

**Granite School District**  
*Senior High School*  
*Course Catalog*  
**2022-2023**

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## Career & Technical Education

Career & Technical Education (CTE) consists of 13 Cluster areas with pathways that fall under the clusters. Clusters include: 1) Agriculture, Food & Natural Resources, 2) Architecture & Construction, 3) Arts, Audio/Visual Technology and Communications, 4) Business, Finance & Marketing, 5) Computer Science & Information Technology, 6) Education & Training, 7) Engineering & Technology, 8) Health Sciences, 9) Hospitality & Tourism, 10) Human Services, 11) Law, Public Safety, Corrections & Security, 12) Manufacturing, and 13) Transportation, Distribution & Logistics. Each cluster and the pathways that fall under the cluster are directly tied to industry. Students who choose to become concentrators and/or completers in a high school pathway develop skills that lead to entry-level employment and/or college/university programs of study. Career Pathways often include industry certification testing and work-based learning opportunities such as clinical experiences, internships, and apprenticeships. Students should choose a pathway based on interest and areas of talent. All pathways offered in Granite School District can lead to high pay in high-demand industries.

The courses listed under the CTE section of this manual are listed by Career Cluster and Pathway to support increased awareness of the sequences of courses a student may take when concentrating or completing a career pathway. Additional exploratory courses may fall within numerous pathways and are listed at the bottom of each Career Cluster as 'Additional Courses'. Review of the individual pathways will provide a better understanding of the exploratory courses that are found in different career pathways. **Please see your Career Center Coordinator for additional information on Career Pathways.**

## Agriculture, Food & Natural Resources

The Agriculture, Food & Natural Resources Career Cluster focuses on preparing students for employment in careers related to the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Agriculture is the nation's largest employer, with more than 22 million people working in some phase of the industry from growing food and fiber to selling it in the marketplace. The mission of Agricultural Science and Technology Education is to prepare students for employment and/or continuing education opportunities in the field of agriculture. This is accomplished through technical instruction in the classroom, experiential education in the laboratory, the Supervised Agricultural Experience Program, and through leadership and personal development in FFA.

Pathways in Granite School District include:

### **Animal & Veterinary Science Pathway**

Aquaculture (Grades 9-12) Year, 1pd  
700230

This hands-on course gives students an overview of the aquaculture industry. Students will gain knowledge and develop skills with respect to the scientific method. Students spend most of the class time applying course content in practical ways in the greenhouse. Through raising and taking care of fish and aquaponic systems, students gain marketable skills and content knowledge with respect to breeding, production, water maintenance, monitoring as well as management. Students also can join and compete in District, State and National FFA events. **This course can fulfill the third science credit requirement.**

Animal Science I (Grades 9-12) Semester, 2pd  
700021

Animal Science will provide students with the opportunity to explore the many aspects of the livestock industry. During this course, students will study breeds of dairy cattle, beef cattle, equine, sheep, swine, and poultry. Students will look at animal breeding and reproduction, housing facilities, proper management practices, and feeding and nutrition. Judging and showing of some of these livestock breeds will also be included. FFA involvement is recommended for all students enrolled in this course. **This course can fulfill the third science credit requirement.**

Animal Science II (Grades 11-12) Semester, 2pd  
700031

Students will develop knowledge and skills in a wide range of animal agriculture principles, including anatomy and physiology, health maintenance, waste disposal and facilities. The efficient production and effective management of selected animal enterprises are covered, including beef and dairy cattle, swine, sheep, goats, poultry and equine. Practices in veterinary medicine and those associated with small animal care are included. FFA involvement is recommended for all students enrolled in this course. *Prerequisite: Animal Science 1 (700021) or Equine Science (700081)* **This course can fulfill the third science credit requirement.**

Biology - Agricultural Science (Grades 9-12) Year, 1pd  
700000

This hands-on introductory course is a biology course with an agriculture emphasis. Students explore biology topics such as cells, inheritance, evolution, and ecology by doing hands-on experiments in the context of agriculture. Students will have the opportunity to compete in FFA. This course leads to other agriculture courses such as aquaculture, as well as animal, plant, and vet sciences. **This course can fulfill the third science credit requirement.**

Equine Science (Grades 9-12) Semester, 2pd  
700081

This course prepares students to care for horses and horse equipment; to train horses for various work and athletic or entertainment roles; and to manage horse training, breeding, and housing programs and facilities. Students will be exposed to equine science and technology principles which include genetics, anatomy, physiology/nutrition, diseases, pests, and management practices. The scientific processes of observation, measurement, hypothesizing, data gathering, interpretation, analysis, and application are stressed. **This course can fulfill the third science credit requirement.**

Veterinary Assistant 1 (Grades 9-12) Semester, 2pd  
700101

This course provides the opportunity for students to explore different avenues of the veterinary profession. Students will be exposed to veterinary science and principles which include anatomy, physiology, chemistry, animal health and disease, dentistry, and laboratory procedures. Students will provide hands-on care as they develop skills in the areas of surgical assisting, bandaging, wound care, oral care, and general nursing care. *Prerequisite: Animal Science 1 (700021) or Equine Science (700081)* **This course can fulfill the third science credit requirement.**

### ***Food Science, Dietetics & Nutrition Pathway***

Food and Nutrition 1 (Grades 9-12) Semester, 1pd  
700401, 700402, 700403

This course is designed to focus on the science of food and nutrition. Experiences will include food safety and sanitation, culinary technology, kitchen safety, recipe reading, and food preparation. Attention is given to the preparation of foods that encourage well-being. This course is a foundation course for students wanting to enter Family and Consumer Sciences pathways in nutrition, dietetics, restaurant management, or food service and culinary arts.

Dietetics & Nutrition 1 (Grades 9-12) Semester, 1pd  
700421

This course is designed to focus on principles of food preparation, sports nutrition, consumerism, and career options in the food industry. The study and application of nutrition, sanitation, food sciences and technology in this course provides students with laboratory-based experiences that will strengthen their comprehension of concepts and standards outlined in Science, Technology, Engineering, and Math (STEM) education. FCCLA may be an integral part of this course. *Prerequisite: Food and Nutrition (700401, 700402, 700403)*

Food and Science (Grades 9-12) Semester, 1pd  
700431

This course teaches scientific principles and how those principles can be applied to improve the health of individuals and families. Instruction is given concerning the physical, microbiological, and chemical principles that affect the food we eat. This course will strengthen comprehension of concepts and standards outlined in Science, Technology, Engineering and Math (STEM) education. *Required Prerequisite: Food and Nutrition 1(700401, 700402, 700403), Recommended Prerequisite: Food and Nutrition 2 (700431)*

Foundations of Nutrition (Grades 11-12) Semester, 1pd  
700481

This course is an introduction to the science of nutrition and the relationship of food intake and health. Nutrient requirements and food selection to meet those requirements are discussed. Students evaluate their own food intake, eating behaviors; learn to be informed consumers of food and nutritional information in our modern environment. It provides students with critical human life and nutrition information that will expand their understanding of science and be personally applicable to their daily and life-long health and wellbeing in the modern environment through applied assessments, exams, and discussions. This course will strengthen comprehension of concepts and standards outlined in Science, Technology, Engineering and Math (STEM) education.

### ***Natural Resource Science Pathway***

Natural Resource Science 1 (Grades 9-12), Semester, 2pd  
700201

This introductory course is designed to five student's knowledge and skills related to production, management, and conservation of natural resources. Students explore such topics as ecology, range resources, waste management, and land use. Students will also be introduced to various careers in Natural Resource Science such as fish and game officer, water technician, and park manager. Hands-on field experience is emphasized at weekly trips to Wheeler Farm and other sites. **This course can fulfill the third science credit requirement.**

Natural Resource Science 2 (Grades 9-12), Semester, 2pd  
700211

This course builds upon knowledge and skills gained in natural Resource Science 1. In addition, it covers such topics as the biological environmental, and economical importance of renewable natural resources, and forest and range products. Students will also be introduced to various careers in Natural Resource Science such as fish hatchery manager, wildlife officer, hunting outfitter/guide. Hands-on experience is emphasized at weekly trips to Wheeler Farm and other sites.

*Pre-requisite: Natural Resource Science 1. This course can fulfill the third science credit requirement.*

### ***Plant Science Pathway***

Floriculture and Greenhouse Management (Grades 9-12) Semester, 2pd  
700241

This is an intensive course in greenhouse operation and management that prepares students to produce commercial plant species in a controlled environment and to manage commercial and experimental greenhouse operations. Floral design and greenhouse operations and management will be the primary units of study. Studies will also include basic plant biological systems, soil science, plant propagation, and floral design/arrangements.

Landscape Management/Nursery Operation (Grades 9-12) Semester, 2pd  
700281, 700261

Students will develop knowledge and skills in nursery operation and landscape management practices that will prepare them to select appropriate plant materials and to design, install, and maintain interior and exterior plantings and hardscapes. They will also learn to maintain the facilities and equipment associated with this industry

Intro to Horticulture/Plant and Soil Science 1 CE (Grades 11-12) Semester, 2pd  
710001 – PSC1800, 3 credits (Concurrent Enrollment)

This course is an introduction to the production of nursery, greenhouse, fruit, and vegetable crops. Residential and commercial landscape construction and management will be explored. Students will develop knowledge and skills in a wide range of scientific principles, such as genetics, disease, pests, and management practices. The scientific processes of observation, measurement, hypothesizing, data gathering, interpretation, analysis, and application are stressed. Career opportunities and educational preparation are examined. Learning activities are varied, with classroom, laboratory, and field experiences emphasized. **This course can fulfill the third science credit requirement.**

### **Additional Agriculture, Food & Natural Resources Classes**

Agricultural Science & Tech Apps (Grades 9-12) Semester, 2pd  
700321

This is an in-depth, research/project based, hands-on course for any student wishing to dive deeper into an agricultural course i.e. Animal Science, Equine Science, Vet Assisting, Floriculture and Greenhouse management. Students must have taken the agricultural course previously and received a C or higher. Students will then be enrolled during that class period but be learning skills above those of the introductory course.

Summer Agriculture – Internship (Grades 11-12) Semester, 1pd  
700391

*Requirements: you must have been enrolled in an agricultural class during the previous year or be enrolled in an agricultural class during the coming year.* This is a work-based learning class or supervised agricultural class where students will work with their chosen project throughout the summer. This project can be in the 5 categories of entrepreneurship, placement, agriculture science, improvement, or exploratory. Project hours will be recorded using AET. Additionally, some of the project will be supervised by your instructor/advisor.

## **Architecture & Construction**

*The Architecture & Construction Career Cluster focuses on preparing students for employment in careers that relate to the designing, planning, managing, building, and maintaining buildings and other structures. This includes highways, bridges, houses, and buildings. Workers in this industry might create the designs or plans for new structures or remodel an existing structure.*

*People employed in this cluster work on new structures, restorations, additions, alterations, and repairs. Architecture and construction comprise one of the largest industries in the United States and employment in this cluster is expected to grow faster than average over the next decade. Students in this cluster could participate in student internships, apprenticeships, and leadership personal development in both SkillsUSA and TSA student leadership organizations.*

*Pathways in Granite School District include:*

### **Architectural Design (CAD) Pathway**

CAD Architectural Design 1 (Grades 10-12) Semester, 1pd  
700901

The first in a sequence of courses that prepares individuals for careers in the Architecture, Engineering, and Construction (AEC) industries. This course includes instruction in 2D or 3D Computer-Aided Design (CAD) software to draw a small residential home with an emphasis on blueprint reading. If architecture, building construction, interior design, or civil engineering is your interest then this is the class for you.

CAD Architectural Design 2 (Grades 10-12) Semester, 1pd  
700911

The second in a sequence of courses that prepares individuals for careers in the Architecture, Engineering, and Construction (AEC) industries. This course includes instruction in 3D Computer-Aided Design (CAD) software to design and model a small residential home with an emphasis on residential methods and materials of construction, codes, and Building Information Modeling (BIM). *Prerequisite: CAD Architectural Design 1 (700901)*

CAD Architectural Design 3 (Grades 11-12) Semester, 2pd  
700921

The third in a sequence of courses that prepares individuals for careers in the Architecture, Engineering, and Construction (AEC) industries. This course includes instruction in 3D Computer-Aided Design (CAD) software to model a small commercial building with an emphasis on commercial methods and materials of construction, codes, and Building Information Modeling (BIM). *Prerequisite: CAD Architectural Design 1 & 2 (700901 & 700911)*

### **Construction & Structural Systems Pathway**

Construction Trades Foundation 1 (Grades 9-12) Semester, 2pd  
700611, 700631 TANF

Construction Trades Foundation 2 (Grades 9-12) Semester, 2pd  
700621, 700651 TANF

Construction Trades Foundation is designed to introduce students to the basic skills needed for an entry-level position in the construction industry. Students will be exposed to basic safety, which complies with OSHA-10 training. Students will work with construction math. They will be adding, subtracting, dividing, and multiplying whole numbers, fractions, and decimals, and explain their application to the construction trades. Students will learn about the safe use of hand and power tools used in the industry and will become familiar with reading, interpreting, and applying construction drawings. Students will be taught about basic rigging. They will also be introduced to material handling and recognizing hazards associated with the construction industry. The communication skills needed for job interviews and working with co-workers and supervisors will be emphasized. This class will be

a great experience for those interested in the construction industry.

Electrician 1 (Grades 10-12) Year, Semester, 2pd  
700861

711500, 711501 – ELI1110, 5 credits (Concurrent Enrollment)

This is a comprehensive electrical experience where students are under the supervision of an experienced and licensed electrical contractor. Students will be engaged in the wiring of a home, which includes rough and finish wiring, electrical service, and all phone and data. Students will also experience many commercial projects around the district where they will learn conduit bending and the differences between residential and commercial wiring. In addition to hands-on projects, students will also learn the National Electrical Code and Electrical Theory. This class provides a great experience for those interested in electricity and those who may want to be part of basic electrical installations and remodeling. *Apprenticeship programs are available*

Electrician 2 (Grades 10-12) Semester, 2pd  
700871

711500, 700501 – ELI1110, 5 credits (Concurrent Enrollment)

A program with a sequence of courses that prepares individuals to apply technical knowledge and skills to assemble, install, operate, maintain, and repair electrically energized systems such as residential, commercial, industrial electric-power systems wiring, DC and AC motors, controls and electrical distribution panels. Includes instruction in the use of advanced technology test equipment. *Apprenticeship programs are available. Prerequisite: Electrician 1*

Homebuilding/Carpentry 1 (Grades 10-12) Year, 1pd; Semester, 2pd  
700700, 700701

711400 – CMGT1320, 2 credits (Concurrent Enrollment)

711420 – CMGT1330, 4 credits (Concurrent Enrollment)

Homebuilding/Carpentry 2 (Grades 10-12) Semester, 2pd  
700711

711440 – CMGT1410, 4 credits (Concurrent Enrollment)

These are an introductory and a second-year class that are designed to provide the student with a solid base of understanding and experience in the carpentry trade. Students will be exposed to this trade by constructing a residential home off site (busing provided). This course will involve students with hands-on and learning activities in the building process from digging the foundation to shingling the roof. Other opportunities include plan reading, concrete work, all phases of framing, insulation, drywall, electrical, plumbing, hanging doors & windows, interior doors and trim work, exterior finishes, and painting. Construction Management is addressed. The class is fun and will provide valuable training and experience that can be used in a career or for personal remodeling or construction projects.

Plumbing 1 (Grades 10-12) Semester, 2pd  
700801

This is a comprehensive construction experience where students, under the supervision of an experienced, licensed contractor, participate in a variety of plumbing projects. Students may specialize in the plumbing trade with the opportunity to participate in the plumbing of the district house. This is an excellent experience for those interested in construction-related careers, including construction management, or for those who want building and remodeling experience. *Apprenticeship programs are available.*

Plumbing 2 (Grades 10-12) Year, Semester, 2pd  
700811

711551 – PLI1110, 5 credits (Concurrent Enrollment)

This is the second course in a sequence that prepares individuals to apply technical knowledge and skill to lay out, assemble, install, and maintain piping, fixtures and piping systems for steam, hot water, heating, cooling, draining, lubricating, sprinkling, and industrial processing systems. Includes instruction in material selection and use of tools to cut, bend, join and weld pipes. These courses are based on the current national Center for Construction Education and Research (NCCER) task list. *Prerequisite: Plumbing 1*

## ***Interior Design Pathway***

Interior Design 1 (Grades 9-12) Semester, 1pd  
700941

This course explores the field of interior design through engaging learning activities. Identification of the elements and principles of design are emphasized. Other topics included are furniture arrangement basics, floor plan evaluation, area planning and careers. FCCLA may be an integral part of this course. This course will strengthen comprehension of concepts and standards outlined in Science, Technology, Engineering and Math (STEM) education.

Interior Design 2 (Grades 10-12) Semester, 1pd  
700951

This course provides students the opportunity to develop skills in applying the elements and principles of design to interiors. Projects are integrated throughout the course to provide applications as students study architecture, furniture styles and constructions, surface treatments and backgrounds, design and function of space and lighting. FCCLA may be an integral part of this course. This course will strengthen comprehension of concepts and standards outlined in Science, Technology, Engineering and Math (STEM) education.

## ***Arts, Audio/Visual Technology & Communications***

*The Arts, Audio/Visual Technology & Communications Career Cluster focuses on preparing students for employment in careers that relate to the designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts, design, journalism, and entertainment services. Workers in this cluster use creativity and their talents on the job.*

*Individuals that work in this industry manufacture, sell, rent, design, install, integrate, operate, and repair the equipment used in the arts, audiovisual and communications industry. Students can build leadership skills through participation in the SkillsUSA student leadership organization.*

Pathways in Granite School District include:

### **Broadcasting & Digital Media Pathway**

Video Production 1/Video Production 1 Yearbook (Grades 9-12) Semester, 1pd  
701001, 701005

A term course designed to introduce you to become a skilled video/filmmaker and director. You will create many challenging, yet fun video projects such as the 1-in-5 action sequence, green screen background, and camera movement videos to help you develop the skills needed to be successful in creating better videos. In this class, you will learn storyboarding, how to operate camera/audio/lighting equipment, edit video, and create visual effects. This is a fun, hands-on course that will make your creative movie ideas a reality and improve the quality of your video work. You will work with others to develop film ideas, share constructive criticism, and produce together your films. This course is a great course to introduce you to filming and to help you improve in your film making abilities.

Video Production 2/Video Production 2 Yearbook (Grades 9-12) Semester, 1pd  
701011, 701015

This course is designed to continue your development in becoming a skilled videographer and producer. You will create additional videos such as highlight reels, commercials, music videos, short films, and 6 second comedies. You will develop the skills needed to be successful in producing professional-looking videos. You will learn deeper story development, how to manually control camera/audio/lighting equipment, use advanced editing techniques, and create advanced visual effects. This is a great hand-on course that will increase your ability to produce quality videos as you work with others to develop film ideas, share constructive criticism, and produce and enter them into film festivals. *Prerequisite: Must pass Video Production 1/Video Production 1 Yearbook (701001, 701005)*

Beginning Film Production CE (Grades 11-12) Year, 1pd  
708280 – FLM1045, 6 credits (Concurrent Enrollment)

In place of Video Productions 1 and 2, you can take this year-long course that will count as college level credits. An intensive workshop experience in which students, crewing in their area of specialization, complete the shooting and post-production of projects up to 15 minutes in length. Required for film majors.

TV Broadcasting 1 (Grades 9-12) Year, 1pd; Semester, 1pd  
701050, 701051

This course is designed to help you become a skilled news broadcast technician and producer. You will be part of a team that produces News Broadcast. You will work in a real-world newsroom environment. You will write news reports, film events, create graphics, and edit audio. You will also run studio and control room equipment such as cameras, mics, lights, and video switchers. You will work with others to exchange ideas, share constructive criticism, and create commercials, highlight reels, and new reports. This class will be fast paced and will require high quality work, but it can be fun.

TV Broadcasting 2 (Grades 10-12) Semester, 1pd  
701061

This course builds on the skills developed in TV Broadcasting 1. The course is designed to provide students with the advanced knowledge and skills related to the television broadcasting industry. This course includes instructions and hands-on assignments in the following areas: camera operation, audio systems, lighting systems, pre-production, studio operations, control room operations, visual effects and graphics, and copyright laws. *Prerequisite: Television Broadcasting 1 (701050, 701051)*

### **Fashion Apparel & Textiles Pathway**

Sewing Construction & Textiles 1 (Grades 9-12) Semester, 1pd  
701501

This course introduces students to basic sewing and pressing equipment, textiles, entry-level project construction techniques and techniques for creating seam finishes. Students will learn sewing and fabric terms, how to layout patterns and how to read and follow pattern guide sheets and introductory level project construction techniques. Students provide their own materials for each project.

Sewing Construction & Textiles 2 (Grades 9-12) Semester, 1pd  
701521

This course teaches students intermediate construction skills but is specialized to concentrate on specific fabrics or projects such as outdoor clothing or sports clothing. Students are introduced to more advanced techniques in sewing, serging, pressing equipment, and fabric selection. *Recommended Prerequisite: Sewing Construction & Textiles 1 (701501)*

Sewing Construction & Textiles 3 (Grades 10-12) Year, 1pd; Semester, 1pd  
701540, 701541

This course is designed to focus on entrepreneurial opportunities and careers in design fields. Experiences may include pattern design, surface design, clothing construction and manufacturing, fitting and alteration, and interior fabrication. The study and application of textile sciences and technology in this course provides students with laboratory-based experiences that will strengthen their comprehension of concepts and standards outlined in Science, Technology, Engineering and Math (STEM) education. *Recommended Prerequisite: Sewing Construction & Textiles 1 (702501) and Sewing Construction & Textiles 2 (701521)*

Fashion Design Studio (Grades 9-12) Semester, 1pd  
701591

This course explores how fashion influences everyday life and introduces students to the fashion industry. Topics include fashion fundamentals, elements and principles of design, textiles, consumerism, and fashion related careers, with an emphasis on personal application.

Fashion Design Merchandising (Grades 10-12) Semester, 1pd  
701601

Fashion Design Merchandising introduces the student to fashion merchandising with the fundamentals of basic fashion concepts and marketing terminology, fashion cycles, key components of the fashion industry, retail merchandise categories, fashion promotion and fashion careers. *Prerequisite: Fashion Design Studio (701591)*

Advanced Fashion Design Merchandising (Grades 11-12) Semester, 1pd  
701611

Advanced Fashion Merchandising is designed to provide the serious fashion student with knowledge of the various business functions in the fashion industry. Students in fashion merchandising will learn a working knowledge of promotion, textiles, merchandising math, selling, visual merchandising and career opportunities. Student leadership and competitive events (FCCLA and/or DECA) may be an integral part of the course. *Prerequisite: Fashion Design Merchandising (701601) and Fashion Design Studio (701591)*

Sports and Outdoor Design 1 (Grades 9-12) Semester, 1pd  
701561

Students learn basic design and construction skills using technical fabrics to make projects for the outdoor/sports industry. The skills will introduce and prepare students for employment opportunity in the outdoor/sports industry. Student leadership and competitive events (FCCLA) may be integrated into this course.

Sports and Outdoor Design 2 (Grades 9-12) Semester, 1pd  
701571

Students will further strengthen and broaden sports and outdoor design and production techniques. In this course they design and construct intermediate level projects using various construction techniques. These skills prepare students for exciting global sports and outdoor industry and entrepreneurial opportunities. Student leadership and competitive events (FCCLA) may be integrated into this course. *Prerequisites: Sewing Construction & Textiles 1 (701501) Sports and Outdoor Design 1 (701561)*

### **Graphic Design & Communication Pathway**

Digital Graphic Arts Introduction (Grades 9-12) Semester, 1pd  
701101

This course is designed to provide students with the basic knowledge and skills related to the graphic design industry. It is intended to serve as a starting point for several pathways that include Digital Media, Graphics and Printing, 3D Animation, and Game Development. This includes instruction and hands-on assignments in the following areas: creative design & layout, typography, color, related software, and computer and professional skills.

