their own websites, apps, games, and physical computing devices. This course is ideal for the 9th grader interested in computer science, but not ready for the challenge of AP Computer Science Principles.

Advanced Digital Media Arts

Advanced Digital Media Arts using Adobe is a semester-long class where you will use Adobe Photoshop and Adobe Indesign and other Adobe applications to create your own original masterpieces based on industry standards. Motivation is key to your success in this class. You will be self-paced while you work from real-world examples in class and we will pause once or twice a week to learn new techniques and discuss photo editing skills and careers. **This elective is open to students in grades 10-12**

AP Computer Science A

This course introduces students to computer science with fundamental topics that include a problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-orientated and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Students will be proficient in Java Programming language.**Course is open to grades 10-12 with prerequisite of APCSP.**

AP Computer Principles:

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. **Course is open to grades 9-12.**

Elective Course Offerings

Mentorship (semester, but may take more than once)
The mentorship program allows students the opportunity to work in an area of interest within the community to learn specific skills, workplace responsibility, and how to organize and carry out long-term workplace projects. With the guidance of the mentor and the program coordinators, each student designs and completes a multi-faceted final project that demonstrates learning in the discipline. **This elective is limited to students in grades 11 - 12 (10 with rec). Students need to have application approval from the mentorship teacher and the mentorship contract signed by a mentor prior to class participation.**

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

Yearbook
As a staff member of the Telluride High School Yearbook, you will be a key component to making THS memories last forever. Self-motivation is key to your success in this class, as you create yearbook pages, photograph everyday happenings around the school, collect advertising, and create a unique publication. **This class is for students in grades 11-12; interested students in 10th grade must receive personal approval from the instructor to enroll.**

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

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

Cinematography - Short Film Making
In this course, we will work together to create a variety of Film Festival type films using Adobe Premier. This class will be an overview and introduction to the four most basic phases of filmmaking: Development, Pre-Production, Production, and Post-Production. We have several high end digital video cameras and accessories for your use and excellent editing stations for you to work on. This class will be as fun and interesting as you want to make it, so come with great ideas and motivation! **This elective is limited to students in grades 11 - 12 (9 and 10 with rec).**

Cinematography - Documentary Film Making

This class has a focus on Mountain Film style documentary films. In this class we will work together to create a variety of films using Adobe Premier. This class will be an overview and introduction to the four most basic phases of filmmaking: Development, Pre-Production, Production, and Post-Production. We have several high- end digital video cameras and accessories at your disposal and excellent editing stations for you to work on. This class will be as fun and interesting as you want to make it, so come with great ideas and motivation. **This elective is limited to students in grades 11 - 12 (10 with rec).**

AVID

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

Entrepreneurship

The program encompasses course work in class as well as community-based organization and outreach that connects mentors and businesses to students. Program design exposes and builds in students the capacity for entrepreneurship skills like critical thinking, collaboration, creativity, inquiry, adaptability and innovation to solve real local and world problems. This class doesn't teach students for a test; rather it teaches life skills that will be immediately applicable in college, or the workforce, or in creating a nonprofit or business.

AP Psychology

AP Psychology has been designed to give students the opportunity to pursue a college-level course and to receive university credit and/or appropriate university placement for their performance on the Advanced Placement Examination. AP Psychology is a detailed and demanding overview of the field of psychology and requires a high degree of commitment and independent learning. Students will study topics that reflect the diversity of the field and offer a sound introduction to psychological theory. Upon completion of the course, students will be better prepared

to pursue more advanced topics in psychology and other related social sciences. Some questions we will pursue: Why is Psychology a more difficult science to execute than the physical sciences of Chemistry and Physics? What is the brain versus the mind? How are altered states of consciousness both adaptive and maladaptive? What mental abilities are important in determining human achievement and success? What standards do mental health professionals use to describe behavior as "abnormal"?
This course is open to students in 11th and 12th grades. Other students must seek approval of the instructor prior to entering the course.