Digital Graphic Arts Intro/Digital Media -- (Digital Graphic Arts Yearbook 1) (Grades 9-12) Semester, 1pd  
701301, 701105

Digital Media-Visual Arts is a term course that introduces you to the amazing world of digital imagery through photos, graphics, and design. You will focus on learning to edit digital photos, create digital drawings, and design graphic art. You will also learn to apply the elements of design in your work and create a personal digital portfolio. You will learn to use professional level visual software, such as Photoshop, Illustrator, InDesign, and others as you create your projects. This class is essential to help you create impressive digital visual art projects for school and work yet is also fun and exciting as you impress your family and friends with the images and photos you create and edit.

Production Graphics 1 (Intermediate Graphics) (Grades 9-12) Year 1 pd.; Semester, 1pd  
701140, 701141

This course is designed to be a continuation of Digital Graphic Art Introduction; the students will build on their experience. The course prepares individuals to apply technical knowledge in the areas of design & layout, related computer and software, safety, printing processes, finishing & binding, and professional skills. This course includes instruction in printing, printing equipment and operation, computer hardware and software, digital imaging, print preparation, and electronic prepress. Students will gain further experience in Adobe Photoshop, Illustrator, and InDesign. Projects will include binding, business cards, multicolor vinyl stickers, multicolor T-shirts, digital printing, and large format printing. *Prerequisite: Digital Graphic Arts Introduction (701101)*

Production Graphics 2 (Grades 10-12) Year, 1pd; Semester, 1pd  
701150, 701151

In this advanced course in Graphic Communications, students will build on their experience from previous Graphic Communications courses and is intended for those interested in a career in the graphics industry or related occupations. In this course students will create, produce, and reproduce visual graphics that communicate to an audience. Students will also develop knowledge and skills relative to the graphic design & printing industries. Students will also apply effective principles and techniques to project designs. Students will also print various projects for themselves and customers. This course provides an overview of the publishing and print industries on the commercial level. Instruction includes the use of industry standard graphics software with the Adobe Creative Suite. *Prerequisite: Digital Graphic Arts Introduction (701101) and/or Production Graphics 1 (701140, 701141)*

Commercial Photography 1, Commercial Photography 1 Yearbook (Grades 9-12) Semester, 1pd  
701201, 701205

710401 – ART 1050, 3 credits (Concurrent Enrollment)

Commercial Photography 2, Commercial Photography 2 Yearbook (Grades 10-12) Semester, 1pd  
701211, 701215

These courses are introductions to the field of commercial photography. They will cover basic concepts, including what to look for when purchasing a digital camera; image capture; editing photos in Adobe Photoshop and Lightroom; and image output. These concepts will help students skillfully use cameras and prepare them to enter the field of commercial photography. If available, students are advised to continue with the Advanced Commercial Photography course.

Advanced Commercial Photography (Grades 11-12) Semester, 1pd  
701231

This course is designed for students who want to further enhance their photographic knowledge and abilities. It is an application of the skills learned in Basic Digital Photography with an emphasis on professional jobs and assignments used in commercial photography. A portfolio of each student's work is expected at the end of the course.

*Prerequisite: Commercial Photography 1 (701201), Commercial Photography 2 (701211)*

Commercial Art 1 (Grades 10-12) Semester, 1pd  
701261

This is a course in the applied visual arts that prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences via illustrations and other forms of digital or printed media. Instruction includes training in concept design, layout, and techniques such as screen printing, drawing, cartooning, painting, collage, and computer graphics.

Digital Media I (Grades 9 -12) Year, 1pd; Semester, 1pd/2 pd  
701321

710420, 710421 – ART1080, 4 credits (Concurrent Enrollment)

Digital Media – Production Arts introduces students to the exciting and fast-paced fields of audio, animation, and video. Students will learn to mix music and sound effects, create engaging animation, produce short films, and create and develop a personal digital portfolio. Students will learn to use professional level production software, such as Audition, Animate, Premier, Vegas, and others.

Digital Media II (Grades 10-12) Year, 1pd  
701330

Digital Media 2 is an advanced media course where you will produce self-directed high-quality projects to improve your skills and techniques. The projects will include digital imagery (photos & drawings), graphic designs (logos & marques) audio mixes (musical scores & sound effects), 2D/3D animation (models & movies) and video productions (short films & music videos). This course is excellent for those students who really want to make digital media a central part of their educational pursuit, professional career, or personal expression.

*Prerequisite: Digital Media 1 (701301, 701321) or Video Productions 1 & 2 (701001, 701005, 701011, 701015)*

Digital Media II (Projects) (Grades 10-12) Semester, 2pd  
701335

This course offers seniors an opportunity to create and complete a portfolio necessary for internships, college programs and the job application process. Students will have the opportunity to work with real world situations, producing products for both the school district and local businesses, helping to give substance to their portfolios. Students will be critiqued every two weeks to measure their progress, quality of work, and to receive direction as to the overall layout, design, and professionalism of the end product. This class is designed after a senior level college studio class to prepare students for what they will encounter in college. In addition, this course will help students complete all necessary paperwork for entrance into college or an internship program. *Students wishing to take this course must make individual arrangements with the instructor. Prerequisite: Advanced 3-D Animation/Digital Media II (701391)*

3D Animation 1 (Grades 9-12) Semester, 2pd  
701371, 701381

3D Animation offers an entry-level study of the basic principles of 3D and 2D animation. Subject matter includes 2D animation, timing, secondary motion, stretch & squash, basic 3D modeling, texturing, lighting, UV mapping, rigging, and animating a model. This course emphasizes artistic principles for those students interested in the 3D Industry. Students will learn basic principles such as layout and design, color theory, and basic drawing skills. In addition, animation planning, storyboard development, and the production process will be a large part of the course.

3D Graphics (Grades 9-12) Semester  
701351

3D Graphics is a one semester course. Students will use 3D graphics software to produce 3D models. This course will introduce students to 2D and 3D modeling, the creation and application of textures, mapping, lighting, camera techniques, and rendering of 3D models.

3D Animation 2 (Grades 11-12) Semester, 2pd  
701391

This term course offers an advanced level study of the principles of 3D and 2D animation. This course is designed to prepare students for entry into an internship or a college course with the skills necessary to succeed in industry. Subject matter includes advanced polygonal modeling, NURBS modeling, advanced techniques for both game and movie industries, advanced lighting and texture, dynamics, environmental construction, advanced character rigging, and animation. This course expounds on the instructional principles taught during the 3D Animation class but gives more time for student projects and critique. Students will continue to apply the art principles learned during the intro class, and the principles will be critiqued and applied in their final projects. Students will have the opportunity to work with college professors to seamlessly transition into college and their desired field of study. *Prerequisite: 3D Animation 1 (701371, 701381)*

Elements/Art Design CE (Grades 9-12) Semester, 1pd  
708241 – ART1120, 3 credits (Concurrent Enrollment)

This course deals with the basic principles and elements of design as they are defined within the field of visual art. Students will learn theories of esthetic/effective visual design and will apply those theories to hands-on art projects. The goals of Skills USA will be included.

Screen Printing CE (Grades 10-12) Semester, 1pd  
710461 – ART1240, 3 credits (Concurrent Enrollment)

This course is designed to provide students with the knowledge to create, produce, and reproduce visual graphics that communicate to an audience. Students will develop knowledge and skills relative to the graphic design & screen-printing industries. This includes instruction and hands-on experiences in design & layout, digital prep of designs, and multiple color printing processes on various substrates. This course provides an overview of the screen-printing and print-making industries on the commercial level. Instruction includes the use of industry standard graphics software with the Adobe Creative Suite.

Augmented Reality/Virtual Reality (Grades 9-12) Semester, 1pd  
702951



This course introduces students to the technologies that underpin AR/VR systems. Then the course walks through five applications of AR/VR and how they will change and impact numerous aspects of our lives and the economy. Students will also learn about and discuss the risks and side effects of these systems, including health, privacy, and ethical implications.

## **Business, Finance & Marketing**

*The Business, Finance & Marketing Career Cluster focuses on preparing students for employment in careers that relate to the planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business operations.*

*There are nearly 28 million small businesses, employing more than 47 million people. As technology in business advances and the complexity of business increases, so does the need for business and marketing professionals. Business and Marketing Education prepares students for employment and/or continuing education opportunities in business through technical instruction in the classroom, experiential education in the laboratory, student internships, and through leadership and personal development in both the FBLA and DECA student leadership organizations. Career Pathways areas include: Accounting and Finance, Business Administrative, Business Information Management, and Marketing.*

*Pathways in Granite School District include:*

### **Accounting & Finance Pathway**

Accounting 1 (Grades 9-12) Semester, 1pd

702101

710101 – ACCT1110, 3 credits (Concurrent Enrollment)

Students will develop skills beginning with an understanding of the basic elements and concepts of double-entry accounting systems related to servicing businesses organized as a sole proprietorship. Skills include understanding of accounting equations, analyzing business transactions, entering transactions in journals, posting to ledgers, compiling end-of-period financial statements, preparing closing entries, and managing cash. **This course can fulfill 0.5 credit for a third math requirement.**

Accounting 2 (Grades 9-12) Semester, 1pd

702171

710111 – ACCT1120, 3 credits (Concurrent Enrollment)

Students will develop advanced skills that build upon those acquired in Accounting I. Students continue applying concepts of double-entry accounting systems related to merchandising businesses. Additional accounting skills will be developed, including preparing and journalizing payroll records, calculating and recording adjusting entries, and interpreting financial information. Computer accounting software may be used. *Prerequisite: Accounting 1 (702101, 702165).* **This course can fulfill 0.5 credit for a third math requirement.**

Business and Marketing Capstone (Grades 11-12) Semester, 1pd

702291

The purpose of this course is to research and solve real world business needs. This course is designed for advanced business students to further their business knowledge and skills. The Business Capstone encourages students to think analytically, logically, and creatively to integrate experience and knowledge in real world situations. Membership and participation in DECA and FBLA are highly encouraged. *Prerequisite: successful completion of any combination of at least 3 business and/or marketing classes.*

### **Business Administration Pathway**

Business Management (Grades 9-12) Semester, 1pd

702201

710131 – BUS1010, 3 credits (Concurrent Enrollment)

The Business Management course seeks to develop sound management skills within students, as management plays a role in any future employment opportunity. Students are able to analyze, synthesize, and evaluate data from the other functional areas of business (e.g., marketing, finance, accounting, and production/operation) as well as focus on managing one's time and the time and talents of others. Effective management requires decision-making abilities, long-range planning knowledge, human relations expertise, and motivational skills. Students learn the four basic functions of management: planning, organizing, directing, and controlling.

Entrepreneurship (Grades 9-12) Semester, 1pd

702211

710201 – ENTR1002, 3 credits (Concurrent Enrollment)

Students will gain an understanding of the marketing and management principles necessary to start and operate their own business. They will develop an awareness of the opportunities for small business ownership and the planning skills needed to open a small business. Students will become aware of the traits and characteristics of successful entrepreneurs, the knowledge needed in research, planning and regulations affecting the small business and the means of financing a small business. They will

understand the specific strategies of business management and marketing and the economic role of the entrepreneur in the market system. Entrepreneurship is designed for students who have an interest in developing the skills, attitudes, and knowledge necessary for successful entrepreneurs.

CEO – Entrepreneurship (Grades 11-12) 2 pd  
702215

Creating Entrepreneurial Opportunities (CEO) is a year-long course designed to utilize industry partnerships that provide an overview of business development and processes.

Business Leadership 1 (Grades 9-12) Semester, 1pd  
702221

710141 – CTEL1010, 3 credits (Concurrent Enrollment)

This class teaches how to be an effective leader. Concepts include the origins of business leadership, organizational leadership, managing business roles and responsibilities, effective leadership communication, business decision making, motivating employees, and inclusion and diversity in leadership.

Business Leadership 2 (Grades 9-12) Semester, 1pd  
702231

This class expands on how to be an effective leader. Concepts include creating a positive culture, building effective teams, leadership employability skills, consensus building, resolving conflict, change management, and creative problem solving. Students will be asked to participate in teams as both a team member and as a leader to practice the skills they will learn through this course.

Business and Marketing Capstone (Grades 11-12) Semester, 1pd  
702291

The purpose of this course is to research and solve real world business needs. This course is designed for advanced business students to further their business knowledge and skills. The Business Capstone encourages students to think analytically, logically, and creatively to integrate experience and knowledge in real world situations. Membership and participation in DECA and FBLA are highly encouraged. *Prerequisite: successful completion of any combination of at least 3 business and/or marketing classes.*

CEO – Business & Marketing Capstone (Grades 11-12) Semester 2 pd.  
702295

Creating Entrepreneurial Opportunities (CEO) is a year-long course designed to utilize industry partnerships that provide an overview of business development and processes.

**Business Information Management Pathway**

Business Communication 1 (Grades 9-12) Semester, 1pd  
702041, 702042

Business communication affects all aspects of our lives. This introductory course will teach students to communicate in a clear, courteous, concise, complete, and correct manner on both the personal and professional levels. Competency will be developed in oral, written, interpersonal, technological, and employment communication. Listening skills will be incorporated throughout the term. The overriding goal is to provide students with a solid communication base, so they can communicate effectively.

**This course can fulfill 0.5 credit for the fourth language arts requirement.**

Digital Business Applications (Grades 9-12) Semester, 1pd  
702021

The business world is progressively more reliant on digital technologies. The Digital Business Applications course is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Concepts include the overall digital experience, digital communications, digital media, and the exploration of career choices. This course also provides practical experience in professionalism using various forms of presentation skills, including speaking, podcasting, and digital portfolio relating to the globalization of business. ***This course fulfills the 0.5 digital studies graduation requirement.***

Business Law (Grades 9-12) Semester, 1pd  
702251

Students will gain an understanding of the law as it relates to them currently and the implications of the law in their future lives as well as the lives of their family and friends. They will also work to gain an understanding of basic legal vocabulary. The course will include an understanding of the court system at the local, state, and national level. Students will gain an understanding of contract law, their rights and responsibilities as citizens, utilization of financial transactions, employment and agency relationships, and the understanding of the regulations governing different types of business organizations

Business Management (Grades 9-12) Semester, 1pd  
702201

710131, 710132 – BUS1010, 3 credits (Concurrent Enrollment)

The Business Management course seeks to develop sound management skills within students, as management plays a role in any future employment opportunity. Students are able to analyze, synthesize, and evaluate data from the other functional areas of business (e.g., marketing, finance, accounting, and production/operation) as well as focus on managing one's time and the time and talents of others. Effective management requires decision-making abilities, long-range planning knowledge, human relations expertise, and motivational skills. Students learn the four basic functions of management: planning, organizing, directing, and controlling.

Business Office Specialist (BOS) (Grades 9-12) Semester, 1pd  
702001, 702002, 702005, 702011

710151 – CSIS1020, 3 credits (Concurrent Enrollment)

This course applies advanced concepts and principles using word processing, spreadsheets, databases, and electronic

presentation software (Microsoft Office). Students will integrate applications learned. This course prepares students to take *Microsoft Office Specialist* tests which are an industry standard that helps to validate computer skill proficiency. *Also available for concurrent enrollment at some high schools. This course fulfills the 0.5 digital studies graduation requirement.*

Customer Service (Grades 9-12) Semester, 1pd  
702341

The focus of this course is for students to gain an understanding of the skills, aptitudes, and thought processes necessary to achieve customer satisfaction and loyalty in a variety of settings. Students will learn and develop customer service strategies as well as the skills and abilities necessary for working with customers. This will include helping customers to make decisions as well as resolving concerns and issues that may arise. Students taking Customer Service should have the opportunity to participate in DECA (marketing student leadership association). DECA curriculum and activities are state approved for all marketing courses.

Business and Marketing Capstone (Grades 11-12) Semester, 1pd  
702291

The purpose of this course is to research and solve real world business needs. This course is designed for advanced business students to further their business knowledge and skills. The Business Capstone encourages students to think analytically, logically, and creatively to integrate experience and knowledge in real world situations. Membership and participation in DECA and FBLA are highly encouraged. *Prerequisite: successful completion of any combination of at least 3 business and/or marketing classes.*

## **Marketing Pathway**

Digital Marketing (Grades 9-12) Semester, 1pd  
702321

The Digital Marketing course is designed to give students a general background in digital marketing and an introduction to the rapidly growing and evolving career field. Students will be exposed to the fundamental concepts and principles of the digital experience, focus on the learning tools and skills necessary for solving business problems, and developing marketing opportunities. The course will provide practical experience in, but not limited to eCommerce, media planning, branding, online advertising, display advertising, digital campaigns, social media marketing, and mobile media.

Economics (Grades 9-12) Semester, 1pd  
702261

710161 – ECON1010, 3 credits (Concurrent Enrollment)

Economics is a social science that studies how people satisfy unlimited wants and needs with scarce resources. Characteristics of the market economy of the United States and its function in the world will be explored. Students will learn methods of applying economics to one's life.

Exploring Business & Marketing (Grade 9) Semester, 1pd  
702391

Students will be exposed to the fundamental concepts of business and marketing. Skills include basic business concepts, organizational communication, human resources management, entrepreneurship, accounting, finance, and leadership. Students will explore courses within the Business and Marketing career pathways to define areas of interest.

Marketing 1 (Grades 9-12) Semester, 1pd  
702301

710241 – MKTG1030, 3 credits (Concurrent Enrollment)

Marketing 1 explores the seven core functions of marketing which include: marketing planning – why target market and industry affects businesses; marketing information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice. Students will utilize knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service. Students will have the opportunity to participate in DECA, a student organization that prepares emerging leaders and entrepreneurs. DECA related activities and curriculum are an integral part of all marketing classes.

Retailing (Grades 9-12) Semester, 1pd  
702361

Retailing is a course that will prepare the student to operate businesses that sell, rent, or lease goods and services. This course will provide insight into the theory and application of merchandise/service assortment, pricing, promotion mix, location, store layout, and customer service activities necessary for successful retail operations. Students taking business and marketing related courses should have the opportunity to participate in a CTSO such as DECA and/or FBLA.

Sports & Entertainment Marketing (Grades 9-12) Semester, 1pd  
702381

This is an introductory course, which will help students develop a thorough understanding of the marketing concepts as they apply to the sports and entertainment industry. The areas this course will cover include core marketing standards, market segmentation, target marketing, the event marketing triangle (events, fans, and sponsors), sports and entertainment promotion and marketing plans.

Business and Marketing Capstone (Grades 11-12) Semester, 1pd  
702291

The purpose of this course is to research and solve real world business needs. This course is designed for advanced business students to further their business knowledge and skills. The Business Capstone encourages students to think analytically, logically, and creatively to integrate experience and knowledge in real world situations. Membership and participation in DECA and FBLA are highly encouraged. *Prerequisite: successful completion of any combination of at least 3 business and/or marketing classes.*

## **Academy of Finance 11<sup>th</sup> and 12<sup>th</sup>**

*The Academy of Finance is a two-year program for juniors and seniors who are interested in pursuing a career in financial services. The comprehensive curriculum includes economics, accounting, financial planning and banking and credit. Entrance into this academy is competitive, and courses are available only to those students admitted into the program. Enrollment is open to any student in Granite School District who meets admission criteria. This academy is taught at Cottonwood High School and if you don't go to Cottonwood you can attend at the Granite Technical Institute (GTI) where students are bused from all Granite School District high schools. For more information, contact a high school career coordinator or Julie Bagley at 385 646 4629*

Accounting 1 CE (Grades 11-12) Semester, 1pd  
710102 – ACCT1110, 3 credits (Concurrent Enrollment)

This course covers the basic structure of accounting and includes understanding asset, liability, capital, revenue, and expense accounts as well as the accounting cycle, special journals, receivables, payables, payroll, worksheet, adjustments, reversing and closing entries.

Accounting 2 CE (Grades 11-12) Semester, 1pd  
710112 – ACCT1120, 3 credits (Concurrent Enrollment)

Students study inventories, plant assets, depreciation, current and long-term liabilities, partnerships, corporation organization, operation and finance, and the statement of cash flow.

Business Management (Grades 11-12) Semester, 1pd  
702201

710131 – BUS1010, 3 credits (Concurrent Enrollment)

This course seeks to develop sound management skills within students. Students will learn to analyze, synthesize, and evaluate data, as well as learn time-management, communication, planning, leadership, and study skills.

Business Communications (Grades 11-12) Semester, 1pd  
702041

Business communications impact all aspects of our lives. This introductory course will teach students to communicate in a clear, courteous, concise, and correct manner on both personal and professional levels. Competency will be developed in oral, written, interpersonal, technological and employment communication. Listening skills will be incorporated throughout the term. The overriding goal is to provide students with a solid communication base, so they can communicate effectively.

Business Office Specialist (BOS) (Grades 11-12) Semester, 1pd  
702001, 702005, 702008, 702011

710151 - CSIS1020, 3 credits (Concurrent Enrollment)

This course applies advanced concepts and principles using word processing, spreadsheets, databases, and electronic presentation software (Microsoft Office). Students will integrate applications learned. This course prepares students to take *Microsoft Office Specialist* tests which are an industry standard that helps to validate computer skill proficiency. ***This course fulfills the 0.5 digital studies graduation requirement.***

Financial Planning CE (Grades 11-12) Semester, 1pd  
710192 – FIN1050, 3 credits (Concurrent Enrollment)

This course explores the principles and skills necessary for individual and family financial growth including financial planning and goal setting, spending and budgeting, adequacy of insurance, investments, borrowing and banking, savings programs, home and automobile purchases, taxes and estate planning. **Fulfills the .5 Financial Literacy requirement for graduation.**

International Finance/Economics CE (Grades 11-12) Semester, 1pd  
710162 – ECON1010, 3 credits (Concurrent Enrollment)

This course covers the global approach to the economy dealing primarily with aggregate economic data, national income statistics, labor force, full employment, and inflation. Simple models are used to develop a basic understanding of income and monetary theories.

Intro to Marketing CE (Grades 9-12) Semester, 1pd  
710241 – MKTG1030, 3 credits (Concurrent Enrollment)

This course teaches business and marketing fundamentals: selling, product planning, purchasing, promotion, selling, finance, communications, human relations, and other marketing operations. This course gives students an understanding of consumer-to-business relationships and how marketing is an integral part of any business. Technological, employment communication, and listening skills will be incorporated throughout the semester. The overriding goal is to provide students with a solid communication base, so they can communicate effectively.

Business and Marketing Capstone (Grades 11-12) Semester, 1pd  
702291

The purpose of this course is to research and solve real world business needs. This course is designed for advanced business students to further their business knowledge and skills. The Business Capstone encourages students to think analytically, logically, and creatively to integrate experience and knowledge in real world situations. Membership and participation in DECA and FBLA are highly encouraged. *Prerequisite: successful completion of any combination of at least 3 business and/or marketing classes.*

## **Computer Science and Information Technology**

*The Computer Science and Information Technology Career Cluster is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.*

*Students may choose to take a sequence of courses in one specialization strand or they may take courses across each strand to gain a broader understanding of the information technology industry. Information technology careers are found in every industry sector and are in high demand. Students could participate in several student leadership organizations in the Computer Science and Information Technology Cluster area that include Future Business Leaders of America (FBLA), Skills USA, and the Technology Student Association (TSA).*

*Pathways in Granite School District include:*

### **Cybersecurity Pathway**

Linux Fundamentals (Grades 9-12) Semester, 2pd  
702541

This course introduces students to the Linux operating system. Students will learn initial concepts, installation, administration, system management, the X-window system, TCP/IP, and SAMBA for both workstations and servers. This course prepares the student for the CompTIA Linux+ certification exam.

*Recommended Prerequisite: Intro to Information Technology (702411)*

Principles of Cyber Defense (Grades 9-12) Semester, 2pd  
702561

This course will provide a comprehensive view of Cybersecurity across an organization. Students will learn how to use features of modern operating systems to enhance an organization's security, understand inherent weaknesses in wireless and wired networks, and be better equipped to protect employer and personal information. As a prerequisite to advanced topics in ethical hacking, incident response, and digital forensics, you will also learn about Cybersecurity career paths and how skills in these further develop students' areas.

*Prerequisites: Computer Systems 1 (702501), Computer Systems 2 (702511), Network Fundamentals (702521), Linux Fundamentals (702541)*

### **Information Technology Systems Pathway**

Network Fundamentals (Grades 9-12) Semester, 2pd  
702521

This course focuses on basic networking terms and concepts, the OSI model, transmission media, and protocols used by various vendors in LAN and WAN network implementation. The course is designed to prepare students for the CompTIA Network+ certification exam and is equivalent to 6 months of full-time experience working with Peer-to-Peer and Server Client networks. Students will be introduced to CCENT (Beginning Cisco Certification), learn to describe the operation of data networks, implement small switched networks, implement an IP addressing scheme and IP services to meet network requirements for a small branch office, implement small routed networks, explain and select administrative tasks required for a WLAN, identify security threats to a network and describe ways to mitigate those threats, and implement WAN links. *Recommended Prerequisites: Intro to Information Technology (702411), Computer Systems 1 (702501), Computer Systems 2 (702511)*

Cloud Computing 1 (Grades 9-12) Semester, 1pd  
702581

The Cloud Computing 1 course is an exploration of cloud computing. Students will begin to prepare themselves to sit for cloud computing professional certifications. In this course, students explore cloud computing services, applications, technologies and use cases (Case-Based Learning). Students dive deeply into cloud computing best practices and learn how cloud computing helps users develop a global infrastructure while also developing and inventing innovative technologies.

*Recommended Prerequisite: Intro to Information Technology (702411)*

Cloud Computing 2 (Grades 9-12) Semester, 1pd  
702591

The Cloud Computing 2 course is a natural extension of the concepts learned in Cloud Computing 1. Students will continue to prepare themselves to sit for cloud computing professional certifications. This course expands on basic cloud computing principles and concepts including programming, networking, cybersecurity, hardware, software, data storage, data collection, and the impacts of computing. This advanced course will take students from conceptual understanding of these principles to real-world cloud applications across multiple industries. After completing the two Cloud Computing courses, students will be prepared for the AWS Certified Cloud Practitioner certification exam. *Required Prerequisite: Cloud Computing 1 (702581)*

Computer Systems 1 (Grades 9-12) Semester, 1pd  
702501

This semester course will introduce students to the necessary competencies required of entry-level IT professionals including installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing, and performing preventative maintenance of basic personal computer hardware and operating systems. This course is designed to prepare students for the Comp TIA A+ Core 1 certification exam and the A+ certification which verifies the competency of entry-level (9 month's experience) service technicians in the computer industry. Earning A+ certification means that the individual possesses the knowledge, skills, and customer relation skills essential for a successful entry-level computer service technician as defined by experts from companies across the industry. *NOTE: Computer Systems 1 and Computer Systems 2 are generally combined into a one-semester, two-period course offered at the GTI. Recommended Prerequisite: Intro to Information Technology (702411)*

Computer Systems 2 (Grades 9-12) Semester, 1pd  
702511

This semester course will continue teaching students the necessary competencies required of entry-level IT professionals including installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing, and performing preventative maintenance of basic personal computer hardware and operating systems. This course is designed to prepare students for the Comp TIA A+ Core 2 certification exam and the A+ certification which verifies the competency of entry-level (9 month's experience) service technicians in the computer industry. Earning A+ certification means that the individual possesses the knowledge, skills, and customer relation skills essential for a successful entry-level computer service technician as defined by experts from companies across the industry. *NOTE: Computer Systems 1 and Computer Systems 2 are generally combined into a one-semester, two-period course offered at the GTI. Prerequisite: Computer Systems 1 (702501)*

Intro to Information Technology (Grades 9 – 12) Semester, 1pd  
702411

This course is a one-semester course created to introduce students to the four program areas in information technology, namely information support and services, interactive media, networking systems, and programming and software development. The goal of this course is to help students interested in an information technology career decide where their interests lie. This course is a fundamental information technology course that is recommended for all CTE pathway programs

### **Programming & Software Development Pathway**

Advanced Computer Programming (Grades 10-12), Year, 1pd

IB Advanced Computer Programming (Grades 10-12), Year, 1pd  
702680

This is an advanced course in computer programming/software engineering and applications. It reviews and builds on the concepts introduced in Computer Programming 1 and 2. It introduces students to dynamic data structures, advanced utilization of classes, and applications of recursion through the application of mathematical concepts. This course will also highlight the differences between the many different languages of computer programming. *Students wishing to take this course must make individual arrangements with the instructor.*  
*Recommended Prerequisite: Computer Programming 2 (702605, 702641)*

AP Computer Science Principles (Grades 9-12) Year, 1pd

702900

This course seeks to broaden participation in computing and computer science. The course places emphasis on the principles of computer science rather than just programming. Concepts include: 1) computing as a creative activity, 2) how computing focuses on relevant concepts and the creation of knowledge, 3) algorithms that are used to develop and express solutions to computational problems, 4) programming that enables problem solving, human expression, and creation of knowledge, and 5) the internet's role in modern computing. AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. **This course fulfills the 0.5 Digital Studies graduation requirement.**

Computer Programming 1 (Grades 9-12) Year, 1pd; Semester, 2pd

702600, 702601, 702603

This course introduces students to the fundamentals of computer programming. Students will learn to design, code, and test their own programs while applying mathematical concepts. Teachers introduce coding concepts and problem-solving skills to beginning students through a programming language such as C++, C#, Java, Python, or JavaScript. Students will also be introduced to more complex data structures and their uses, including arrays and classes. Students will learn to create more powerful programs. **This course fulfills the 0.5 Digital Studies graduation requirement.** *Recommended Prerequisites: Exploring Computer Science (702421, 702422) or Computer Science Principles (702910) or AP Computer Science Principles (702900)*

Computer Programming 2 (Grades 9-12) Year, 1pd; Semester, 2pd

702605, 702608, 702641

This course reviews and builds upon the concepts introduced in Computer Programming 1. This course introduces students to more complex data structures and their uses, including sequential files, arrays, and classes. Students will learn to create more powerful programs within a specific programming language, including Java, Python, C++, C#, and Swift. *Required Prerequisite: Computer Programming 1 (702600, 702601, 702603)*

Computer Programming CE (Grades 10-12) Semester, 2pd

702651

This course is aligned with the Salt Lake Community College CSIS 1400 Fundamentals of Programming course. In this course you will be introduced to the fundamental concepts of programming in high-level languages, including but not limited to primitive data types, control structures, methods and classes, enums, arrays, ArrayList, software design, and Java API specification. Emphasis is on developing problem-solving skills through designing (using UML), implementing and executing simple computer programs. *Students wishing to take this course must make individual arrangements with the instructor. Prerequisite: Computer Programming 1 (702600, 702601, 702603)*

Computer Science Principles (Grades 9-12) Year, 1pd

702910

This course seeks to broaden participation in computing and computer science. The course places emphasis on the principles of computer science rather than just programming. Concepts include: 1) computing as a creative activity, 2) how computing focuses on relevant concepts and the creation of knowledge, 3) algorithms that are used to develop and express solutions to computational problems, 4) programming that enables problem solving, human expression, and creation of knowledge, and 5) the internet's role in modern computing. **This course fulfills the 0.5 Digital Studies graduation requirement.**

IB Adv Computer Programming (Grades 10-12) Year, 1pd

702680

See Advanced Computer Programming

*Recommended Prerequisites: Computer Programming 1 (702600, 702601, 702603) or Computer Programming 2 (702605, 702608, 702641)*

Exploring Computer Science (Grades 9-12) Semester, 1pd

702421, 702422

This course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing to help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues. **This course fulfills the 0.5 Digital Studies graduation requirement.**

Game Development Fundamentals 1 (Grades 9-12) Semester, 1pd

702701

This course is designed to provide students with knowledge and a project-based experience of fundamental gaming development concepts relating to STEM. These concepts include game design, scripting, creation of digital assets, graphic resources, animations, understanding hardware, problem solving, critical thinking, collaboration, and project management. *Recommended Prerequisite: Exploring Computer Science (702421, 702422) or Computer Science Principles (702910) or AP Computer Science Principles (702900) or Computer Programming 1 (702600, 702601, 702603)*

Game Development Fundamentals 2 (Grades 9-12) Semester, 1pd  
702711

This course is designed to provide students with knowledge and a project-based experience of fundamental gaming development concepts relating to STEM. These concepts include game design, scripting, creation of digital assets, graphic resources, animations, understanding hardware, problem solving, critical thinking, collaboration, and project management. *Prerequisite: Game Development Fundamentals 1 (702701)*

Software Design Video Games (Grades 9-12) Year, 1pd  
702730 (Granger High School only)

See Game Development Fundamentals 2. *Students wishing to take this course must make individual arrangements with the instructor. Prerequisite: Game Development Fundamentals 1 (702701)*

Graphics Design Video Games (Grades 9-12) Year, 1pd  
702740 (Granger High School only)

See Game Development Fundamentals 2 Students *wishing to take this course must make individual arrangements with the instructor. Prerequisite: Game Development Fundamentals 1 (702701)*

## **Web Development Pathway**

Web Development 1 (Grades 9-12) Year, 1pd; Semester, 1pd/2pd  
702800, 702801, 702802, 702811

This course will guide students in a project-based environment in the development of up-to-date concepts and skills that are used in the development of today's websites. Students will learn the fundamentals of how the Internet works. They will learn and use the basic building blocks of the World Wide Web: HTML5 coding, Cascading Style Sheets (CSS), and JavaScript. Students follow the steps to create a website by planning, designing, developing, deploying, and maintaining of the website projects. Students will learn and use different scripting technologies to create more dynamic and interactive websites. They will learn what it takes for a career in web development as they complete projects and create their own website(s). **This course fulfills the 0.5 Digital Studies graduation requirement.**

Web Development 2 (Grades 9-12) Semester, 2pd  
702821, 702831

This course will guide students in a project-based environment in the development of up-to-date concepts and skills that are used in the development of today's websites. Students will learn the fundamentals of how the Internet works. They will learn and use the basic building blocks of the World Wide Web: HTML5 coding, Cascading Style Sheets (CSS), and JavaScript. Students follow the steps to create a website by planning, designing, developing, deploying, and maintaining of the website projects. Students will learn and use different scripting technologies to create more dynamic and interactive websites. They will learn what it takes for a career in web development as they complete projects and create their own website(s). *Prerequisite: Web Development 1 (702800, 702801, 702802, 702811)*

## **Education & Training**

*The Education & Training Career Cluster focuses on preparing students for employment in careers that relate to the planning, managing, and providing education and training services, and related learning support services.*

*Education & Training workers guide and train people. As a teacher, you could influence young lives. You could also support the work in schools by becoming a counselor, librarian, or principal. You could also work with adults. For example, you could lead training to employees in a business or you could work as a university or college professor. Students in this cluster are being prepared for employment and/or continuing education opportunities through the classroom, experiential education in the laboratory, student internships, and through leadership and personal development in the Educators Rising student leadership organization.*

*Pathways in Granite School District include:*

### **K-12: Teaching As A Profession Pathway**

Teaching as a Profession 1 (Grades 9-12) Semester, 1pd  
703121

This course is designed to introduce students to the role and positive influence of an effective educator. Students will explore various careers in education and develop employability skills to become a successful professional. Students will understand the value of multiculturalism and diversity in the classroom and how it enhances individual student learning. Students will identify instructional strategies and understand the role of technology and feedback in student engagement.

Teaching as a Profession 2 (Grades 9-12) Semester, 1pd  
703141

*Note: When taken with Human Development CE (FHS1500, 3 credits - 710622) = 2 pd*

This course is designed for students to learn, observe, and experience how an educator uses instructional strategies to successfully manage a classroom. Students will learn the importance of teaching as a profession. Students will learn to apply instructional strategies and create learner appropriate activities that inspire the enjoyment of learning. As part of the concurrent class students will discuss challenges and rewards, history, philosophies, social issues, legal issues, job availability, and governance. This course also prepares students for acceptance into a teacher education program. Field experience required.

Teaching as a Profession 3 (Grades 11-12) Semester, 1pd  
703161

*Note: When taken with Orientation to Education CE (EDUC1010, 3 credits – 710601) = 2 pd*

This course is designed to familiarize students with professional expectations and responsibilities of an educator. Students will create an electronic unit plan portfolio that includes classroom management plans, formative and summative assessments, technology in the classroom, data collection and analysis, and a variety of lesson plans. Students will also be in schools and classrooms to practice skills with professional educators.

### **Pre-K: Early Childhood Education Pathway**

Child Development (Grades 9-12) Semester, 1pd  
703001

This course provides students with an understanding of the aspects of child growth and development, positive guidance techniques, and child-related issues. Topics of study include parenting, nurturing, prenatal development, pregnancy, neonate, infants, toddlers, preschoolers, and positive guidance. Learning activities, observation techniques, and lab experiences in working and with young children may be included. By state law, parental or guardian consent is required for a student to participate in human sexuality instruction. State policy states that instruction includes the importance of marriage and the family, abstinence from sexual activity before marriage, and fidelity after marriage.

Early Childhood Education 1 (Grades 10-12) Semester, 1pd  
703051

This term course introduces students to child-related careers and the Child Development Associate Credential (CDA). Instruction is given regarding developmentally appropriate practices (DAP) and curriculum and facility design for young children. Early Childhood Education lab training may be a part of the course. *Prerequisite, Child Development (703001)*

Early Childhood Education 2 (Grades 10-12) Semester, 1pd  
703061

This term course provides students an opportunity to work with children in a professional lab setting. Instructions given include applying developmentally appropriate practices (DAP) and teaching lessons to children, maintaining a healthy environment for children, and developing positive relationships with children. On-site lab experiences will be a major component of the course. Students will continue preparing for the Child Development Associate Credential (CDA). *This class may be repeated as students work to complete their CDA requirements. Required Prerequisite: Child Development (703001) and Early Childhood Education 1 (703051)*

Early Childhood Education 3 (Grades 11-12) Semester, 1pd  
703071

This term course provides students an opportunity to work with children in a professional lab setting. Students enrolled in this course will teach young children, demonstrate positive employment skills, maintain a healthy environment for children, and develop positive relationships with children. On-site lab experiences will be a major component of the course. Students will continue preparing for the Child Development Associate Credential (CDA). *This class may be repeated as students work to complete their CDA requirements. Prerequisite: Child Development (703001), Early Childhood Education 1 and Early Childhood Education 2 (703051, 703061)*

### **Academy of Education**

*Students interested in pursuing a career in elementary or secondary education are invited to take the classes during their junior and senior years. The classes will be concurrent through Salt Lake Community College. The focus will be on exposing students to the roles of teachers, the activities, and the culture in education as they explore this career pathway. Hands-on learning and experience in the classroom will be part of this academy. Opportunity to earn 12 college credits.*

Teaching as A Profession 2 (Grades 9-12) Semester, 1pd  
703141

*Note: When taken with Human Development CE (FHS1500, 3 credits - 710622) = 2 pd*

\$20 Course fee required per semester This course is designed for students to learn, observe, and experience how an educator uses instructional strategies to successfully manage a classroom. Students will learn the importance of teaching as a profession. Students will learn to apply instructional strategies and create learner appropriate activities that inspire the enjoyment of learning. As part of the concurrent class students will discuss challenges and rewards, history, philosophies, social issues, legal issues, job availability, and governance. This course also prepares students for acceptance into a teacher education program. Field experience required.

Orientation to Education CE (EDU 1010 - 3 Credits) (Grades 11-12) Semester, 1pd  
710601

*Note: When taken with Teaching as a Profession 3 (703161) = 2 pd*

This course explores teaching as a career, the challenges and rewards, history, philosophies, social issues, legal issues, job availability, and governance. This prepares students for acceptance into a teacher education program. Field experience is required. All students will have time in an elementary classroom as part of this class.

Human Development (Grades 11-12) Year, 1pd; Semester, 1pd  
713101

710622 – FHS1500, 3 credits (Concurrent Enrollment)

*Note: When taken with Teaching as a Profession 2 (703141) = 2pd*

Fundamentals of growth and development from preconception to old age and death are explored. The domains of physical, cognitive, and social-emotional growth for each age in the life cycle are explored in a variety of contexts.

Marriage and Family Relations/Adult Roles CE (Grades 11-12) Semester, 1pd  
710661, 710662 – FHS2400, 3 credits (Concurrent Enrollment)

Introduction to marriage and the family. Personality, interpersonal relationships, and society are examined within the context of the family life cycle. Emphasis is placed on the impact of societal and personal choices on the family.

CTE Teacher Internship (Grades 11-12) Semester, 1pd



706021

This CTE teaching internship provides an opportunity for students to work and teach with a teacher in a classroom that is directly related to a teaching goal and course of study. This Work-Based Learning experience is designed to bridge the gap between school and work.

## **Engineering & Technology**

The Engineering & Technology Career Cluster focuses on preparing students for employment in Careers that relate to the planning, managing, and providing of professional and technical services, including research and development services. Employment in engineering occupations is projected to grow 3 percent from 2019 to 2029. Most of the projected engineering growth is in such areas as rebuilding of infrastructure, renewable energy, oil and gas extraction, and robotics.

*A career in this Career Cluster is exciting and ever-changing. Workers in these careers use scientific, technological, engineering, and/or mathematical processes to do research and solve problems. Students in this cluster have the opportunity to participate in leadership personal development in both SkillsUSA and TSA student leadership organizations.*

*Pathways in Granite School District include:*

### **Engineering Pathway**

Engineering Technology (Grades 9) Semester, 1pd  
703311

A foundational engineering design course that introduces basic problem-solving and documentation skills. Students will learn the engineering design method. Various aspects of engineering will be explored along with technology's environmental, societal, political, and economic impacts on our world. By utilizing problem-solving skills, students will develop essential abilities and attitudes that will expand their occupational opportunities in the world of engineering.

Engineering Principles 1 (Grades 9-12) Semester, 1pd  
703321, 703322

This hands-on course is the first in a sequence of courses in the Engineering Pathway. In this course, students will complete projects in three different engineering disciplines: Biomedical, Civil, and Computer. Students will use basic math and science principles to work on these projects. By applying problem-solving skills in hands-on activities, students will gain a greater understanding of the world of engineering.

Engineering Principles 2 (Grades 9-12) Semester, 1pd  
703331, 703332

This hands-on course is the second in a sequence of courses in the Engineering Pathway. In this course, students will complete projects in three different engineering disciplines: Biomedical, Civil, and Computer. This course ties observations and concepts common to a variety of different engineering disciplines to develop a better understanding of basic math and science principles used in engineering. Engineering Principles 2 completes the overview of the different engineering disciplines, which were discussed in Engineering Principles 1.

Engineering Capstone (Grades 11-12) Year, 2pd; Semester, 2pd  
703360, 703361

Students will develop products using the engineering design process. The course will require the use of 3D computer aided design (CAD) software, 3D prototype, model machinery (3D printer), and other shop equipment to design, prototype, and test their product. **This course may also be taken to fulfill a third science credit.** *Students wishing to take this course must make individual arrangements with the instructor. Prerequisite: CAD Mechanical Design 3 (711661) and Engineering Principles 2 (703331, 703332)*

Manufacturing Technology (Grades 9) Semester, 1pd  
703401

This activity-oriented course explores the technology and various occupations and pathways in Advanced Manufacturing. This

course will help students develop an understanding of the general steps involved in the manufacturing process. Students will practice skills to be an effective team member in a manufacturing production setting. Projects will expose students to the diverse career opportunities found in Advanced Manufacturing supporting more focused course choice in high school. Students will gain an understanding of how manufacturing impacts all aspects of their lives and the world including politics, the environment, society, and the economy.

Manufacturing Principles 1 (Grades 10-12) Semester, 1pd  
703411

*Note: When taken with Composites 1 (705001) = 2pd*

The first in a sequence of courses offering “hands-on” experience producing usable items from wood, plastic, and composite material rough stock that meet a given set of design specifications. Students will use basic tools, equipment and operations found in manufacturing industries. Students will create engineering drawings, use precision measuring instruments, manufacturing equipment, machines, and materials to improve an existing design or manufacture original products. Products will comply with quality control standards. This course allows students to experiment with new technologies and assess application of processes, materials, and products.

Manufacturing Principles 2 (Grades 10-12) Semester, 1pd  
703421

The second in a sequence of courses offering a “hands-on” experience in producing usable items from metal and ceramic material rough stock that meets a given set of design specifications. Emphasis is placed on selecting and using processes optimizing strength, cost, and overall quality. Students will learn Lean Manufacturing and Six Sigma processes and practice the processes as part of manufacturing teams in the classroom.

Electronics 1 (Grades 9-12) Semester, 1pd  
703501

This course is the first in a sequence of courses that prepares individuals to apply technical knowledge and skills to assemble and operate electrical/electronic equipment used in business, industry, and manufacturing. Instruction includes training in safety, electrical theory, parallel and series circuits, Kirchoff’s Laws, schematic diagrams, electrical components, and soldering. This course focuses on DC circuits.

Electronics 2 (Grades 9-12) Semester, 1pd  
703511

The second in a sequence of courses that prepares individuals to apply technical knowledge and skills to assemble and operate electrical/electronic equipment used in business, industry, and manufacturing. Instruction includes training in safety, numbering systems, Boolean algebra, logic diagrams, digital devices, and combinational logic circuits. This is a digital electronics course.

*Prerequisite: Electronics 1 (703501)*

Electronics 3 (Grades 10-12) Semester, 2pd  
703522

The third in a sequence of courses that prepares individuals to apply technical knowledge and skills to assemble and operate electrical/electronic equipment used in business, industry, and manufacturing. Instruction includes training in safety and passive AC circuits with topics addressing waveforms, transformers, capacitors, inductors, reactance, impedance, and resonance.

*Prerequisite: Electronics 1 (703501), Electronics 2 (703511)*

Robotics 1 (Grades 9-12) Semester, 1pd/2pd  
703551, 703552

This is the first course in a sequence of courses that offers students a lab-based, hands-on curriculum combining electrical, mechanical, and engineering principles. Students will learn to design, build, program, and control robotic devices. A study and application of electrical concepts will include sources of energy, electrical safety, use and identification of basic electronic components, sensors, and actuators. Engineering concepts taught in this course will include mechanical design, prototype development, design testing, programming, and proper engineering documentation.

Robotics 2 (Grades 10-12) Semester, 1pd/2pd  
703561, 703562

*Robotics 2 is the second in a sequence of courses that provides a more rigorous lab-based, hands-on curriculum.* Robotics 2 combines electrical, mechanical and engineering principles. Students will learn advanced procedures required in the design, programming, and control of robotic devices. A rigorous study and application of electrical concepts will include sources of energy, electrical safety, use and identification of basic electronic components, sensors, and actuators. Engineering concepts will include mechanical design, prototype development, design testing, programming, and proper engineer documentation.

CAD Mechanical Design 1 (Grades 9-12) Semester  
703601

The first in a sequence of courses that prepares individuals to develop technical knowledge and skills required to plan and prepare scale pictorial interpretations and technical documentation of engineering and design concepts. This includes instruction in the use of 2D computer-aided design (CAD) software, sketching, drawing layout, geometric construction, orthographic projection, and dimensioning.