Sociology/Social Justice

Introduction to Western Philosophy
The study of Philosophy is the exploration of big questions. Philosophy is not the study of a single subject, but an approach to studying all subjects. Philosophy is the art of thinking. The goal of this introductory semester elective is for students to learn how to think philosophically and apply logic to evaluate the reasoning in arguments. Difficult concepts will be made accessible to students in this class. Students will learn how to articulate and defend their own beliefs as well as the ability to empathize with viewpoints that are different from their own. Students will reflect, articulate, argue, analyze, and synthesize their beliefs. Potential themes we will explore include: metaphysics, ethics, epistemology, logic, philosophy of religion and aesthetics. This course includes significant reading and discussion as the primary modes of learning. Students will need ideas, imagination, critical thinking, and an openness to question their most basic assumptions about the world.

Psychology of Childhood (semester elective)
This hands-on course is designed as a foundation for all students interested in studying the growth and development of children from conception through adolescence. Students will engage in hands-on research and design and implement activities to engage young children from preschool through elementary school. In the first unit, students will learn developmental psychology research techniques and apply them in their own hands-on research studies during the semester. As students conduct their

own research, they will learn about existing developmental theories and research on the physical, cognitive, linguistic, social, moral, and gender development from prenatal stages through adolescence. This course will provide practical learning experiences for all students interested in pursuing roles such as K-12 educator, child psychologist, pediatrician, family practitioner, social worker, child care provider, a family and human service career and/or parenthood. The class ends in a culminating project in which students apply what they've learned to the design of a lesson plan that will be implemented with the target age group and graded based on authentic feedback. Students who have taken AP Psychology will benefit from this course as well as students with no prior experience in the study of Psychology.

Outdoor Education - Fall:
The newly established Outdoor Education course focuses on enjoying being outdoors, as well as those who could be interested in an Outdoor Industry Career post high school. It will be a safe environment where students learn to be environmental stewards and develop outdoor skills. Learned skills will support their personal and professional endeavors in the Wilderness. During the semester 1 fall/winter session, athletes will complete units of wilderness first aid skills, bike mechanics, orienteering/way finding, winter survival skills, and ski tuning. Students will be involved in a two-week mentorship program where--with support of the teacher--they will connect with a local outdoor company to learn specific skills in that particular profession. There will be opportunities for students to get official certifications with some of the content information above.
** Students in this course will have some say of the trajectory and subjects learned. It is possible not all topics will be covered above and other subjects could be added.

Outdoor Education - Winter/Spring:
The outdoor education course is focused on those students who enjoy the outdoors as well as those who could be interested in an Outdoor Industry Career post high school. It will be a safe environment where students can learn to be positive stewards to the environment as well as develop outdoor skills. Students will learn skills to support their personal and professional endeavors in the Wilderness. During the winter/spring session students will focus on avalanche awareness, rescue, and terrain, possibly leading to an official AIARE certification. Additional units will focus on winter survival and a mentorship program providing experience in these fields.

Come Spring, students will start their journey with mountaineering, learning the basics of climbing and rope work.

** Students in this course will have some say of the trajectory and subjects learned. It is possible not all topics will be covered above and other subjects could be added.

Culinary Arts

There is a story behind every recipe. There is a reason we love eating. In this class students will discover the joy of cooking. Students will explore and experiment with recipes from their families and from around the world. In this foundational course students will learn fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology will be covered and mastered with an emphasis on basic kitchen safety, equipment maintenance and operation procedures. The course also provides an overview of the professionalism and career opportunities in the Culinary Arts.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

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

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

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

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

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

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

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

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

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

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

THS AVID SELECTION PROCESS

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

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

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

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

Individual Career and Academic Plan

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

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

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

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

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

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

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

Personal Financial Literacy—students recognize personal financial literacy and financial aid topics and vocabulary and know what options are available to pay for

postsecondary education. They apply this awareness to the postsecondary career and academic process.