CAD Mechanical Design 2 (Grades 9-12) Semester  
703611

The second in a sequence of courses that prepares individuals with an emphasis in developing technical knowledge and skills to develop 3D models in support of mechanical and industrial engineers, and related professionals. This includes instruction in the use of 3D Computer-Aided Design (CAD) software, model creation, and technical communication.

CAD Mechanical Design 3 (Grades 10-12) Semester, 2pd  
703621

The third in a sequence of courses that prepare individuals with an emphasis in developing technical knowledge and skills to develop working drawings in support of mechanical and industrial engineers, and related professionals. This includes instruction in the use of 3D Computer-Aided Design (CAD) software, threads & fasteners, welding symbols, geometric dimensioning & tolerancing, and assemblies. *Prerequisite: CAD Mechanical Design 2 (703611)*

## **Financial Literacy**

General Financial Literacy (grades 11-12) Semester, 1pd  
690801, 690802, 690881 (IB)

710191 – FIN1050, 3 credits (Concurrent Enrollment)

This course is designed to teach students about the choices and challenges of today's market. It will prepare students for adulthood by giving them a better understanding of personal finance and how to make informed monetary decisions. Students will realize their potential for personal wealth, as well as how to foster a stronger state and national economy. It will include information about becoming a wise and knowledgeable consumer, saver, investor, user of credit, money manager, citizen and member of a global workforce and society.

## **Health Science**

*The Health Science Career Cluster focuses on preparing students for employment in careers that relate to the planning, managing, and providing of therapeutic services, health informatics, support services, and biotechnology research and development. Health Science will be the fastest growing career cluster over the next decade. The health services industry includes establishments ranging from small-town private practice physicians who employ one medical assistant to busy inner-city hospitals that provide thousands of diverse jobs.*

*Health Science courses are designed for introduction and exploration of various aspects of the medical field and to develop marketable skills appropriate to many health careers. Students have the opportunity to participate in the Future Healthcare Professionals (HOSA) student leadership organization. Health Science clusters lead to careers in biotechnology (laboratory testing), diagnostic clinical laboratory and medical forensics, medical office administration, and therapeutic services with specialties in dental, emergency medical technician (EMT), medical assistant, certified nursing assisting (CNA), pharmacy technician, and therapeutic rehabilitation/exercise science. Students can obtain industry certification as part of some of the courses.*

*Pathways in Granite School District include:*

### **Health Science Pathway**

Biotechnology (Grades 11-12) Year, 2pd; Semester, 2pd  
704100, 704101

708560 – BTEC1010, 3 credits (Concurrent Enrollment)

This hands-on introductory concurrent enrollment course provides opportunities for students to explore the exciting emerging world of biotechnology. It provides a solid foundation for students who wish to pursue careers in fields such as bioengineering, biotechnology, and biological science among others. Developing marketable, hands-on lab skills is the course's primary objective. This objective is met as students work at the lab bench on such topics as DNA structure, gene expression, protein synthesis, recombinant DNA strategies, DNA testing, DNA sequencing, forensics, and bioethics. **This course can fulfil the third science credit requirement. Biotech internship available (706023)**

Introduction to Health Science and Technology (Grades 9-12) Year, 1pd; Semester, 1pd  
704000, 704001

This beginning course is designed to create an awareness of career possibilities in healthcare and inform students of the educational options available for health science and health technology programs. Instruction includes beginning anatomy and physiology, medical terminology, medical ethics, diseases, and disorders. The course prepares students for the Medical Anatomy/Physiology course and/or for a variety of health technology programs.

Medical Terminology (Grades 9-12) Year, 1pd; Semester, 2pd  
704020, 704021

710860, 710861 – MA1100, 2 credits (Concurrent Enrollment)

Students learn the meanings and pronunciations of prefixes, roots, and suffixes that combine to form over 11,000 medical terms. This is essential knowledge for any health career. Medical Terminology is a prerequisite or corequisite for Medical Assistant and Pharmacy Technician and recommended for Certified Nurse Assisting, encourage as a great foundation course for Exercise Science, Physical Therapy Concurrent, Medical Anatomy and Physiology, and EMT.

Medical Anatomy and Physiology/Advanced Health Science (Grades 10-12) Year, 1pd/2pd  
704030, 704040, 704050

710830, 710840 – HTHS1120, 3 credits (Concurrent Enrollment)

This course is a complex study of anatomy, physiology, chemistry, and medical terminology of body systems. On-site clinical visits, job shadowing, and guest speakers help students make realistic decisions regarding educational plans for health career choices. **This course can fulfil the third science credit requirement. This course OR Medical Terminology is strongly encouraged prior to CNA.**

Medical Forensics (Grades 11-12) Semester, 2pd  
704071

710801 – CJ1350, 3 credits (Concurrent Enrollment)

This course is designed to create an awareness of the branch of health science relating to medical forensics. This course focuses on introductory skills and assessment to develop the ability to identify, analyze, and process logically using deductive reasoning and problem solving. Medical forensics involves many aspects of health science instruction including laboratory skills and safety, microscopy, toxicology, measurement, physical evidence identification, pathology, anthropology, entomology, psychology, photography, and career exploration. Participation in HOSA will be incorporated into this course. ***This course is part of the Criminal Justice program at SLCC.***

Medical Interpreting (Grades 12) Semester, 2pd

704081

Granite District CTE is a licensed provider of *Bridging the Gap: Medical Interpreter Training*, a course designed by the Cross-Cultural Health Care Program in Seattle, WA. This training prepares individuals to interpret in the health care setting and meets educational prerequisites for the National Medical and Healthcare Interpreter certifications (both through the NBCMI and the CCHI). This course is taught by an experienced Certified Medical Interpreter. Participants will learn practical applications in a dynamic learning environment and will be able to practice the skills learned through roleplay and group activities. Students need to be fluent in both English and any 2<sup>nd</sup> language.

Dental Assistant 1 (Grade 11-12) Semester, 2pd

704141

Dental Assistant 1 introduces students to the field of dental assisting. Students will learn basic patient care skills in preparation to assist a dentist or dental hygienist in the functions of a dental practice. Skills include infection control procedures, instrument sterilization, patient preparation, examination, preventive care, and coronal polishing procedures.

Dental Assistant 2 (Grade 11-12) Semester, 2pd

704151

Must be taken and successfully completed the same year as Dental 1. Dental Assisting 2 provides students with an introduction to dental materials and restorative procedures, cosmetic and surgical procedures, dental radiographic techniques, diagnostic study models and laboratory skills. Students practice skills in a school dental lab setting. Qualified students will have the opportunity to participate in a 90-hour internship at a dental office of their choice. *Prerequisite: Dental Assistant 1 (704141).*

Emergency Medical Response (EMR) (Grades 9-12) Semester, 1pd

704201, 704202

710901 – AT2300, 3 credits (Concurrent Enrollment)

This term course provides students with advanced emergency medical information and skills. The course introduces students to a variety of career options in emergency medicine along with preparing students to take nationally recognized tests for certification in Advanced First Aid, CPR and Emergency Medical Response. Students will learn basic skills prior to enrolling in EMT, nursing assisting, medical assisting, and dental assisting courses.

Emergency Medical Technician (EMT) (Grade 12) Year, 2pd

704220

710910 – HSEM2300, 10 credits (Concurrent Enrollment)

This program prepares students to perform initial medical assessment, treatment, and comprehensive care in medical crises, under the general supervision of a coordinating physician. Instruction includes all aspects of basic health care, disease and disorder recognition, injury diagnosis, and emergency treatment procedures for various injuries and disease outbreaks. Students learn about such areas as the emergency treatment of various cardiopulmonary problems, emergency childbirth, exposure to heat, cold, radiation, and disease through theory and extensive practice sessions with EMTs. Students will be registered with the Utah Bureau of Emergency Medical Services to become a Certified EMT. The Emergency Medical Technician course prepares a student to take the *EMT 1 National Licensure Exam*. *Recommended Prerequisite: Emergency Medical Responder (704201, 704202)*

Exercise Science/Sports Medicine (Grades 11-12) Year 1pd; Semester, 2pd

704300, 704301

710930, 710931 – PES2400, 2 credits (Concurrent Enrollment)

710940 RHS 2175

This course is designed to teach students components of Exercise Science and Sports Medicine by exploring topics such as anatomy/physiology, medical terminology, injury evaluation, nutrition, rehabilitation, and sports psychology. The course also includes many taping procedure labs and other hands-on activities. Extracurricular opportunities such as Future Doctors and job shadowing externships, allow students to further investigate areas of medicine.

Introduction to Physical Therapy (Grades 11-12) Semester, 2pd

704311 (Concurrent Enrollment PTA 1010 710951) (Concurrent Enrollment OTA 1020 710971)

This course introduces students to the field of physical therapy through the history, medical terminology, documentation, therapy treatments, and pertinent legal and ethical considerations of the profession. Healthcare for a diverse population begins its thread in this course. Students will participate in clinical observations. Students will learn about physical therapy assistants and physical therapy doctoral programs.

Medical Assistant (Grade 12) Year, 2pd

704340

This program prepares students to assist physicians by performing functions related to both business administration and clinical duties in a medical office. The business aspect of instruction covers insurance, bookkeeping, medical terminology, and general office management. Clinical study includes providing physician assistance during patient examinations, treatment, administration, and monitoring. Students learn to keep patient and related health record information and to perform clinical, administrative and laboratory duties. A 160-hour internship is required for completion of this course. This course serves as an introduction to a variety of health-related fields. Students must be recommended for and successfully pass the national exam to work as a medical assistant. *Prerequisite or corequisite: Medical Terminology (704020, 704021).*

Nursing Assistant (C.N.A.) (Grades 11-12) Semester, 2pd  
704361, 704362

**Note: It is recommended that students take Medical Terminology prior to taking this course. You must be 16 yrs. old to BEGIN the course.** This program prepares students to perform routine nursing-related services to patients in hospitals or long-term care facilities under the training and supervision of a registered nurse or licensed practical nurse. Students learn basic nursing skills such as taking and recording vital signs and recognizing abnormal changes in body functions. Basic areas of study include basic nursing skills, personal care skills, mental health and social service needs, care of cognitively impaired residents, basic restorative services, and resident rights. A 40-hour clinical experience is required in a nursing facility to complete course requirements. Students must provide a social security or IRS number to take the state C.N.A. exam.

Pharmacy Technician (Grade 12) Year, 2pd  
704380

This program prepares students to support pharmacists by assisting during patient consultation, counter dispensing operations, and prescription preparation. Students will also be trained to keep patient and related health record information and to perform a wide range of practice-related duties for both retail-based and hospital-based pharmacies. Students must have good social skills, good attendance, and the ability to get themselves to their externship experiences. Students must maintain a "B" average and complete a 180-hour internship in addition to coursework for successful licensure with the state of Utah. Students must provide a social security number to take the national exam and become licensed in the state of Utah. *Prerequisite or Corequisite: Medical Terminology (704020, 704021).*

Medical Math (Grades 11-12) Semester 2 pd  
704401

This course prepares students with skills to compute mathematical equations related to healthcare. The course integrates medical-physiological concepts and mathematics. Students will engage in math activities including problem solving, reasoning and proof, communications, connections, and representations.

## **Hospitality & Tourism**

*The Hospitality & Tourism Career Cluster focuses on preparing students for employment in careers that relate to the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. Hospitality operations are located within communities throughout the world.*

*This industry is known for promoting from within and for its large number of young managers. Beginning salaries depend on the employee's skills, education and job level at a hotel, restaurant, tourism office, recreation facility, amusement park or attraction site. Salaries range from entry-level to six figures. Students involved in the Hospitality and Tourism cluster can participate in FBLA and DECA student leadership organizations. Granite School District also offers a Hospitality and Tourism Academy for students who have determined that this cluster is a possible career area when leaving high school. Pathways in Granite School District include:*

### **Culinary Arts Pathway**

Baking & Pastry (11-12) Semester, 2pd  
704681

This course introduces Culinary Arts students to another aspect of the Culinary Arts industry, baking and pastry. Students will gain experience with baking terminology, equipment, formula conversions, and practice methods for creating yeast breads, pastries, fillings, cakes, and cookie production. Students will have the opportunity to practice industry workplace skills, food safety and understand the opportunities for careers within the baking industry. *Prerequisites Food and Nutrition 1 (700401), Culinary 1(704701), Culinary 1 2pd. (704501) OR ProStart 1 & 2 (704521, 704541)*

Culinary 1 CE (Grades 9-12)  
(704701)

710751 – CHEF1110, 3 credits (Concurrent Enrollment) available in some high schools. This course is the Concentrator step in the Culinary Pathway and Hospitality and Tourism. Experience will highlight food safety and sanitation, careers, introduce knife skills and cooking techniques, and basic culinary skills related to stocks, sauces, and yeast breads. There will be a focus on career readiness. Student leadership and competitive events (FCCLA) may be integrated into this course. *Prerequisites: Dietetics & Nutrition 2 (700421)*

Culinary Arts (Grades 11-12) Year, 1pd; Semester, 2pd  
704501

Students will be trained for career opportunities in the food service/culinary arts industry. This course provides opportunities to learn and practice safety and sanitation, use and maintain commercial food service equipment, and practice quantity food preparation as it relates to catering, bakery, restaurant, hospitality, and fast-food opportunities. *Recommended Prerequisite: Food and Nutrition (700401)*

ProStart 1 (Grades 11-12) Semester, 2pd  
704521

710751 – CHEF1110, 3 credits (Concurrent Enrollment) This course prepares students for careers in the restaurant industry. Skills include customer relations, food preparation, menu planning, cost controls, marketing, management, and communication. Students will develop a professional portfolio related to food services. National certification is available upon completion of ProStart 1 and 2. Students must have a Social Security number for certification. *Prerequisite: Food and Nutrition (700401)*

ProStart 1 Senior Project (Grades12) Semester, 2pd  
704531

For students that have taken all ProStart classes and wish to continue being trained for career opportunities in the food service/culinary arts industry. Students will focus on applying all skills in former classes and applying it to advanced competition in the industry. They will help train beginning students to practice safety and sanitation procedures and will use and maintain commercial food service equipment. They will perform quantity food preparation as it relates to catering, bakery, restaurant, hospitality, and quick service business operations. This course will strengthen comprehension of concepts and standards outlined in Sciences, Technology, Engineering and Math (STEM) education. Student leadership and competitive events FCCLA, Skills USA and ProStart Competitions are integrated into this course.  
*Prerequisites ProStart 1, ProStart 2 (704521, 704541)*

ProStart 2 (Grades 11-12) Semester, 2pd  
704541

Students will continue to be trained for employment in restaurants. The basic skills taught in ProStart 1 will be reviewed and additional skills such as customer relations, accounting procedures, and more advanced food preparation skills will be taught. FCCLA leadership and competitions are an integral part of this course. *Prerequisite: Food and Nutrition (700401)*

***Hospitality & Tourism Pathway***  
**Academy of Hospitality and Tourism 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup>**

This is a two-year program for juniors and seniors with career interests in the hospitality and tourism industry. The comprehensive curriculum includes hospitality services, travel and tourism, marketing, management, business communications, desktop publishing and Accounting 1. Entrance into the program is competitive, and courses are available only to students admitted to the program. Enrollment is open to any Granite School District student who meets admission criteria. This academy is taught at the Granite Technical Institute (GTI) where students are bused from all Granite School District high schools. Contact a high school career coordinator or Julie Bagley, Academy Program Manager at 385-646-4629 for more information.

Hospitality & Tourism (Grades 10-12) Semester, 1pd  
704601

The Hospitality & Tourism course provides the student with an understanding of one of the largest industries in Utah and the world. Specific applications include marketing, promoting, and selling products of airlines, international travel, ground transportation, cruising, hotel and lodging, restaurants, and tours. Students will learn the impact of hospitality and tourism on the economy.

Event Planning and Management (Grades 10-12) Semester, 1pd  
704621

The Event Planning and Managements course is designed for students interested in learning about this multi-billion-dollar industry. Students are introduced to many facets of event planning, including site selection, budgeting, promotion, and catering. Students will organize, plan, and evaluate various meetings, and events. Examples include, but are not limited to conferences, sporting events, wedding, and workshops.

Leadership Management Principles CE (Grades 10-12) Semester, 1pd  
710141 – CTEL1010, 3 credits (Concurrent Enrollment)

This class teaches students how to be an effective leader. Concepts include leadership history, goal setting, time management, effective communication, diversity, and decision making.

Intro to Client Care CE (Grades 11-12) Semester, 1pd  
710281 – PS1403, 3 credits (Concurrent Enrollment)

The focus of this course is for students to gain an understanding of the skills, aptitudes, and thought processes necessary to achieve customer satisfaction and loyalty in a variety of settings. Students will learn and develop customer service strategies as well as the skills and abilities necessary for working with customers. This will include helping customers to make decisions as well as resolving concerns and issues that may arise.

Intro to Marketing CE (Grades 10-12) Semester, 1pd  
710241 – MKTG1030, 3 credits (Concurrent Enrollment)

Marketing 1 explores the seven core functions of marketing which include: marketing planning – why target market and industry affects businesses; marketing information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice. Students will utilize knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.

Intro to Business CE (Grades 11-12) Semester, 1pd  
710132 – BUS1010, 3 credits (Concurrent Enrollment)

The Business Management course seeks to develop sound management skills within students, as management plays a role in any future employment opportunity. Students will learn to analyze, synthesize, and evaluate data from the other functional areas of business (e.g., marketing, finance, and production/operation). Effective management requires decision-making abilities, long-range planning knowledge, human relations expertise, and motivational skills. Students learn the four basic functions of management: planning, organizing, directing, and controlling.

Business Communications (Grades 10-12) Semester, 1pd  
702045

Business communications impact all aspects of our lives. This introductory course will teach students to communicate in a clear, courteous, concise, and correct manner on both personal and professional levels. Competency will be developed in oral, written, interpersonal, technological and employment communication. Listening skills will be incorporated throughout the term. The overriding goal is to provide students with a solid communication base, so they can communicate effectively.

Lodging and Recreation (Grades 10-12) Semester, 1pd  
704641

The course provides an overview of the lodging and recreation industries nationwide and focuses on the most popular in Utah. Students will learn about lodging, front office operations, forecasting, occupancy levels, recreation, and recreation agencies. Students will also explore current trends, ethical issues, safety, and liabilities within these industries.

## **Human Services**

*The Human Services Career Cluster focuses on preparing students for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.*

*Based on the latest statistics, more than 8 million people were employed in human services occupations in 2020. Faster than average employment growth, coupled with high turnover, should create numerous employment opportunities. Students in this cluster are being prepared for employment and/or continuing education opportunities through classroom instruction, experiential education in the laboratory, student internships, and through leadership and personal development in the FCCLA student leadership organization.*

*Pathways in Granite School District include:*

### **Behavioral Health and Social Services (under development) Pathway**

Human Development (Grades 11-12) Year, 1pd; Semester, 1pd/2pd

713101

710621, 710622 – FHS1500, 3 credits; 710631 - CHF1500, 3 credits (Concurrent Enrollment)

Human Development introduces the developmental stages of individuals across the lifespan. Students will study biological, cognitive, social, and emotional developmental changes of the individual in the context of the family and society. It emphasizes and demonstrates the vital connections between theory, research, and application.

Behavioral Science, Intro (Grades 9-12) Semester, 1pd

713001

*Note: When taken with Teaching as a Profession 2 (703141) = 2pd*

This course is an introduction to the Behavioral Health industry. Topics that will be introduced in this foundational level course include understanding self-concept, effective communication, healthy relationships, addictive behaviors, mental health disorders, and protective laws and rights of patients and practitioners. \*This course is not designed for the student to diagnose themselves, friends, or family. It is an introduction to the behavioral health career field only.

## **Law, Public Safety, Corrections & Security**

*The Law, Public Safety, Corrections & Security Career Cluster focuses on preparing students for employment in careers that relate to the planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.*

*Careers in this cluster involve protecting people and enforcing rules. The Bureau of Labor Statistics identified 4.9 million jobs currently in this Career Cluster. Many occupations in this cluster require a high school diploma with short-term training to a doctoral degree (judges, magistrates). Fast growing jobs include security guards, police and sheriff patrol officers, lawyers, correctional officers, and emergency medical personnel. Students in this cluster could participate in leadership personal development in the SkillsUSA leadership organization.*

*Pathways in Granite School District include:*

### **Protective Services Pathway**

Law Enforcement (Grades 10-12) Semester, 1pd

704801

This course prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control, public relations, witness interviewing, evidence collection and management, court procedures and the law in general. Students will also learn about basic crime prevention methods, weapons and equipment operation, equipment maintenance, and other routine law enforcement responsibilities.

Careers in Law Enforcement (Grades 11-12) Semester, 1pd

704811

711261 – CJ2540, 3 credits (Concurrent Enrollment)

This course explores the wide range of careers in Law Enforcement, the duties of police and public security officers, patrol and

investigative activities, traffic control, crowd control, public relations, witness interviewing, evidence collection and management, court procedures and the law in general.

Criminal Law (Grades 11-12) Semester, 1pd  
704821

711241 – CJ1330, 3 credits (Concurrent Enrollment)

This course examines the evolution of constitutional law, crimes, defenses, and the historical origins and functions of criminal law in our society. Topics include sources of substantive law, case law, classification of crimes, parties to crime, the United States Supreme Court cases, and related topics.

Introduction to Criminal Justice (Grades 10-12) Semester, 1pd  
704831

711201 – CJ1010, 3 credits (Concurrent Enrollment)

This course explores theories, concepts, and methods used to facilitate understanding, predicting, and responding to issues of deviance and crime in America. Also includes development and evolution of components of the American Criminal Justice System, including the history of racial, ethnic, and gender discrimination in charging, conviction, incarceration, and employment.

Introduction to Corrections (Grades 11-12) Semester, 1pd  
704841

711221 – CJ1300, 3 credits (Concurrent Enrollment)

This course prepares individuals to perform the duties of correction officers on a local, state, or federal level. Students will learn the history, basic functions, and administration of corrections in our criminal justice system. The purpose is to introduce students to the basics of rehabilitation, methodology, prison/jail system; probation/parole systems, sentencing, appeals, basic crime prevention methods, equipment operation, equipment maintenance, and other routine correction enforcement responsibilities are also included.

## **Manufacturing**

*The Manufacturing Career Cluster focuses on preparing students for employment in careers that relate to planning and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.*

*There were 11.8 million jobs in the Manufacturing Career Cluster in 2020. These jobs require strong mechanical ability, specialized skills, communication skills, and computation skills. Workers are required to apply problem solving and decision-making skills as they work as part of a team. One thing most manufacturing businesses have in common is the increasing use of technology. Students in this cluster could participate in leadership personal development in the SkillsUSA leadership organization.*

*Pathways in Granite School District include:*

### **Manufacturing & Production Pathway**

Composites 1 (Grades 10-12) Semester, 1pd  
705001

Strength, stealth, and speed – these are key words related to the composites industry. This course focuses on the properties and manufacturing of fiberglass reinforced plastics and advanced composites. Composites 1 is the first in a two-part sequence of courses focusing on the advanced materials and processing used in planes, cars, bicycles, and many other products. Composites are replacing aluminum, steel, concrete, and wood as building materials for today and the future.

Composites 2 (Grades 10-12) Semester, 1pd  
705011

Composites 2 is the process of changing materials into usable products in a workplace or factory. This is an activity-oriented course for broad exploration of the Composites & Aerospace manufacturing industry. Students will explore hand and machine processes, fabricating, composite materials, and mass production techniques. Activities will incorporate problem solving, creative thinking, independent learning, group interactions and academic integration. Students will manufacture their own projects and write an R&D Project chosen from the following areas: Utah based companies, Methods of production, Projects, or Occupations.

Advanced Composites Project (Grades 11-12) Semester, 2pd  
705021

This course is set up to help students continue to build skills they learned in the early composite courses and learn advanced mold making techniques. This is an independent course set to finish large scale projects. Further engineering courses follow this course at the **Granite Technical Institute**. They have incentive programs with concurrent enrollment at local universities and are linked with scholarship opportunities. Local engineering companies also offer internship opportunities and employment upon completion of the program.

Med. Device Engineering/Manufacturing 1 (Grades 10-12) Semester, 1pd/2pd  
705061

Learn how to improve and save lives. Utah's medical device life sciences industry is growing. This course offers hands-on projects in designing and building prosthetic heart valves, delivery catheters, prosthetic arm and infusion devices using 3D computer design, plastic injection molding, and 3D printing. Field trips to Utah's most elite medical device manufacturing and laboratory testing companies. Understand why FDA regulations and quality systems are important to the medical device industry. **This course may be taken for CTE credit or to fulfill a third science credit requirement.**

Wood 1 (Grades 9-12) Year, 1pd; Semester, 1pd  
705100, 705101

This is the first course in woodworking. Students are taught basic woodworking skills and processes such as tool and machine safety, project planning, material planning and cutting, joinery, project assembly and finishing. Using this knowledge and skills, students will mill, cut, and assemble rough materials into specified projects.



Woods 2 (Cabinetmaking & Millwork) (Grades 10-12) Year, 1pd; Semester, 1pd  
705120, 705121

This course prepares students to apply technical knowledge and skills needed to create custom cabinets, fine furniture, and architectural millwork. Class content stresses the safe use of trade hand tools and machinery used in the production of millwork items. Furniture and cabinets, such as kitchens and vanities are constructed, finished, and installed as part of the program. *Prerequisite: Woods 1 (705100, 705101)*

Woods 3 (Furniture Design & Manufacturing) (Grades 11-12) Year, 1pd  
705140

Woods 3 helps students gain a more in-depth understanding of and skill in designing, planning, building, and finishing furniture. The safe and correct use of hand and power equipment will also be taught and emphasized. In this course, students will have the opportunity to design and build a variety of woodworking projects to help them learn and practice these principles. *Prerequisite: Woods 1 (705100, 705101)*

## **Welding & Machining Pathway**

Metalworking 1 (Grades 9-12) Semester, 2 pd  
705271

This is an entry-level course in Metalworking. Students create projects using metalworking equipment, tools, materials, and technology from various trades. Students will learn about such metalworking processes as sand casting, welding, metal bending, lathing, milling, and plasma cutting. Students will be taught to interpret engineering drawings, properly perform measurement/inspection, the different hand tools needed for different manufacturing materials and processes, and the use of equipment found in industry.

Non-Destructive Testing (Grades 10-12) Semester CE  
705291

711901 - NDT1110, 3 credits (Concurrent Enrollment)

The Non-Destructive Testing (NDT) class offers students the opportunity for a career in a progressive new field with many diverse job opportunities and excellent entry level salaries. An introduction to five Non-Destructive Testing (NDT) methods (Liquid Penetrant, Magnetic Particle, Ultrasonic, Radiography(X-Ray), Eddy Current testing) are used in a variety of industries including aerospace, petrochemical, automotive, metals, non-metals, nuclear, marine, electronics construction, aircraft, materials joining, utilities and many others. Class will learn about certification requirements, inspector's responsibilities, visual testing and the use and operation of gauges. Various forms of testing in the lab such as liquid penetrant testing, magnetic particle testing will be a major focus area.

Welding Technician – Entry Level (Grades 9-12) Year, 1pd; Semester, 1pd

705200, 705201

This is an entry level course that will teach basic welding skills. In this course, students will learn and practice knowledge, attitude, skills, and habits required for performing tasks autonomously. Students participating in this course will learn the principles of electric arc welding, gas welding, gas torch cutting, and general welding shop safety. The correct use of welding equipment and technical information concerning the various types of materials will be stressed. Students will also learn how to read blueprints and welding symbols.

Welding Technician – Intermediate Level (Grades 10-12) Year, 1pd; Semester, 1pd  
705220, 705221

This intermediate level course builds on the skills developed in Entry Level Welding. Students will learn skills that will prepare them to apply technical knowledge in the workplace and in project construction. Students will learn and practice knowledge, attitude, skills, and habits required for performing tasks autonomously, including the selection and use of appropriate techniques and equipment with minimum supervision. Students will be introduced to different welding processes including: Flux Cored Arc Welding (FCAW), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW) and Carbon Arc cutting (CAC-A). *Prerequisite: Welding Technician – Entry Level (705200, 705201)*

Welding Technician – Advanced Level (Grades 10-12) Year, 1pd  
705240

711921 – WLD1005, 3 credits (Concurrent Enrollment)

This course will prepare students for advanced training in related fields at a university or a technical college. Skills gained will also prepare the welder for an entry-level job in the welding industry. The advanced welding course covers SMAW, GMAW, GTAW, oxy/acetylene welding in all positions, brazing, plasma cutting and ACAC gouging. New welding processes are also taught. Welding coupons and individual projects will be constructed to practice welding skills. *Prerequisite: Welding Technician – Intermediate Level (705220, 705221)*

## **Transportation, Distribution & Logistics**

*The Transportation, Distribution & Logistics Career Cluster focuses on preparing students for employment in careers that relate to the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.*

*Transportation, distribution, and logistics is a critical sector of the United States economy. Roughly 10.7 million people are employed in transportation or transportation-related occupations. This Career Cluster is among the fastest growing of all sectors with occupations in such areas as airplane pilots, flight engineers, air traffic controllers, automotive technicians, warehouse managers, truck drivers, and vehicle painting/repair. Students in this cluster have the opportunity to participate in leadership personal development in the SkillsUSA leadership organization.*

*Pathways in Granite School District include:*

### **Auto Mechanics & Repairs Pathway**

Introduction to Automotive (Grades 9-12) Year, 1pd; Semester, 1pd

705420, 705421, 705422

This beginning automotive course will concentrate on the servicing and maintenance portion of the industry. Students will use and operate the major tools and equipment that today's master automotive technicians use. Students will be introduced to various computer-controlled systems, safety, diagnostic tools, and automotive systems. Students will be taught the requirements for preparation for advanced professional certifications, professional employment, and further skill development.

Automotive Chassis MLR (AUTO 2) (Grades 10-12) Year, 1 pd  
705440

This full-year class is designed for students that are interested in progressing towards the automotive maintenance and design and/or engineering industries. This course focuses on the work and theory in all phases of the industry. Areas of concentration include brakes, steering, suspension, transmissions, and their related computer-controlled systems that are found in today's vehicles. Students will delve deeper into how these systems work and how to repair them instead of just solely focusing on the maintenance side of these systems. *Prerequisite: Introduction to Automotive (705420, 705421, 705422)*

Automotive Engines MLR (AUTO 3) (Grades 11-12) Year, 1pd/2pd  
705480, 705490

This course is designed for students that potentially would like to enter the automotive industry. This is a continuation of the AUTO 2 course focusing on engines, engine performance, electrical and the HVAC systems in today's vehicles. Not only will students be maintaining and repairing the modern vehicles of today, but this class will also focus on introducing the basic diagnostic skills that are in high demand for the maintenance and research industries in today's economy. *Prerequisite: Automotive Chassis MLR (Auto 2) (705440)*

Maintenance & Light Repair Fundamentals CE (Grades 10-12) Year, 2pd  
712400 – AUTO1010, 6 credits (Concurrent Enrollment)

This concurrent enrollment course is worth 6 credit hours. This course is for students that are interested in moving on to post-secondary automotive education. The course, along with work, introduces students to all phases of the industry such as brakes, suspension, steering, engine performance, computer-controlled systems, fundamentals of operation and maintenance procedures. Students will participate in hands-on education that includes researching service information, shop safety, tools and equipment use, maintenance and light repair service procedures. *Prerequisite: Introduction to Automotive (705420, 705421, 705422)*

Small Engine Repair (Grades 9-12) Semester, 1pd  
705411

This semester class prepares students to apply technical knowledge and skill to maintain and repair small internal-combustion engines used on portable power equipment, such as lawnmowers, chain saws, rotary tillers, motorcycles, ATV vehicles and snowmobiles.

### **Auto Body Pathway**

Basic Automotive Collision Repair (Grades 10-12) Year, 1pd  
705600

If you enjoy working with your hands, have a mechanical aptitude, take pride in your work, and are passionate about cars, then you might consider a career in collision repair. An experienced technician has high-income potential, excellent job security and ample opportunities for career advancement within the automotive industry. A 2013 survey from the Collision Repair Education Foundation found that collision repair technicians average nearly \$53K income. Almost one in five technicians earned \$70K or more. This course prepares students to repair and finish unibodies and fenders of automobiles. Industry work ethic and productivity are an important part of the classroom and laboratory experience.

Collision Non-Structural Repair (Grades 10-12) Semester, 2pd  
705621

This course prepares students to perform non-structural repair, replacement, and adjustment of automotive outer body panels and unibody components. The course is based on industry-recognized standards including: Automotive Service Excellence (ASE) automotive collision task list and the I-CAR training program. Work ethics and productivity are an integral part of the classroom and laboratory activities of this program.

Structural Repair Technician (Grades 10-12) Semester, 1pd  
705641

A structural technician restores vehicle dimensions and structural integrity to collision-damaged vehicles. Students use three-dimensional measuring and straightening equipment to diagnose and return damaged frames or unibody parts to manufacturer's specifications, Hand tools and power tools are used to remove or repair damaged parts, weld as needed, properly install new parts, and estimate damage. *Prerequisite: Basic Automotive Collision Repair (705600) or Collision Non-Structural Repair (705621)*

Collision Refinishing and Painting (Grades 10-12) Semester, 2pd  
705661

A refinish technician prepares and applies paint to repaired vehicles. This individual works with potentially hazardous materials, so attention to safety and personal protection is essential. Vehicles must be correctly prepared and refinished to ensure proper adhesion, color match, and overall appearance. Students that pass the I-CAR requirements received an I-CAR Pro Level 1 Refinish Technician. *Prerequisite: Collision Non-Structural Repair (705621)*

### **Aviation Pathway**

*In cooperation with Utah Valley University, high school students may enroll in the Aviation courses listed below and receive concurrent enrollment credit from UVU or USU. Students will typically enroll for two courses each term. CE=Concurrent Enrollment College/University Course.*

**Suggested order of classes: Junior or Senior year (must be 17 years old by the end of the term) 1st Semester Classes: Private**

Pilot Ground School; Private Fixed Wing Simulator Lab (Taught in conjunction with Private Pilot Ground School); Survey of Aviation Science. 2<sup>nd</sup> Semester Classes: Drones, Remote Pilot Prep; Air Transportation Management.

Private Pilot Ground School (Grades 11-12) Semester, 2pd  
705861

712021 – AVSC1100, 4 credits (Concurrent Enrollment)

This course focuses on the study of aviation fundamentals, principles of flight, aircraft and engine operations, weather, navigation, and radio communications as required by FAA regulations. Students will be prepared to begin flight training.

Private Fixed Wing Simulator Lab (Taught in conjunction with Private Pilot Ground School)

Teaches practical application in a simulation lab to include the information for private pilot flight maneuvers, procedures, and regulations for takeoff, cruise, traffic pattern operations, approach, emergencies, and cross-country operations. Time in the Simulator is based on the size of the class.

Survey of Aviation Science (Grades 10-12) Semester, 2pd  
705801

712001 – AVSC1010, 2 credits (Concurrent Enrollment)

This course is designed for all students interested in aviation careers. It includes a general knowledge of aviation, historical events, and aerospace studies including development opportunities. Students learn aviation and aerospace terminology, how aircraft and spacecraft fly, the research and development of future systems, government, and industry roles in the growth of aviation, and potential careers in aviation.

Unmanned Aerial Systems (UAS)- Drones: Intermediate Flight (Grades 11-12) Semester, 2pd  
705901

712081 – AV1900/1910, 2 credits; Lab, 1 credit (Concurrent Enrollment)

This course covers the history, safety, rules, and regulations, as well as the design and constructions of small unmanned aerial systems (UAS).

Unmanned Aerial Systems (UAS)-Drones: Exploration of Industry Applications (Grades 11-12) Semester, 2 pd.  
705911

This course covers the various ways industry would use drones to enhance their business.

Air Transportation Management (Grades 11-12) Semester, 2 pd  
705841

712051 – AVSC2150, 3 credits (Concurrent Enrollment)

This course presents the management skills necessary to be a fixed based operator and entry-level manager for scheduled airlines in the national aviation system. In addition, teaches management functions, marketing, financing, organization and administration, flight operations, maintenance, safety, and liability. Provides hands-on experience of management styles through evaluations and critiques of local airlines and airport facilities. Includes a student's simulated model of an FBO and related management operations as a final project.

Flight Simulator (Grade 11-12) Semester 1 pd  
705891

This course will give students hands-on experience, training, and knowledge in preparation for the real world experience of flying. Students will receive instruction from a Certified Flight Instructor. Students will learn the basic skills needed to fly an airplane. Some of those skills include takeoffs, climbs, turns, descents, landing, navigating, and much more. Flight simulation provides a safe, low stress and cost-effective way to learning some of the basic aviation skills needed as a pilot. *Prerequisite: Private Pilot (705861)*

### **Financial Literacy**

General Financial Literacy (grades 11-12) Semester, 1pd  
690801, 690802, 690881 (IB)

710191 – FIN1050, 3 credits (Concurrent Enrollment)

This course is designed to teach students about the choices and challenges of today's market. It will prepare students for adulthood by giving them a better understanding of personal finance and how to make informed monetary decisions. Students will realize their potential for personal wealth, as well as how to foster a stronger state and national economy. It will include information about becoming a wise and knowledgeable consumer, saver, investor, user of credit, money manager, citizen and member of a global workforce and society.

## **Curriculum & Instruction**

### **Driver Education**

This course is designed to create strong citizens who are aware of their responsibilities as skilled drivers in a complex transportation system. Today, driving is vital. Sadly, many young drivers will face tragedy through loss of property, physical capability, or even life.

The leading cause of death in teenagers is related to motor vehicles. Driver training is essential in creating safe driving skills for a lifetime. Driver education provides students with skills, attitudes, and knowledge to make our roads safer. Driving instructors instill effective communication methods that will encourage young drivers to respect the automobile, the vehicles that share the road, the laws and consequences of impaired driving, and acceptable mental and social skills when faced with challenging driving situations.

*Students may take driver education for only one semester during their regular high school career. If students fail the course during the regular school year they may take driver education during the summer program. Ninth grade students who turn sixteen on or*

before October 30 may take summer driver education at the high school in their attendance areas.

#### Behind-the-Wheel Driving\* (60830)

This is made up of two different portions of driving; one being six hours of off-street, multiple-car driving range experience; and three hours of on-street instruction in a dual-control car. In addition, each student spends six hours in the car observing another student operating the automobile under normal traffic conditions. Students also drive 40 hours with a parent or guardian, including 10 of those hours at night. All students must obtain a learners' permit from the DMV prior to the class start date. A learners permit can be obtained when a student is 15 years old.

#### Classroom Instruction

This is a one-semester course to develop the fundamental skills and knowledge necessary for assuming one's responsibilities as a driver. The course emphasizes four areas of study: (1) The role of the driver (2) One's personal responsibilities in driving an automobile (3) Traffic laws (4) Sound practices when driving in heavy traffic.

To be eligible for driver education the first semester a student must be 16 on or before **February 23**. For the second semester a student must turn 16 on or before **July 18**, and for the summer program the student must turn 16 on or before **October 30**. There is a \$140 student fee for this class.

## English Language Arts

*The English/Language Arts program includes English, Debate, Reading, and Writing as well as other communication courses. High school students are required to take a course in English during each of their secondary years because of the importance of spoken and written communication in daily living. Students explore literature, non-fiction, and composition through reading, writing, speaking, listening, and language tasks. They develop and refine skills through the writing process, reading strategy use, creative and critical thinking skills, and application within individual and collaborative experiences. Students should choose wisely among the available English courses and be sure to include a balance of experiences to prepare themselves for career and/or college readiness. The Utah State Core Standards for English Language Arts provides the curricular framework for all 9-12th grade ELA courses.*

*All 9-11th grade students must take a grade level appropriate English course. 12th grade students must also take an English course or choose from an English qualifying course.*

- *Junior students working on early graduation requirements may take senior English classes but must be enrolled in their junior English course as well.*
- *Seniors should discuss goals and interests with their counselors before choosing which English option is right for them.*
- *Speech, drama, publications, and some content specific courses are elective classes and will not generally fulfill English requirements.*
- *For students not planning to attend a four-year college or university, taking debate or a world language, including American Sign Language, during the senior year, may fulfill the required senior English credit.*

**Note:** *Not all courses are offered at all schools. Check with counselors and the school catalogue for options at individual schools.*

## English Classes

#### English 9 Core (567000)

Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will attain proficiency and create a deeper understanding of 21st century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

#### HN (Honors) English 9 (568100)

Students will gain advanced skills and strategies necessary for proficient communication in reading, writing, speaking, listening, and language usage. Magnifying the skills described in the Utah State Core, they will pursue individual literacy interests and projects using creative and critical thinking at a more in-depth level than in a core class. Rigorous class work will prepare students for future honors and AP classes.

#### English 9 - GT (568150)

Students accelerate their creative and critical thinking and enhance their reading, writing, speaking, listening, and language usage skills with additional rigor and complexity than in an honors course. They pursue challenging literacy interests and individual projects while magnifying the skills described in the Utah State Core. This rigor will prepare students for future honors and AP classes.

*Prerequisite: District Testing*

#### English 10 Core (568500)

Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21st century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

#### HN (Honors) English 10 (568600)

Students will gain advanced skills and strategies necessary for proficient communication in reading, writing, speaking, listening, and language usage. Magnifying the skills described in the Utah State Core, they will pursue individual literacy interests and projects using creative and critical thinking at a more in-depth level than in a core class. Rigorous class work will prepare students for future honors

and AP classes.

HN (Honors) English 10 (SOH) (568620)  
Students will gain advanced skills and strategies necessary for proficient communication in reading, writing, speaking, listening, and language usage. Magnifying the skills described in the Utah State Core, they will pursue individual literacy interests and projects using creative and critical thinking at a more in-depth level than in a core class. Rigorous class work will prepare students for future honors and AP classes.

English Core 11 (568900)  
Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21<sup>st</sup> century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

HN (Honors) English 11 (568950)  
Students will gain advanced skills and strategies necessary for proficient communication in reading, writing, speaking, listening, and language usage. Magnifying the skills described in the Utah State Core, they will pursue individual literacy interests and projects using creative and critical thinking at a more in-depth level than in a core class. Rigorous class work will prepare students for AP classes.

English Core 12 (569010)  
Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21<sup>st</sup> century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

College Preparation English (12) (571300)  
A senior English Arts course specifically designed to prepare students for the rigors of college level reading, writing, listening, speaking, and language. The skills outlined in the Utah State Core provide the curricular framework.

English 12 CE (ENGL 1010) (574001)  
A beginning course in expository and academic writing. Development of critical reading, writing, and thinking, and rhetorical strategies form the curricular base for this course. This is a college level course with advanced level expectations. College credit is available for those who pass the course at a prescribed level of competency. *Prerequisite: Placement Test – See counselor or CE teacher for information.*

Intro Writing CE (ENGL 1010) (11-12) (574101)  
A beginning course in expository and academic writing. Development of critical reading, writing, and thinking, and rhetorical strategies form the curricular base for this course. This is a college level course with advanced level expectations. College credit is available for those who pass the course at a prescribed level of competency. *Prerequisite: Placement Test – See counselor or CE teacher for information.*

Professional Reading & Writing (12) (569300)  
The purpose of this course is to introduce students to technical and professional communication and its application to problem solving. Students will define and produce technical and professional communication. They will use inquiry-based learning and service learning in applying knowledge to real world situations. This course is designed to prepare students for success in the world and in college level courses of all content areas.

Advanced Placement English Literature (11-12) (569100)  
Students participate in college-level literature and composition, which emphasizes analysis, critical thought, and appreciation of sophisticated literary works. Many colleges and universities grant up to 12 hours of credit to those students who complete the course and pass the A.P. exam.

Advanced Placement English Language (11-12) (569150)  
Students participate in college-level language and composition, which emphasizes close reading, critical thought, and analysis of informational and other non-fiction text. Many colleges and universities grant up to 12 hours of credit to those students who complete the course and pass the A.P. exam.

IB (International Baccalaureate) (573650, 573670)  
IB courses are taught only at Skyline High. For information on IB and prerequisites, please contact the school.

### **Elective Courses**

Creative Writing (11-12) (569351, 569352)  
An exploration of a wide variety of writing opportunities. Short stories, poetry, stream of conscience, parody, and children's literature are just some of the areas that may be studied. Reading as well as extensive writing will be required.

Speech/Debate 1-2 (9-12)(570700)  
This is a beginning course introducing the fundamentals of individual speech and formal and informal argumentation. Organization and research skills are stressed. Competition is encouraged.

Speech/Debate 3-4 (10-12) Year

(570730)  
This intermediate course builds on the fundamentals of speech and debate covered in Debate 1-2. Competition is encouraged. *Prerequisite:*

(57

Debate 1-2

Speech/Debate 5-6 (11-12) Year

(570

760)

Advanced speech and debate techniques are practiced, and competition is required. The debate teams develop from this class. *Prerequisite: Debate 3-4*

Speech/Debate 7-8 (grades 11-12) Year

Advanced speech and debate techniques are practiced, and competition is required. The debate teams develop from this class. *Prerequisite: Debate 5-6*

Interpersonal Communications CE (COMM 1010) (11-12)

(

574201)

Business Communications impacts all aspects of our lives. This introductory course will teach students to communicate in a clear, courteous, concise, and correct manner on both personal and professional levels. This is a college level course and may carry credit for those who meet the criteria.

*Prerequisite: See counselor or instructor for information.*

General Fiction (11 – 12 only)

(570901, 570902)

This course focuses on improving reading and writing skills. Using vocabulary, comprehension and interpretation, students will discuss general works of fiction including short story, drama, novel and film. Both writing to learn and process writing will enhance learning and thinking. *Prerequisite: See school counselor or English Department Chair for information.*

Humanities (12)

(570801, 570802,

570803)

This course examines works from different historical periods through reading, writing, listening, speaking, and discussing. The course will explore the development of art, music, philosophy, literature, architecture and film. *Prerequisite: English 11*

Humanities 1 CE (HUMA 1100) (12)

(574301)

Concentrates on all genres of art: dance, music, literature, art--and its connection to culture. This is a college level course and may carry credit for those who meet the criteria. *Prerequisite: See counselor or instructor for information.*

Journalism 1 (9-12)

(569500, 569511,

569512)

This class is an introduction to newspaper writing. Students will study the four types of journalistic writing: news, features, sports, and editorials. Students will practice fundamental skills necessary to proofread and edit copy and will learn basic layout procedures using production software. Students will brainstorm ideas for news stories and features and the focus and goals associated with the newspaper. Students will learn about how a news agency is run and who some of the premier reporters and editors in the news world are. Students will be expected to write for the school newspaper as well as accomplish other tasks as assigned. Fee: Variable – See school/teacher for fee details.

Journalism 2 (10-12)

(569520)

This workshop class produces the school newspaper. Good grades, good writing skills, and dependability are necessary. Attendance is mandatory. Computer skills and photography experience are helpful. Students will focus on leading the news team, designing the layout of the newspaper, continuation of photojournalism, continuation of writing skills, and the completion of a portfolio. Editors will plan and participate in activities, help direct first year students, and produce the final layout and design of the newspaper. Fee: Variable – See school/teacher for fee details.

*Prerequisite: Journalism 1 - Apply with a school journalism advisor.*

Literary Magazine Writing (10-12)

(56948

0, 569481)

This class produces the literary magazine. Students will learn appropriate photography, writing, interviewing, and design. Dependability is mandatory.

*Prerequisite: See advisor.*

Public Speaking CE (COMM 1020) (11-12)

(574251)

Communication principles and practice applied in group, written, electronic, and oral presentation assignments. Listening, perception, verbal clarity, nonverbal, diversity, conflict management and interviewing in workplace and interpersonal settings. This is a college level course and may carry credit for those who meet the criteria. *Prerequisite: See counselor or instructor for information.*

Publications 1-2 (9-12)

(569400)

This class produces the yearbook and/or the literary magazine. Students must have a background in writing, computers, business or photography. Students are required to fill out an application which may also include an interview. *Prerequisite: Apply with a school advisor.*

Publications 3-4 (10-12)

(

569410)

This class produces the yearbook and/or the literary magazine. Students must have a background in writing, computers, business or photography. This course is designed for editors and experienced yearbook/magazine staff. *Prerequisite: Publications 1-2 - Apply with school advisor.*

Publications 5-6 (10-12)	(
569420)	
This class produces the yearbook and/or the literary magazine. Students must have a background in writing, computers, business or photography. This course is designed for editors and experienced yearbook/magazine staff. <i>Prerequisite: Publications 3-4 - Apply with school advisor.</i>	
Publications 7-8 (10-12)	(5
69430)	
This class produces the yearbook and/or the literary magazine. Students must have a background in writing, computers, business or photography. This course is designed for editors and experienced yearbook staff. <i>Prerequisite: Publications 5-6 - Apply with school advisor.</i>	
Reading (Developmental Reading) (9-12)	(570
200)	
An intervention class (Tier 2) for students requiring extra reading & writing support. These students are not served in a special education class. The class will focus on comprehension, fluency, and vocabulary. Metacognitive control of comprehension and learning will also be a focal point in the class. <i>Prerequisite: Placement is determined through multiple data points including a GM scaled score, GLE, Lexile Interval that falls between: 650L - 900L, and/or other reading data points.</i>	
Reading Fundamentals (9-12)	(570000)
An intensive intervention class (Tier 3) for students requiring support in acquiring foundational reading skills and strategies, along with developing writing skills. These students are not served in a special education class. The class will focus on developing phonics/phonemic awareness, decoding skills, fluency, vocabulary and comprehension. Writing to respond to and understand reading will be included. <i>Prerequisite: Placement is determined through multiple data points including a GM scaled score, GLE, Lexile Interval that falls between: BR - 700L, and/or other reading data points.</i>	
Yearbook (9-12)	(569
600, 569601)	
This class produces the yearbook. Students will learn appropriate photography, writing, interviewing, and design. Dependability is mandatory.	
Yearbook – (Advanced Yearbook) (9-12)	(5696
50, 569651)	
Further experience in yearbook photography, writing, interviewing, and design. Students are responsible for all aspects of production. <i>Prerequisite: Yearbook - Apply with yearbook advisor.</i>	

## Fine Arts

*Fine Arts are made up of the following four separate areas: Dance, Music, Theatre, and Visual Arts. Students may take any of the following core classes to fulfill the 1.5 credit high school requirement for graduation. Fine Arts credit may be earned from the State "Core" classes. All other classes that are offered by the four Fine Arts departments may be taken for elective credit or other credit as stipulated.*

### Dance

*Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual aspects of students who participate. It encourages intuitive, verbal, and non-verbal responses; it sharpens perceptions and encourages self-evaluation and critical judgment. Dance is one of the most direct means to understand and value the world in which we live. It has the power to both conserve and expand culture; it is truly a record of human expression and has been a part of the life of every culture throughout the span of human existence. Dance also has the power to enhance the quality of life for performers, creators, and audience members alike.*

*Core Courses: Students may earn FINE ARTS or PE credit for the following classes if the teacher has the proper endorsement, however these classes do not fulfill the Fitness for Life P.E. core required class.*

### Core Courses

#### Dance 1 (grades 9-12)

Year (500000)

Students are provided with experience in dance technique and the development of such things as physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins.

#### Dance 1A (grades 9-12)

Semester (500001)

This course is a prerequisite for all other dance courses. Students are provided with experience in dance techniques and the development of physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will

also be exposed to the history of dance and its cultural origins.

**Dance 1B** (grades 9-12)

Semester (500011)

Students are provided with experience in dance technique and the development of such things as physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins.

**Dance 2** (grades 9-12)

Year (500100)

Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as students' progress through the program. Classes must be taken in sequence. *Prerequisite: Dance 1*

**Dance 2A** (grades 9-12)

Semester (500101)

Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as students' progress through the program. Classes must be taken in sequence. *Prerequisite: Dance 1*

**Dance 2B** (grades 9-12)

Semester (500111)

Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as students' progress through the program. Classes must be taken in sequence. *Prerequisite: Dance 1*

**Dance 3** (grades 9-12)

Year (500220)

Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as progress through the program. Classes must be taken in sequence. *Prerequisite: Dance 2*

**Dance 3A** (grades 9-12)

Semester (500221)

Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as students' progress through the program. Classes must be taken in sequence. *Prerequisite: Dance 2*

**Dance 3B** (grades 9-12)

Semester (500222)

Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as students' progress through the program. Classes must be taken in sequence. *Prerequisite: Dance 2*

**Dance 4** (grades 10-12)

Semester (500250)

Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as students' progress through the program. Classes must be taken in sequence. *Prerequisite: Dance 3*

**Beginning Social Dance** (grade 9-12)

Semester (500311)

Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in traditional and contemporary dance activities that students may use in life.

**Intermediate Social Dance** (grade 9-12)

Year (500350)

Semester (500351)

Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in traditional and contemporary dance activities that students may use in life. *Prerequisite: Beginning Social Dance.*

**Advanced Social Dance** (grade 9-12)

Year (500400)

Semester (500401)

Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in ballroom and Latin dances on the advanced level. Students will perform for various audiences. *Prerequisite: Beginning and Intermediate Social Dance.*

**Dance Company** (grades 9-12)

Year (500450)

This course is for advanced performing dancers. *Teacher approval / audition.*

**Dance SL 1 (IB)** (11-12)

Year (520700)

International Baccalaureate Dance Course.

## **MUSIC**



**AP Music Theory** (grades 11-12)

Year (507180)

Students develop the ability to recognize and understand the elements and processes of music that are heard and read in musical scores. They experiment with intervals, scales, chords, metric/rhythmic patterns and gain ease in using the terms that describe them. Students learn how to use repetition, imitation and sequence in melody writing. Students compose, arrange, and develop skills in both harmonic and structural analysis. Study of contemporary and pop rock harmonies are included. Students may receive credit at some colleges for successful completion of the AP exam.

**SL (IB)** (grades 9-12)

Year (520800)

International Baccalaureate Music Course.

**HL (IB)** (grade 11-12)

Year (520820)

International Baccalaureate Music Course. Prerequisite: Music SL (IB)

**Listening and Literature** (9-12)

Semester (507201)

Students develop listening skills, familiarity with a variety of music, and a vocabulary for describing music elements and events as they occur in the music. Students will discover meaning in music by examining how it relates to personal life, the enjoyment of life, and how it connects to history, culture, heritage, and community. Students will explore the expressive effects and potential of the voice, body, and instruments to communicate an idea or a thought to someone else. Students will study the production and/or transmission of musical sounds, and develop the ability to make reasoned, extemporaneous statements of personal opinion regarding specific pieces and/or performances of music.

**Composition** (grades 9-12)

Semester (507110)

Students will create arrangements of existing music and/or original compositions for instrumental soloists or groups, vocal soloists or groups, and/or scores for film soundtracks, commercials, power points, video games, TV programs, school programs, community events, etc.

**Music Appreciation** (grades)9-12)

Semester (507211)

This course is a deep study of the history, culture and general mechanics of music.

**Independent Study** (grades 9-12)

Year (507260)

Semester (507261)

Music students may study/practice individually under the supervision of the music teacher assigned to their school. Where class schedules are irreconcilable, the instructor may or may not utilize this class period to prepare a student to participate in upcoming concerts. No Art Credit received. (Art credit is achieved through implementation of State Core Music Curriculum and related policies and guidelines that are not accomplished via independent study.) *Prerequisite: Teacher approval.*

## **Instrumental Music**

### **Orchestra**

**String Orchestra** (grades 9-12)

Year (509610)

Semester (509611)

Members of this non auditioned string ensemble develop their technical skills, sight reading abilities, and perform exciting string literature from various musical styles. Special attention given to students who need individual assistance. This class helps prepare students for auditioning to gain entrance into more advanced string groups.

**Small Ensembles (String)** (grades 9-12)

Year (509700)

Provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments.

**Small Ensembles Adv. (String)** (grades 9-12)

Year (509900)

Semester (509901)

Members of these auditioned small string ensembles expand their technical skills, broaden their familiarity with various musical styles, increase sight reading fluency, and experience more varied performance opportunities.

**Concert Orchestra** (grades 9-12)

Year (509800)

Semester (509801)

This is the school's most advanced orchestra. Membership in the concert orchestra provides opportunities for the serious music student to become acquainted with the best music literature selected from standard symphonic works and contemporary orchestral literature. Students perform at numerous concerts and festivals, may accompany the school musical and perform at

commencement exercises. Audition and/or teacher signature required.

## **Band**

### **Jazz Band** (grades 9-12)

Year (508001)

Semester (508010)

This special instrumental ensemble offers experience in playing the more intricate and complex rhythms and harmonies characteristic of jazz. Sight-reading and improvisation skills are important in this class and will be developed to an advanced level. Enrollment in band or orchestra is encouraged as a continued reinforcement of fundamental skills is essential. A high level of commitment is needed to meet performance and rehearsal requirements. *Prerequisite: Successful audition and/or teacher approval.*

### **Marching Band** (9-12)

Year (509300)

Students in the Marching Band prepare for parades and performances at athletic events and competitions.

*Prerequisite: Teacher Approval.*

### **Small Ensemble - HS** (grades 9-12)

Semester (509521)

Small Ensemble Classes offer opportunities to learn solo and small ensemble experience including but not limited to Quartet and Quintets, Rock Bands, and Mariachi Ensembles; Students work in a small group setting on music concepts and styles. Consult the school music teacher for information on the small ensemble class offering.

### **Wind Ensembles** (grades 9-12)

Year (508100)

Provides opportunities to foster and refine musical expression through instrumental performance, analytical/evaluative skills, and aesthetic judgment.

### **Percussion Ensemble** (9-12)

Year (508250)

Percussion students' study and perform exciting percussion literature in this class and develop advanced techniques on a variety of percussion instruments. *Prerequisite: Teacher approval.*

### **Symphonic Band** (9-12)

Year (509500)

Students in this band study and perform standard and symphonic music as well as works by composers now writing specifically for the symphonic band. Members of this band may also perform with the school's orchestra. This class prepares students to audition for Concert Band.

### **Jazz Ensemble** (9-12)

Year (509550)

This special instrumental ensemble offers experience in playing the more intricate and complex rhythms and harmonies characteristic of jazz. Sight-reading and improvisation skills are important in this class and will be developed to an advanced level. Enrollment in band or orchestra is encouraged as a continued reinforcement of fundamental skills is essential. A high level of commitment is needed to meet performance and rehearsal requirements. *Prerequisite: Successful audition and/or teacher approval.*

### **Concert Band** (9-12)

Year (509400)

Semester (509401)

This is the school's most advanced large band. Auditioned woodwind, brass, and percussion players make up this ensemble. Students explore and perform exciting standard and contemporary band literature with emphasis placed on achieving excellence in all aspects of performance and continued progress in sight reading skills. *Prerequisite: Successful audition and/or teacher signature.*

## **Other Instrumental**

### **Guitar One** (9-12)

Semester (508511)

Students in this guitar course learn to tune and take care of the guitar, chord symbols and chord fingerings, accompaniment patterns in a strumming style. They play single note melodies by reading tablature and standard notation, and gain knowledge of various types of guitars. In this non-audition, non-performing class students learn to play music in a wide variety of styles and have the opportunity to play solos, duets, and ensemble pieces.

### **Guitar Two** (grades 9-12)

Year (508550)

Semester (508551)

This course emphasizes the development of guitar skills, the playing of chords and melodic techniques, various strumming and picking techniques, reading skills in tablature and traditional music notation, and music theory, knowledge of various types of guitars. Students learn to perform songs with chordal accompaniments, simple guitar solos, and group pieces. *Prerequisite:*

*Teacher approval.*

**Piano One (9-12)**

Semester (508402)

Students learn how to take care of electronic musical keyboards, gain knowledge about the various types of keyboard instruments and develop the ability to play simple songs on the instrument. They learn to read music notation, including key signatures and time signatures.

**Piano Two (9-12)**

Semester (508403)

Advanced piano students learn to prepare accompaniments to perform with musicals, large and small ensembles in the school, as well as solo performance and performance with other pianists. *Prerequisite: Teacher approval.*

**Vocal Music**

**T/B Chorus - Beginning (9-12)**

Year (510450)

Semester (510451)

This is a great class for male students who are interested in singing. Students will learn basic music reading and singing skills in an ideal setting. This non-audition, non-performing choir class is a prerequisite for Concert Choir and will prepare students for auditions to get into auditioned singing groups. The repertoire will be both educational and exciting with selections from Bach to Pop.

**T/B Chorus – Advanced (9-12)**

Year (510500)

Semester (510501)

This is a class for all male students who have completed the first semester Beginning Men's Chorus course OR who have had serious choral training. Students enrolling in this class should have a sound foundation in rhythmic dictation, key signatures, and vocal technique. This choir will enjoy great achievement musically and vocally while learning an exciting variety of music. The course is a prerequisite for all auditioned groups. This non-audition choir class is the ideal setting for male students to improve vocally. The repertoire will be both educational and exciting with selections from Bach to Pop. Students seeking instruction targeting a beginning level should enroll in the first-semester class. Students already at an intermediate level should enroll in this second semester course.

**S/A Chorus - Beginning (9-12)**

Year (510800)

Semester (510801)

This class is an excellent course for all female students who wish to improve vocally. Serious attention will be given to music fundamentals and music reading skills. Through exciting music, the students will enjoy learning sound principles of singing, thereby enabling each student to increase her vocal talent. *This course is a prerequisite for auditioned groups.*

**S/A Chorus - Advanced (9-12)**

Year (510810)

Semester (510811)

This is a class for all female students who have completed the first semester Beginning Women's Chorus course OR who have had serious choral training. Students enrolling in this class should have a sound foundation in rhythmic dictation, key signatures and vocal technique. This choir will enjoy great achievement musically and vocally while learning an exciting variety of music. This non-audition choir class is the ideal setting for female students to improve vocally, and is a prerequisite for all auditioned groups. The repertoire will be both educational and exciting. Students seeking instruction targeting a beginning level should enroll in the first semester class. Students already at an intermediate level should enroll in this second semester course.

**Mixed Chorus (9-12)**

Year (510600)

Semester (510601)

Students develop singing skills through the study and performance of music written for mixed voices. Emphasis is placed on attaining greater vocal maturity through the application of correct principles of voice production, breath control and diction with special attention given to reading musical notation. This class is recommended for ninth and tenth-grade students but is not limited to them. This class has limited performing expectations. *Prerequisite: Teacher approval.*

**Vocal Sm. Ensembles (9-12)**

Year (510100)

Semester (510101)

Students continue specializing in vocal music. Course content focuses on strengthening vocal production, sensitive musicianship, increased ability to read musical notation and a growing connection with the music of great choral composers. This also refers to select groups such as Chamber Choir, Show Choir, Jazz Singers, etc. Via auditions in May, students may be placed in these select performing groups. *Teacher signature required.*

**Madrigals (9-12)**

Year (510530)

Via auditions in May, students may be placed in this select performing group. *Teacher signature required.*

**Concert Choir (9-12)**

Year (510900)

Semester (510901)

This is the most advanced large choir. The repertoire provides each student with the opportunity to learn fun, exciting and great music. The course work enables students to improve their music reading ability and understand mood, form and style in choral music. *Audition required. Teacher signature required.*

### **Musical Theatre (9-12)**

Semester (520451)

This is a specialized class for students who have been cast in the school musical. This class consists of learning advanced musical-theatrical skills through research-based character development, characterized vocals, and technical ensemble skills. They will experience many avenues of understanding and communication through connecting the performing arts to personal growth, culture and history. *Teacher signature required.*

## **Theatre**

*The theatre arts program is an integral part of every school's academic curriculum. Students develop internal and external personal resources, create drama/theatre through artistic collaboration, and relate drama/theatre to its social context and form aesthetic judgments. The diversity of activities encompassed in drama/theatre curriculum provides opportunities for the involvement of all students, regardless of experience, cultural background, or disability. Students will develop self-esteem, self-discovery, and artistic discipline. They will also develop the ability to empathize, to take and give criticism, and to relate positively with peers. Students will develop skills in problem-solving, decision-making, and critical thinking. The development of multiple intelligences occurs as students take individual responsibility in the collaborative process.*

### **Theatre High School Core Courses**

#### **Theatre 1** (grades 9-12)

Year (520110)

Semester (520111)

This course emphasizes speech techniques and oral presentation. Students are exposed to characterization, acting techniques and stage production while learning to appreciate the stage and developing interpersonal communication skills. The reading of plays and the history of the theatre are included.

#### **Theatre 2** (grades 9-12)

Year (520200)

Semester (520201)

This course emphasizes advanced speech techniques and oral presentation. Students are exposed to characterization, acting techniques and stage production while learning to appreciate the stage and developing interpersonal communication skills. The reading of plays and the history of the theatre are included. *Prerequisite: Theatre 1*

#### **Theatre 3** (grades 9-12)

Year (520300)

This course gives students further training in advanced characterization, the dramatic arts and provides experience in one-act, and three-act plays. *Prerequisite: Theatre 2*

#### **Theatre 4 (Play Production)** (grades 9-12)

Year (520350)

This course gives students advanced training in the dramatic arts and provides additional experience in one-act and three-act plays, advanced characterization, direction of plays and voluntary contest work. *Prerequisite: Teacher approval*

#### **Technical Theatre (Stage Production)** (grades 9-12)

Year (520500)

Semester (520501)

Students design stage sets, build props, construct, cover and paint frames and learn to arrange a stage to produce a visually appropriate setting for a play or musical. Students learn all aspects of running the stage lights, curtains, and sound. *Prerequisite: Teacher approval.*

#### **Theatre Arts - SL (IB)** (grades 11-12)

Year (520900)

International Baccalaureate Theatre Course.

#### **Theatre Arts - HL (IB)** (grade 12-12)

Year (520920)

International Baccalaureate Theatre Course. *Prerequisite: Theatre Arts SL (IB)*

## **Electives**

#### **Musical Theatre** (grades 11-12)

Year (520410)

Semester (520411)

This course gives students training in drama, dance and music. Students will combine music, singing, acting and dance to create refined art. Students will be encouraged to create, work, study, practice, improve, evaluate and excel for a final performance.

#### **Stage Crew** (grades 9-12)

Year (691050)

Semester (691051)

Students work behind the scenes to bring a production to life. From building sets, to running curtain, lights and sound, the stage crew is the

foundation of a successful production.

## Visual Arts

*The visual arts influence and enhance every aspect of our lives. They encourage and help us develop humanistic behavior in our personal relationships, self-discipline, and study habits. Art develops and increases an individual's problem-solving and critical thinking skills. Visual skills developed through art study can open up a world of beauty and understanding and can accelerate students' progress in many subject areas. Some art classes are provided for students who have not yet developed their art skills, while others permit students to refine their basic art skills, expand their development in visual arts and intensify their abilities to make aesthetic judgments.*

*\*Concurrent Enrollment Classes* Concurrent enrollment classes are college level classes offered to high school students for both high school and college credit. Concurrent enrollment students are enrolled for classes at both the high school and the College. Students register through their high school instructor. Instructors are responsible for registering their students each term. While students earn high school credit, they also earn college credit, therefore reducing duplicated classes. Concurrent enrollment students are high school seniors and some qualified juniors. Eligibility requirements shall be selective enough to predict a successful experience.

## Core Courses

### Art Foundations 2 (grades 9-12)

Year (501200)

Semester (501201)

Instruction expands the concepts taught in Foundations 1 with emphasis on representative and interpretive drawing with further emphasis on color and design concepts, proportion, value, depth, and the use of creative expression as they apply to drawing landscapes, portraits, animals, cartoons and manmade devices. Aesthetics, higher level thinking skills, divergent production, and art criticism are addressed as well.

### Art History & Criticism (grades 9-12)

Semester (501601)

This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and appreciation of the Visual Arts. With an overview of studio production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics. *Prerequisite for this course is Foundations I or 2.*

### Art History - SI 1 (IB) (grades 11-12)

Year (520770)

International Baccalaureate Visual Arts Course.

### Visual Arts - SL 1 (IB) (grades 11-12)

Year (520740)

International Baccalaureate Visual Arts Course.

### Visual Arts - HL (IB) (grade 12-12)

Year (520760)

International Baccalaureate Visual Arts Course. Prerequisite: Visual Arts SL (IB)

### \*Exploratory Art CC (grades 10-12)

Semester (708201)

(ART 1010) SLCC

This course is a glimpse into the world of art for the non-art major. There will be some non-judgmental, hands-on producing of art. Some reading and writing will be required.

### Beginning Drawing 1 (grades 9-12)

Semester (502001)

Instruction expands the concepts taught in Foundations 1 with emphasis on representative and interpretive drawing using such media as pencil, ink and charcoal. Concepts emphasized include principles of design, proportion, value, depth, color and the use of creative expression as they apply to drawing landscapes, portraits, animals, cartoons and manmade devices.

### Intermediate Drawing 2 (grades 9-12)

Semester (502101)

Instruction expands the concepts taught in Drawing I with emphasis on representative and interpretive drawing using such media as pencil, ink and charcoal. Concepts emphasized include principles of design, proportion, value, depth, color and the use of creative expression as they apply to drawing landscapes, portraits, animals, cartoons and manmade devices. *Prerequisite: Drawing*

### \*Basic Drawing CC (grades 10-12)

Year (708220)

(ART 1020) SLCC

An introductory drawing course for non-majors: line, shape, perspective and light logic will be discussed. Using these techniques, students will develop their drawing skills. Some reading and writing will be required.

### Advanced Drawing 3-4 (grades 9-12)

Year (502300)

This class has been designed to increase a student's representational skills by providing advanced instruction in the use of such media as pencil, ink, color pencils, conte and pastels in drawing such subjects as landscapes, mechanical devices, live models, and still-life. Higher-level thinking skills, art criticism and problem-solving skills are increased. *Prerequisite: Art Foundations 2 or Drawing 2 (501001)*

**Advanced Drawing 3** (grades 9-12)

Semester (502301)

This class has been designed to increase a student's representational skills by providing advanced instruction in the use of such media as pencil, ink, color pencils, conte, and pastels in drawing such subjects as landscapes, mechanical devices, live models and still-life. Higher level thinking skills, art criticism and problem-solving skills are increased. *Prerequisite: Art Foundations 2 or Drawing 2*

**Advanced Drawing 4** (grades 9-12)

Semester (502401)

This class has been designed to increase a student's representational skills by providing advanced instruction in the use of such media as pencil, ink, color pencils, conte, and pastels in drawing such subjects as landscapes, mechanical devices, live models, and still-life. Higher-level thinking skills, art criticism and problem-solving skills are increased. *Prerequisite: Drawing 3*

**Advanced Drawing 5-6** (grades 9-12)

Year (502450)

Students receive special instruction in various drawing techniques to prepare them for highly advanced training or career opportunities in art.

*Prerequisite: Drawing 3-4*

**Beginning Painting** (grades 9-12)

Year (503000)

Semester (503001)

Students are introduced to various painting media, techniques and styles. Instruction helps students utilize such media as watercolor, tempera, acrylics and oil in rendition of a wide range of subjects. *Prerequisite: Art Foundations 2*

**Intermediate Painting** (grades 9-12)

Year (503100)

Semester (503101)

Students are introduced to various painting media, techniques and styles. Instruction helps students utilize such media as acrylics and oil in rendition of a wide range of subjects. *Prerequisite: Beginning Painting*

**Advanced Painting** (grades 9-12)

Year (503150)

Semester (503151)

Students receive guidance in self-expression through a wide variety of painting media and studio experience in the rendition of such subjects as landscapes, portraits, figure studies and still-life. *Prerequisite: Intermediate Painting*

**Photography 1** (grades 9-12)

Semester (505001)

Students are introduced to the basic mechanical aspects of the camera and correct darkroom procedures as well as instruction in methods for developing negatives, making contact prints and enlargements, and mounting prints for display. Most darkroom work is restricted to black and white photography. Higher-level thinking skills and art criticism are emphasized. *Prerequisite: Art Foundations 2*

**Photography 2** (grades 9-12)

Semester (505051)

Students are introduced to the basic mechanical aspects of the camera and correct darkroom procedures as well as instruction in methods for developing negatives, making contact prints and enlargements, and mounting prints for display. Most darkroom work is restricted to black and white photography. Higher-level thinking skills and art criticism are emphasized. *Prerequisite: Photography 1*

**Photography 3** (grades 9-12)

Semester (505081)

The principles taught in the second semester course are expanded to increase compositional skills using the elements and principles of art, manipulation, and presentation of photographs, and guidelines for critique photographs. *Prerequisite: Photography 2*

**Photography 3-4** (grades 9-12)

Year (505100)

The principles taught in the second semester course are expanded to increase compositional skills using the elements and principles of art, manipulation and presentation of photographs, and guidelines for critiquing photographs. *Prerequisite: Photography*

**Film Making** (grades 9-12)

Semester (504001)

This course is designed to provide an overview and introduction to the four most basic phases of filmmaking: development, pre-production, production, and post-production. This course covers higher-level thinking skills and art-related technology skills with an emphasis on the creation of films in either traditional or electronic media. *Prerequisite: Art Foundations 2*

**Film and Media 2** (grades 10-12)

Semester (504011)

This course is designed to focus on creating fiction and non-fiction film using the four basic phases of filmmaking; *Prerequisite: Film and Media Arts I.*

**Commercial Art/Computer Graphics 1** (grades 9-12)

Semester (505701)

Students examine the place of art in advertising by studying a variety of commercial art techniques and skills relating to lettering, layout, illustration, and mechanicals. Cartooning, illustration, packaging and methods of display using higher level thinking skills and art criticism will also be addressed. *Prerequisite: Art Foundations 2 Teachers must have a Visual Arts, Fine Arts Endorsement.*

**Commercial Art/Computer Graphics 2** (grades 9-12)

Semester (505731)

Students gain a background in advertising techniques including page layout, illustration and color separation through such applications as designing cards, covers, logos, letterheads, brochures and cartooning. Emphasis is placed on reproductive quality. *Prerequisite: Commercial Art and Electronic Media*

**3-D Design 1** (grades 9-12)

Semester (505501)

Students will be exposed to basic processes or techniques relating to wood design, leather design, floral and glass design, paper craft, metal design, tile murals, mosaics and mobile sculpture. Higher level thinking skills, divergent production, and art criticism are also emphasized.

*Prerequisite: Art Foundations 2***3-D Design 2** (grades 9-12)

Semester (505551)

Students will be exposed to basic processes or techniques relating to wood design, leather design, floral and glass design, paper craft, metal design, tile murals, mosaics and mobile sculpture. Higher level thinking skills, divergent production, and art criticism are also emphasized.

*Prerequisite: Art Foundations 2***3-D Design 3-4** (grades 9-12)

Year (505600)

Extended experience in the production of two-and three-dimensional 3-D Design is provided in this course as students explore the diverse range of media comprising this vast area of creative expression. *Prerequisite: 3-D Design*

**Printmaking 1** (grades 9-12)

Semester (505801)

Students learn how to make fine art prints using studio processes such as relief, intaglio, planographic, and stencil. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *Prerequisite for this course is Foundations*

**Printmaking 2** (grades 9-12)

Semester (505811)

Students will have extended experience in making fine art prints using studio processes such as relief, intaglio, planographic, and stencil. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *Prerequisite for this course is Printmaking 1*

**Jewelry 1** (grades 9-12)

Semester (505851)

Students are taught basic jewelry making skills such as filing, sawing, soldering, casting, and stone setting. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *Prerequisite for this course is Foundations 2*

**Jewelry 2** (grades 9-12)

Semester (505861)

An intermediate explanatory course teaching advanced jewelry-making skills and design concepts. The intensive use of materials and exploration of advanced techniques. *Prerequisite: Jewelry I.*

**Beginning Ceramics 1** (grades 9-12)

Semester (506001)

Students learn the basic procedures for preparing, kneading, forming, glazing and firing ceramic clay. Skills are applied to hand-built, wheel-thrown functional and decorative forms and to representational and abstract sculptural forms. Students will develop the ability to make judgments about the aesthetic quality of ceramic forms by using higher level thinking skills, divergent production, and art criticism. *Prerequisite: Art Foundations 2*

**Intermediate Ceramics 2** (grades 9-12)

Semester (506051)

Students learn the basic procedures for preparing, kneading, forming, glazing and firing ceramic clay. Skills are applied to hand-built, wheel-thrown functional and decorative forms and to representational and abstract sculptural forms. Students will develop the ability to make judgments about the aesthetic quality of ceramic forms by using higher level thinking skills, divergent production, and art criticism. *Prerequisite: Ceramics 1*

**\*Beg Pottery CC** (grades 11-12)

(708261)

*(Art 1610 SUU)*

This course is an introduction to the use of the potter's wheel. Beginning students become familiar with terms, tools, and techniques used to create functional objects with the potter's wheel.

**Intermediate Ceramics 2 (Wheel Thrown) (grades 9-12)**

Semester (506231)

This intermediate High School course builds upon the concepts and skills learned in Ceramics I. *Prerequisite: Ceramics 1*

**Advanced Ceramics 3 (grades 9-12)**

Semester (506101)

Students learn refinements and advanced techniques for producing hand-built, wheel-thrown and sculptural forms of functional, representational and abstract pieces of art. *Prerequisite: Ceramics 2*

**Ceramics 3-4 (grades 9-12)**

Year (506100)

Students learn refinements and advanced techniques for producing hand-built, wheel-thrown and sculptural forms of functional, representational and abstract pieces of art. *Prerequisite: Ceramics 2*

**Ceramics 4 (grades 9-12)**

Semester (506151)

Students learn refinements and advanced techniques for producing hand-built, wheel-thrown and sculptural forms of functional, representational and abstract pieces of art. *Prerequisite: Ceramics 3*

**Ceramics 5-6 (grades 9-12)**

Year (506200)

Students work in a closely supervised setting for individual study and experimentation in clay art. Help is provided to prepare for art careers or for study at institutions for advanced art study. *Prerequisite: Ceramics 3-4*

**Sculpture 1 (grades 9-12)**

Year (506400)

Semester (506401)

Students learn basic sculpture, fabricating and casting techniques and have opportunities to produce realistic and abstract forms in such materials as plaster, clay, wood, stone, metal and plastic. Higher level thinking skills, divergent production, and art criticism are also emphasized. *Prerequisite: Art Foundations 2*

**Sculpture 2 (grades 9-12)**

Semester (506411)

This is an intermediate course that builds on the skills and concepts learned in Sculpture I. *Prerequisite: Sculpture 1.*

**2-D Studio–Drawing Art AP (grades 11-12)**

Year (502500)

Serious art students focus on the development of art portfolios, which meet the objectives of the students but will be focused on Studio Art - General Portfolio. The course emphasizes a sense of quality in student work, concentration on a particular visual interest or problem, and the need for breadth of experience in the formal, technical and expressive means of the artist. This course is intended for the highly motivated who are seriously interested in the study of art. *Prerequisite: Teacher approval*

**2-D Studio-Design Art AP (grades 11-12)**

Year (502540)

Serious art students focus on the development of art portfolios, which meet the objectives of the students but will be focused on Studio Art 2-D Design. The course emphasizes a sense of quality in student work, concentration on a particular visual interest or problem, and the need for breadth of experience in the formal, technical and expressive means of the artist. This course is intended for the highly motivated who are seriously interested in the study of art. *Prerequisite: Teacher approval*

**3-D Studio Art AP (grades 11-12)**

Year (502580)

This course is for serious art students and will focus on the development of 3-D AP art portfolios. The course emphasizes a sense of quality in student work, concentration on a particular visual interest or problem, and the need for breadth of experience in the formal, technical and expressive means of the artists. This course is intended for the highly motivated who are seriously interested in the study of art. *Prerequisite: Teacher approval*

**Art History AP (grades 11-12)**

Year (501650)

This course is equivalent to a university freshman art history course and prepares students to take the AP college exam. Art history, criticism and appreciation from the beginning of time to the present are covered showing how art impacts personal lives and the world in which we live.

*This course is academically oriented and requires no artistic background.*

## Health Education

***One half unit of health education is required in grades nine through twelve.***

Health Education II (Grades 9<sup>th</sup>-12<sup>th</sup>)

607801)

Health education provides opportunities for students to develop knowledge, skills and attitudes necessary for practicing lifelong, health-enhancing behaviors. The Health II Curriculum focuses on what students can do for themselves to meet the objectives of the six state core



standards and illustrates the impact their attitudes and behaviors have on the world around them. The curriculum builds on the foundation established in Health I with advanced, age-appropriate focus. Students will learn that they are responsible for their personal well-being and that building a solid foundation of health literacy and decision-making skills can contribute to positive health choices throughout life. In addition, they will explore the impact their personal health has on society as a whole.

## **Mathematics**

Mathematics is the key that opens the door to success in the world of work. Regardless of the career, being able to do the math required for the job is essential to finding and keeping a well-paying job. Now is the time to learn skills and develop confidence in the ability to "be good" at mathematics. Students planning on graduating will need three years of mathematics (Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III or one course from the Advanced and Applied Course list) for graduation from Granite School District, minimally, Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III. Parents can choose to opt their student out of Secondary Math III and into an AAF Course for the third math credit. Students who take courses Secondary Mathematics III and above are rated more favorably when being ranked for entrance and scholarships by most colleges and universities. Students must take one year of mathematics beyond Secondary Math III to qualify for a Utah Opportunity Scholarship.

### **Core Courses**

#### **Secondary Mathematics I 1 Year**

**(577000)**

The fundamental purpose of Secondary Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Secondary Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *A graphing calculator is recommended.*  
*Prerequisite: 8<sup>th</sup> Grade Mathematics*

#### **Secondary Mathematics I Extended 1 Year**

**(577100)**

The fundamental purpose of Mathematics I Extended is to formalize and extend the mathematics that students learned in the middle grades. This course will compact Secondary I topics to allow time to cover Pre-Calculus topics including vectors and matrices. The critical areas of Secondary I, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Secondary Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Another unit in the course ties together the algebraic and geometric ideas studied. Students who continue in the Extended track will be prepared for Advanced Placement Calculus their senior year of high school. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *A graphing calculator is recommended.*  
*Prerequisite: 8<sup>th</sup> Grade Mathematics Extended.*

#### **Secondary Mathematics II 1 Year**

**(577200)**

The focus of Secondary Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles with their quadratic, algebraic representations round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject. *A graphing calculator is recommended. Prerequisite: Secondary Mathematics I*

#### **Secondary II Mathematics Extended 1 Year**

**(577400)**

Secondary II Extended will compact Secondary II topics to allow time to cover Pre-Calculus topics. Students who continue in the Extended track will be prepared for Advanced Placement Calculus their senior year of high school. The focus of Secondary II Extended is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Additional extended topics for this course include extending work with complex numbers, expanding on probability to include permutations and combinations, using probability to make decisions, constructing and studying tangent lines, and additional Pre-Calculus topics. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to

make sense of problem situations. *A graphing calculator is recommended. Prerequisite: Secondary Mathematics I Extended*

**Secondary Mathematics III 1 Year (577500)**

It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *A graphing calculator is recommended.*

*Prerequisite: Secondary Mathematics II*

**Secondary III Mathematics Extended 1 Year (577600)**

Secondary III Extended will compact Secondary III topics to allow time to cover Pre-Calculus topics. Students who continue in the Extended track will be prepared for Advanced Placement Calculus their senior year of high school. It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *A graphing calculator is recommended. Prerequisite: Secondary Mathematics II Extended*

**Pre-Calculus 1 Year (579000)**

The main goal of Pre-Calculus is for students to gain a deep understanding of the fundamental concepts and relationships of functions. Students will expand their knowledge of quadratic, exponential, and logarithmic functions to include power, polynomial, rational, piecewise, and trigonometric functions. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use graphing calculators and mathematical software to build understanding, make connections between representations, and provide support in solving problems. Students will analyze various representations of functions, sequences, and series. Students will analyze bivariate data and data distributions. Students will apply mathematical skills and make meaningful connections to life's experiences. Pre-Calculus highly recommended preparation for students who plan to continue their formal education beyond high school. *A graphing calculator is recommended. Prerequisite: Secondary Mathematics III*

***Applied Advanced and Supplemental Courses***

**Accounting I**

Students will develop skills beginning with an understanding of the basic elements and concepts of double-entry accounting systems. Skills will include knowledge of the accounting cycle, entering transactions in journals, posting to ledgers, compiling end-of-period worksheets, adjusting and payroll systems, and writing and communication examples. Proficiency of automated accounting procedures is encouraged.

**Accounting II**

Students will develop advanced skills that build upon those acquired in Accounting I. Additional accounting skills such as reconciling uncollectible accounts, calculating depreciation on assets, interpreting financial information, and calculating notes and interest will be developed. Computerized accounting will again be incorporated as an essential tool where resources are available.

**Advanced Placement Calculus (A/B or B/C) 1 Year (579350-60)**

Students learn the concepts covered in beginning differential and integral calculus on the post-high school level. Upon passing the advanced placement examination, students may receive up to 12 hours of college credit. *A graphing calculator is recommended.*

*Prerequisite: Secondary Mathematics III Extended*

**Advanced Placement Statistics 1 Year (579520)**

This is a non-calculus based statistics course meant to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Upon passing the advanced placement examination, students may receive up to 12 hours of college credit. *A graphing calculator is recommended. Prerequisite: Secondary Mathematics II*

**Mathematical Decision Making for Life (579660)**

Mathematical Decision Making is a four-quarter course for seniors. The course includes mathematical decision making in finance, modeling, probability and statistics, and making choices. The four quarters of instruction are independent of each other, allowing

students to enter and exit the course quarterly. Students will make sense of authentic problems and persevere in solving them. They will reason abstractly and quantitatively while communicating mathematics to others. Students will use appropriate tools, including technology, to model mathematics. Students will use structure and regularity of reasoning to describe mathematical situations and solve problems. *A graphing calculator is recommended. Prerequisite: Secondary Mathematics II*

### **Introductory Statistics**

**(579500)**

Statistics and Probability is an introductory project- and activity-based course where students critically analyze information about their world. Students will pursue questions based on their own experiences and gather data from media, their own experiments, and common objects. Students will practice critical thinking skills as they gather and interpret information about their world. Students will learn how to collect data, organize their own and others' data, and display the data in graphs and charts that will be useful in answering their questions and forming conclusions. Students will estimate probabilities in experiments and compare experimental and theoretical probabilities. All topics should be included in either a semester or a year-long course, differentiated by the depth of the material covered. *A graphing calculator is recommended. Prerequisite: Secondary Mathematics II*

### **Mathematics of Personal Finance**

**(579600)**

The Mathematics of Personal Finance Core is designed for junior and senior students and represents those standards of learning that are essential and necessary for all students. The implementation of the ideas, concepts, knowledge, and skills contained in the Mathematics of Personal Finance Core will enable students to implement the mathematical and decision-making skills they must apply and use to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society. The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Instruction will incorporate a "hands-on" approach involving techniques such as problem solving, reasoning, simulation, representing and interpreting data, and application of related mathematical topics. Direct application of the concepts of this Core to the world in which students live will empower them to incorporate the concepts of the Mathematics of Personal Finance Core into their lives. The Mathematics of Personal Finance Core will also incorporate skills from language arts, social studies, applied technology, character education, and applied service learning. Successful completion of this course will fulfill 1 credit toward the supplemental or applied mathematics requirements. This course **does not** fulfill the General Financial Literacy graduation requirement.

*A graphing calculator is recommended. Prerequisite: Secondary Mathematics II*

### **Modern Mathematics**

**(579700)**

This course introduces students to topics in modern mathematics as they apply to real-world contexts. The course extends students' understanding of the mathematics developed in Algebra 1 and Geometry. The course is intended to help students develop an understanding of how mathematics describes and explains the world in which they live. Students will extend their mathematical literacy, problem-solving skills, and enthusiasm for the power and beauty of mathematics as a tool for quantifying their world. Teachers will select a minimum of five objectives per semester to explore and may modify indicators to meet those objectives. Teachers are encouraged to select topics which are of particular interest to their students. Because the topics within the course are not intended to build on one another, students may enter or exit the class throughout the academic year. *A graphing calculator is recommended.*

*Prerequisite: Secondary Mathematics II*

### **College Prep Mathematics**

**(579750)**

Students will acquire the skills needed to be successful in Math 1050 (College Algebra). The focus of the course will be on analysis and use of functions. Emphasis will be given to collecting data to motivate the development of the analytical model of each function that will be studied. *A graphing calculator is recommended. Prerequisite: Secondary Mathematics III*

### **Math 1030: Intro to Quantitative Reasoning 1 Semester**

**(708421)**

This course helps students to use advanced mathematical concepts to make decisions and communicate ideas, apply abstract reasoning, apply quantitative skills to make decisions, and communicate decisions using mathematical argument. *Prerequisite: Secondary Mathematics III*

### **Math 1040: Intro to Statistics 1 Semester**

**(708441)**

This course is recommended particularly for students in programs desiring statistical literacy, including (but not limited to) Social Science, Behavioral Science, and Nursing. This course includes descriptive and inferential statistical methods. Emphasis on sampling design; descriptive statistics; linear regression and correlation; probability; sampling distributions; hypothesis testing and confidence intervals. *Prerequisite: Secondary Mathematics III*

### **Math 1050: College Algebra 1 Semester**

**(708461)**

This course is designed for students interested in Mathematics, Science, Engineering, Technology, and Education. This course is an in-depth exploration of algebra topics designed to ultimately prepare students for Calculus or further education courses. Topics covered include the following: 1) functions, including polynomial, rational, exponential, and logarithmic; 2) systems of equations; matrices and determinants; partial fraction decomposition; 3) conics; and 4) sequences and series. *Prerequisite: Secondary Mathematics III*

## Math 1060: Trigonometry 1 Semester

(708481)

This course is intended to prepare students for a comprehensive course in calculus by teaching concepts and facts required for a major in math, physics, chemistry, engineering, 2 and computer science, as well as many of the life sciences. The course presents trigonometric functions, polar functions, trigonometric equations, and solutions of acute triangles, right triangles, and oblique triangles. Polar coordinates, complex numbers, parametric equations, and vectors are also introduced. Students are required to know basic trigonometric facts such as the sine, cosine, and tangent values of special angles without using a calculator. Students are also required to know the fundamental trigonometric identities without looking them up. *Prerequisite: Secondary Mathematics III*

## Computer Science

Introduction to Computer Science Term

(5425)

Students focus on traditional topics in computer science, while writing object-oriented programs. The course covers programming basics, data and information processing, object-oriented programming, and graphical user interfaces. No prior programming experience is needed.

*Prerequisite: Concurrent enrollment in or prior completion of Geometry*

Computer Science AP Year

(5431)

The major emphasis in this course is on programming methodology, algorithms and data structures with the JAVA language. Applications are used to develop student awareness of the need for particular data structures and algorithms. Upon passing the AP exam, students may receive up to eight semester hours of college credit. *Prerequisite: Introduction to Computer Science*

Computer Programming I/A Semester

*An introduction to computer programming/software engineering and applications*

This course introduces students to the fundamentals of computer programming, to simple control and data structures, to basic operating system commands, and to the use of text files. Students will learn to design, code, and test their own programs.

Students will also apply mathematical skills throughout the course. It is recommended that teachers use the Scheme system for teaching this first semester of computer Programming. A skill certification exam is not available for this one semester course - see below. *Prerequisites: Algebra I, keyboarding proficiency, and computer technology*

Computer Programming I/B Semester

*An intermediate class in computer programming/software engineering and applications*

Reviews and builds on the concepts introduced in CPI/A. Introduces students to more complex data structures and their uses, including sequential files, arrays, classes, and recursive processes. Students will learn to create more powerful programs.

*Prerequisites: Algebra I, keyboarding proficiency, computer technology, and successful completion of CPI/A. Note: Computer Programming I/A and Computer Programming I/B can be combined and offered as a full year course.*

## Elective Courses

UBSCT Math Prep Term

(51311)

Students will improve their understanding and develop the skills related to the standards and objectives outlined in the Utah Basic Skills Competency Test Framework. These standards include arithmetic, algebraic reasoning, basic geometry concepts, basic computational skills, collecting and organizing data, and creating and analyzing graphs. Test-taking skills will be taught throughout, and the Reference Sheet will be used to build familiarity. The course outline is correlated to the UBSCT Framework. *A graphing calculator is recommended.*

## Physical Education

*Physical Education seeks to make students active players in life through a sequential, broad-based activity curriculum. It enables students to see the importance of proper nutrition and exercise in maintaining a healthy lifestyle. The curriculum emphasizes individual differences, and grading is based on participation and personal improvement. All physical education courses are coeducational.*

*Students are required to take three (3) semesters of physical education during grades nine through twelve. The one required course is Fitness for Life (6130) and it should be taken in either the ninth or tenth grade year. The other two required semesters of credit can be taken anytime in grades nine through twelve from course offerings numbered 6050-6280 and course number 6360. Students may also receive one semester of physical education credit for the successful completion of two seasons of competitive sports participation during the years nine through twelve. See your school counselor for help in receiving credit in this manner.*

*The physical education requirement may not be waived except for a significant medical reason outlined in a report from a physician. Pep Club, Cheerleading, ROTC, Marching Band or Rodeo may not be used to fulfill the physical education requirement but may be used to earn general elective credit for graduation. Students are limited to taking one P.E. class per semester.*

*Two non-traditional options for P.E. credits are available. On-line courses of Fitness for Life are available through Granite*

Connect. For more information about on-line course selection, please visit <http://graniteconnect.org/>. A second non-traditional route to credit is The Demonstrated Competence testing option. The Demonstrated Competency Assessment Program was designed to allow students who are already competent in a subject area to "test out" of coursework for that subject area – earning credit without needing to take the class. Fitness for Life and Participation Skill and Techniques (PST) testing is available. This option allows a student to receive credit by demonstrating a competency in two areas; a traditional written test, and performing physical tasks to a certain proficiency level. For more information regarding Demonstrated Competency go to: <http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/testingcenter/Pages/default.aspx>.

Participation Skills and Techniques (grade 9) Semester

606201, 606202, 606203)

Students develop knowledge and skills in a variety of individual and team sports with emphasis on sportsmanship and leadership skills.

Students

work to improve fitness levels and are measured by the Presidential Physical Fitness Test. Students are introduced to keeping a journal and/or portfolio.

Dance 1 (grade 9-12) Semester

606400)

*This course is a prerequisite for all other dance courses.* Students are provided with experience in dance technique and the development of such things as physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative

abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins.

*This class does not fulfill the 9th grade P.E. requirement.*

Aerobics 1-4 (grades 9 -12) Semester/Year

607201, 607211, 607221)

Students develop cardiovascular fitness through a variety of aerobic activities. *Prerequisite: Fitness for Life*

Fitness for Life (grade 9-12) Semester

606301, 606302, 606303)

Students become involved in and adopt a personal lifestyle of regular physical fitness. They identify and understand all components of fitness including weight control, nutrition, caloric expenditure and stress management. *Core requirement*

Fitness for Life Swim(grade 9-12) Semester

606221)

Students become involved in and adopt a personal lifestyle of regular physical fitness in the pool. They identify and understand all components of fitness including weight control, nutrition, caloric expenditure and stress management.

*Core requirement*

Lifetime Activities 1-2 (grades 9 -12) Semester

606401, 606402, 606403, 606404, 606405, 606405, 606406, 606411)

Students develop skills in a variety of lifetime activities including dance. *Prerequisite: Fitness for Life*

Lifetime Activities - Yoga (grade 9 - 12)

(606471)

Students develop skills in yoga

Athletic Skill Development (grades 9 -12)

(606881)

Athletic skill development classes for school team participants. *Elective graduation credit only- does not qualify for P.E. credit.*

Competitive Athletics 1-6 (grades 9-12) Semester

606601, 606602, 606603, 606604, 606610, 606611, 606620, 606621, 606630, 60663, 606640, 606641, 606650, 606651, 606661, 606662, 606671, 606681, 606691, 606695)

This course meets the needs of the athlete on competitive teams with advanced instruction in strategy, sportsmanship, conditioning and skill development. *Elective graduation credit only- does not qualify for P.E. credit*

Social Dance (grades 9-12) Year

607460, 607461)

Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in traditional and contemporary dance activities that students may use in life. *This class does not fulfill the 9th grade P.E. requirement.*

Weight Training/Conditioning 1-4 (grades 9-12) Semester

606801, 606802, 606803, 606804, 606805, 606806, 606807)

In this course students learn the importance of weight training, the physiology involved and methods of designing a personal fitness program.

*Prerequisite: Fitness for Life (6130)*

Swimming 1-6 (grades 9-12) Semester

607001, 607002, 607011)

Students improve individual strokes and receive instruction in diving and lifesaving. Classes must be taken in sequence.

*Prerequisite or concurrent enrollment: Fitness for Life (6130)*

Competitive Swimming 1-6 (grades 9 -12) Semester

607060, 607070)

This course is for members of the swimming team and emphasizes competitive stroke development and conditioning. *Elective graduation credit only- does not qualify for P.E. credit*

Aquatic Aerobics (grades 9-12) Semester

607081)

Students improve aerobic fitness levels through a variety of water activities.

Dance 2-6 (grades 9-12) Semester

6244)

Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as students progress through the program. Classes must be taken in sequence. *Prerequisite: Dance 1 (62410) or concurrent enrollment: Fitness for Life (6130)*

Sports Medicine, Athletic Training (grades 11-12) Year  
(9855)

Students learn practical applications of anatomy and physiology. They learn CPR and how to prevent, evaluate and treat athletic injuries. Advanced students are assigned to the high school athletic program to tape and work with rehabilitation of sports injuries. All students are required to participate in exercises designed to prevent and rehabilitate injuries and to develop a personal fitness program.

(6242-  
(6360) or

## Science

*Students are required to take three (3) years of science during grades 9-12 in order to meet state graduation requirements. Two years of science must be from the Science Foundation classes; the third year may be from the Applied, Advanced Courses or an additional Foundation Course.*

*Students pursuing post-high school education should check with the institutions they want to attend for specific science entrance requirements. Most in-state institutions require or recommend two or three years of science for entrance, two lab courses from the foundations list plus an additional course.*

Science is an inclusive field of inquiry - not just for those who will seek science related careers. In a world of rapidly expanding knowledge and technology, all young people must be science literate. Literacy includes the understanding and skills to function responsibly and successfully in a changing world. Each course will emphasize science and engineering practices as well as crosscutting concepts that help students make connections between science disciplines and the need for critical thinking and problem-solving skills.

### Honors Science Courses

Honors science courses are for students who have the interest and motivation to pursue science knowledge and skills with greater depth and rigor than regular science courses. Students will engage in learning activities that emphasize inquiry, problem solving, critical thinking, technology application and research skills. Students will be provided opportunities to demonstrate understanding through a variety of instructional methods, which may include writing, research projects, reading of complex science material, discussions and lab work to develop science process skills. Investigations and meaningful real-world applications will increase focus on depth and complexity of science concepts. *Offered in Earth Science, Biology, Chemistry and Physics.*

### Foundation Courses

#### Earth Science Area

Earth Science (grades 9-12) Full Year (600800)

Students in the Earth Science course will investigate processes and mechanisms that have resulted in the formation of our Earth, galaxy, and universe. In addition to learning about astronomy and the formation of Earth, students investigate Earth's systems and how they interact. Students also design and evaluate solutions to problems that stem from use of natural resources, with a focus on responsible stewardship. Standards in Earth Science include matter and energy in space, patterns in Earth's history and processes, system interactions: atmosphere, hydrosphere, and geosphere, and stability and change in natural resources. *Course is also available as Honors (600950)*

Environmental Science, Advanced Placement (grades 10-12) Full Year (602570)

The content of this course is equivalent to that of a college freshman environmental science class. The 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 for resolving and/or preventing them. Students have the option of taking the A.P. Environmental Science exam at the end of the course. *Course is also available as a non-AP advanced/applied course (602560).*

### **Biology Area**

Biology (grades 9-12) Full Year

(601000)

Students in biology explore the patterns, processes, relationships, and environments of living organisms. Focus areas include analyzing data to understand the role of matter cycles and energy flow, investigating the structures and functions of living organisms, exploring the role of DNA in heredity and protein synthesis, and investigating how evolution by natural selection affects species. Standards in biology include interactions with organisms and the environment, structure and function of life, genetic patterns, and evolutionary change. *Also available as Honors (601100), IB-SL (603300), IB-HL (603310)*

Biology, Advanced Placement (grades 9-12) Full Year

(601200)

The content of this course is equivalent to that of a college freshman biology class. Students will be encouraged to take the A.P. Biology Lab (601220). Students have the option of taking the A.P. Biology exam at the end of the course.

### **Chemistry Area**

Chemistry (grades 9-12) Year

(601500)

Students in chemistry will explore the foundational principles of chemistry and investigate the ways in which chemistry impacts everyday life. Students investigate the properties and structure of matter at atomic and subatomic scales, explain how interactions at the atomic and molecular levels affect what we observe at a larger scale, and investigate how humans design and control chemical systems for the benefit of society. Standards in chemistry include the structure and properties of atoms, the structure and properties of molecules, stability and change in chemical systems, and energy in chemical systems. *Also available as Honors (601600), IB-SL (603330).*

Chemistry, Advanced Placement (grades 9-12) Year

(601700)

This course provides an in-depth, mathematics-intensive coverage of the chemistry concepts that are taught in first year university chemistry courses. Students have the option of taking the A.P. Chemistry exam at the end of the course. *Recommended prior coursework: Chemistry*

Chemistry, Concurrent Enrollment (Chem 1010) (grades 10-12)  
(708600)

This course is a first year college chemistry course that covers atomic structure, chemical bonding, chemical reactions, solution chemistry, stoichiometry, the periodic table, thermochemistry, and gases. *Recommended prior coursework: Chemistry*

### **Physics Area**

Physics (grades 9-12) Full Year

(602000)

Students in physics explore the principles of physics, including forces, energy, fields, and waves. Students will analyze data to determine the cause and effect relationship between forces and changes in motion, develop models to illustrate energy conversion and transfer, and investigate relationships among electric currents and magnetic fields. Standards in physics include forces and interactions, energy, fields, and waves.

*Also available as Honors (602100), IB-SL (603360).*

AP Physics 1, Advanced Placement (grades 9-12) Full Year

(602130)

This is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Students are expected to take the A.P. Physics 1 exam at the end of the course. *Recommended prior coursework: Secondary Math I*

AP Physics 2, Advanced Placement (grades 10-12) Full Year

(602140)

This is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Students have the option of taking the A.P. Physics 2 exam at the end of the course. *Recommended prior coursework: Physics or AP Physics 1, Secondary Math I*

AP Physics C-Mechanics, Advanced Placement (grades 10-12) Full Year

(602150)

This is equivalent to a first-semester college course in calculus-based physics. The course covers kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Students have the option to take the A.P. Physics C-Mechanics exam at the end of the course. *Recommended prior coursework: Physics, AP Physics 1, Secondary Math III, Calculus, or taking Calculus concurrently.*

AP Physics C-Electricity and Magnetism, Advanced Placement (grades 10-12) Full Year

(602170)

This is equivalent to a second-semester college course in calculus-based physics. The course covers electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. Students have the option to take the A.P. Physics C-Electricity and Magnetism

exam at the end of the course. *Recommended prior coursework: Physics, AP Physics 2, Secondary Math III, Calculus, or taking Calculus concurrently.*

### **Advanced or Applied Science Courses**

*Not all courses are available at every high school.*

Anatomy & Physiology (grades 9-12) Semester/Year

(603151/

603150)

The anatomy and physiology course allows students to explore the structure, function, and interactions of tissues, organs, and organ systems found in complex animals including humans. *Recommended prior coursework: Biology.*

Astronomy (grades 9-12) Semester/Year

(603001/

603000)

The astronomy course allows students to explore the patterns, forces, relationships, and systems of matter and energy found in the Universe. Students engage in observational astronomy and use the science and engineering practices to investigate the life and death of stars, formation of the Universe, evolution of galaxies, solar system objects, and more.

Botany (grades 9-12) Semester/Year

(602601/

602600)

The botany course allows students to explore the patterns, processes, structures, functions, and relationships of plants on Earth. Students use the science and engineering practices to investigate the major structures, functions, and processes plants use to survive and respond to their environment, classify plants, explain how plants interact with their environment, and investigate how humans use and depend on plants. *Recommended prior coursework: Biology.*

Environmental

Science

(grades

9-12)

Semester/Year

(602561/

602560)

The environmental science course allows students to explore the energy and material resources found on Earth and how these resources are obtained, used, managed, and conserved to support sustainable societies and ecosystems. Students use the science and engineering practices to explain the organizations, factors, cycles, and changes in ecosystems, construct arguments for the risks and benefits of using energy sources, design management plans, and more. *Also available as Advanced Placement (602570); Recommended prior coursework: Earth Science.*

Geology

(grades

9-12)

Semester

(602751/

602752)

The geology course allows students to explore the patterns, processes, and systems of matter and energy in the geosphere. Students use the science and engineering practices to investigate the matter and energy that form the rocks, minerals, and formations found on Earth. *Also available as Concurrent Enrollment (708721); Recommended prior coursework: Earth Science.*

Marine

Biology/Oceanography

(grades

9-12)

Semester/Year

(602801/

602800)

The marine biology/oceanography course allows students to explore the organisms, interactions, and processes that affect living things in the ocean. *Recommended prior coursework: Biology and/or Earth Science.*

Wildlife

Biology

(grades

10-12)

Semester/Year

(602851/

602850)

The wildlife biology course allows students to explore the factors, processes, relationships, and interactions of wildlife in nature. Students use the science and engineering practices to explain relationships among living and nonliving factors in ecosystems, classify species, determine the health of ecosystems and populations, explain how human activities affect wildlife, and more. *Recommended prior coursework: Biology.*

Zoology (grades 9-12) Semester/Year

(602901/

602900)

The zoology course allows students to explore the patterns, processes, structures, functions, and relationships of animals on Earth. Students use the science and engineering practices to explain the major structures, functions, and processes animals use to survive in their environment, classify animals and determine their relationships, explain how humans use and depend on animals and impact animal populations, and more.

*Recommended prior coursework: Biology.*



## Social Studies

*Every student is required to take three- and one-half years of social studies in grades 9-12. One year of World Geography must be taken in the 9<sup>th</sup> grade. One year of World History and one year of United States History II must be taken in grades 10-12. All 12<sup>th</sup> grade students are required to take one semester of United States Government and Citizenship.*

### Core Courses

World Geography (grade 9 only)

Year (5840)

World Geography is the study of physical and human characteristics of the Earth's people, places, and environments. Students will develop geographic thinking skills by studying the "why of where" as they examine the interactions, interconnections, and implications of forces shaping our world today. They will apply geographic knowledge and geo-literacy skills to identify, locate, interpret, analyze, and evaluate geographic patterns and processes. These standards emphasize both human geography and physical geography, and students will explore the interconnections between the two.

AP Human Geography Year (grades 9-12)

Year (5842)

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This is a college-level course created for highly motivated students. It involves intensive reading, writing, and analysis. The course culminates with a comprehensive exam in which students can earn college credit.

World History (grades 10-12)

Year (5844)

World History addresses events and issues in world history from the earliest evidence of human existence to modern times. Topics include, but are not limited to, the Neolithic Revolution, the dawn of civilization, the development of world religions, patterns in world trade, contributions of classical civilizations, the diffusion of technology, colonization and imperialism, global conflict, modern revolutions and independence movements, and current trends in globalization.

Whenever possible, students will be expected to make connections between historically significant events and current issues. These connections are intended to add personal relevance and deepen students' understanding of the world today.

AP World History: Modern (grades 10-12)

Year (5846)

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places. This is a college-level course created for highly motivated students. It involves intensive reading, writing, and analysis. The course culminates with a comprehensive exam in which students can earn college credit.

AP European History (grades 10-12)

Year (5846)

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places. This is a college-level course created for highly motivated students. It involves intensive reading, writing, and analysis. The course culminates with a comprehensive exam in which students can earn college credit.

United States History II (grades 10-12)

Year (5848)

United States History II addresses the making of modern America, highlighting the events and issues in United States history from the late Industrial Revolution to modern times. Topics include, but are not limited to, the Industrial Revolution, the Progressive movement, imperialism and foreign affairs, the World Wars, the Great Depression, the Cold War, the civil rights movements, the rise of terrorism, and modern social and political history. Students make connections between the events and ideas of the past and their lives today in order to enrich and deepen their understanding of their own place in the American story.

American Civilizations CE (HIST 1700) (grades 11-12) Year (708800)

Survey of American history with an emphasis on post-Reconstruction America (1876-present). Fulfills the U.S. History II graduation requirement and is equivalent to a college level introductory course.

A.P. United States History (grades 10-12)

Year  
70)

(5849

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places. It involves intensive reading, writing, and analysis. The course culminates with a comprehensive exam in which students can earn college credit.

United States Government and Citizenship (12<sup>th</sup> grade only) Semester  
(585201)

The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of the United States. Upon completion of this course the student will understand the major ideas, protections, rights, structures, and economic systems that affect the life of a citizen in the United States. Additionally, students will practice the skills needed to conduct inquiries, weigh evidence, make informed decisions, and participate in political processes. This course should nurture desirable dispositions including a commitment to the American ideals of liberty, equality, opportunity, and justice for all. This course is recommended for seniors due to their proximity to voting age.

U.S. National Government CE POLS 1100 (grades 11-12) Semester  
(708821)

Course focuses on the history and structure of the U.S. National governments. Fulfills the U.S. Government and Citizenship graduation requirement and is equivalent to a college level introductory course.

AP United States Government and Politics (12<sup>th</sup> grade only) Semester/Year (Sem  
585301/Year 585300)

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. This is a college-level course created for highly motivated students. It involves intensive reading, writing, and analysis. The course culminates with a comprehensive exam in which students can earn college credit.

HN (Honors) Social Studies (grades 9-12 Year)

Each of the required social studies courses can be offered as an Honors course. These courses are designed for students who have the interest and motivation to pursue the content and skills with greater depth and rigor than in the regular social studies courses. Students will engage in learning activities that emphasize inquiry. They will be provided opportunities to demonstrate understanding through a variety of instructional methods, which may include writing, reading of complex materials, research projects, and discussions. A focus will be placed on helping students develop the skills needed for future honors courses, as well as college level courses. The courses are as follows:

World Geography - 584100 World History - 584500  
United States History II - 584950  
United States Government and Citizenship – 585211

### Electives

American West (grades 10-12)  
Semester  
21)

(5860

This course focuses on the development of the American West from the early 1800s to today. It emphasizes such topics as Manifest Destiny, exploration, mountain men, Spanish west, Native Americans, Mexican- American War, as well as current issues.

American Government & Law (grades 10-12)  
Semester  
21)

(5856

The overall objective of this course is to give students a working knowledge of the law and legal system that they can apply to their own life. It provides students with a basic understanding of the underlying purposes for law, the legal system, and the function of the criminal justice system. The course provides a survey of courtroom and trial procedures, important court cases, rights of the accused, criminal law, juvenile law, family law, consumer law, and the problems related to law enforcement.

Comparative World Cultures (grades 10-12) Semester  
61)

(5860

This course focuses on comparing different cultures from around the world. Students will examine the different characteristics of culture, how cultures interact and impact each other, as well as how their own culture influences and is influenced by other cultures.

Contemporary American Social Problems (grades 11-12) Semester (586001)  
This course examines both long-standing issues as well as current events to determine how they are impacting the social well-being of people in the United States.

History Through Film 1 (grades 10-12) Semester  
(586231)

This course is for students who are inquisitive and interested in the study of history through social media. This course will concentrate on the Revolutionary period to the World Wars. We will use film to approach the history of the United States through major historical periods throughout American history. Students will explore historical topics and periods using films, outside readings, lectures, and class discussions. They will work individually and in groups to understand the validity of films as historical sources.

History Through Film 2 (grades 10-12) Semester  
(586241)

This course is for students who are inquisitive and interested in the study of history through social media. This course will concentrate on the Cold War period to post September 11th terrorist attacks. We will use film to approach the history of the United States through major historical periods throughout American history. Students will explore historical topics and periods using films, outside readings, lectures, and class discussions. They will work individually and in groups to understand the validity of films as historical sources.

Latin American History (grades 10-12)  
Semester  
81)

(5860)

This course focuses on the development of Latin America from ancient times to modern day. Students will examine a variety of cultural, economic, and political topics such as pre-Columbian civilizations, imperialism/colonialism, independence movements, as well as trade issues.

AP Macroeconomics (grades 11-12)  
Year  
40)

(5866)

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. The course culminates with a comprehensive exam in which students can earn college credit.

Intro to Philosophy (grades 10-12)  
Semester  
41)

(5860)

The purpose of this course is to introduce students to the study of the ultimate reality, causes, and principles underlying being and thinking. Students will be expected to engage in rigorous reading, writing, and discussion activities.

Practical Law (grades 10-12)  
Semester  
01)

(5856)

Students are introduced to the law and judicial system on the federal level. The course engages students with practical legal problems, issues, and applications.

Psychology (grades 9-12)  
Semester  
01)

(5854)

This course introduces students to the study of individual behavior. It emphasizes the manner in which the individual can apply various psychological theories and concepts to better understand oneself, one's motives and one's relationships with other people.

Performance/Sports Psychology (9-12) Semester  
(585491)

This course teaches students how to use psychological knowledge and skills to help athletes perform to their best ability while also looking out for their well-being. It also examines the impact of sports participation on social development and some of the issues with sports organizations.

Psychology CE PSY 1010 (Grades 11-12)  
61)

(7089)

Psychology studies the thought processes and behavior of humans and their interactions with the environment. Fulfills elective credit and is equivalent to a college level introductory course.

AP Psychology (grades 10-12)  
Year  
60)

(5854)

AP Psychology is designed to introduce students to the systematic and scientific study of behavior and mental processes. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This is a college-level course created for highly motivated students. It involves intensive reading, writing, and analysis. The course culminates with a comprehensive exam in which students can earn college credit.

Sociology (grades  
Semester  
01)

10-12)

(5862)

The study of human society is introduced in this course. Content is designed to help students understand society, one's role in society, social change and current social issues.

## Study Skills

In-School Online (grades 9-12) Semester (690411)  
Schools that are unable to carry an in-person section of a class may use this code for students who are taking the course through Granite Online.

In-School Credit Recovery (grades 9-12) Semester (690451)  
Schools that hold a credit recovery course during the school day may use this course for students to work on their supervised credit recovery materials.

Study Skills (grades 9-12) Year (691000)  
Semester (691101-691102)

This course will provide each student with skills and strategies designed to facilitate academic success and to strengthen individual weaknesses. The course uses the College, Career and Life Readiness standards of communication, work ethic & resilience, responsibility, respect and dependability.

AP Study Skills (grades 9-12) Year (691120)

This course will provide each student with skills and strategies designed to facilitate academic success for the AP exam. and to strengthen individual weaknesses. The course uses the College, Career and Life Readiness standards of communication, work ethic & resilience, responsibility, respect and dependability.

IB Study Skills (grades 9-12) Semester (691131)

This course will provide each student with skills and strategies designed to facilitate academic success for the IB exam and course project. The course uses the College, Career and Life Readiness standards of communication, work ethic & resilience, responsibility, respect and dependability.

IB Extended Essay (grades 10-12) Semester (692403)

This course will provide each student with skills and strategies designed to facilitate academic success for the IB program with reference to the essay. The course uses the College, Career and Life Readiness standards of communication, work ethic & resilience, responsibility, respect and dependability.

Independent Study (grades 9-12) Year (692400)  
Semester (692401-692402)

This course is for students working on a topic of interest for the student that is not part of the curriculum catalog for Granite District. The course uses the College, Career and Life Readiness standards of communication, work ethic & resilience, responsibility, respect and dependability.

## World Languages

*In the Granite District, world languages are elective subjects. French, Spanish, German, Italian, Latin, Chinese, Japanese, and American Sign Language (ASL) are offered in various secondary schools throughout the district. During the six-year sequence, students learn to use the language through interpersonal, presentational, and interpretive modes of communication. They are also instructed in the cultural products, practices, and perspectives of the people whose language they study. World Language courses are full year classes and should be taught 90-100% of the time in the target language. Students in dual immersion programs can continue their study through the 12<sup>th</sup> grade by passing the AP exam and enrolling in CE Bridge courses.*

*The University of Utah and many out-of-state universities require a minimum of two consecutive years of language study for college entrance. Students that are interested in reaching a point where they can speak, read, write, and understand the language in a useful way should begin study in the 7th grade and continue through the 12th grade. Under special circumstances, after counseling and with approval of the principal, a third-year world language course may be substituted to meet a student's 12th grade English requirement.*

French 1 (grades 9-12)  
Year (560100)

This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills through reading and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family and others, talk about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Culture and geography of French-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice Mid.

French 2 (grades 9-12)  
Year (560150)

This course is designed to continue the development of speaking, listening, reading, and writing skills. Through this course, students will learn to talk about their daily routines and preferences, discuss food and entertainment, extend an invitation to someone to attend an event as well as be able to handle basic survival needs in the language including buying clothes, talking to a doctor about an injury or illness, and asking for and giving directions. Culture and history of French-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice High. *Prerequisite: French 1 (560100) or equivalent*

French 3 (grades 9-12)  
Year (560200)

This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Through this course, students will learn to discuss relationships, talk about their past and future, compare artistic interests, discuss environmental concerns, and propose solutions and ask and answer questions about travel. Culture and history of French-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Low. *Prerequisite: French 2 (560150) or equivalent*

French Year 4 (grades 9-12) (560300)

) Through this course, students will learn to narrate in the past and future and discuss healthy lifestyles, conservation and disaster preparation, their role in the community, the ethics of technology and social media, and fashion. It includes reading literary excerpts, novels, and plays, preparing presentations, class discussions and debates, and learning to cite evidence to support an opinion. The end-of-year proficiency target is Intermediate Mid. *Prerequisite: French 3 (560200) or equivalent*

French Year 5 (grades 9-12) (560350)

) This course offers advanced studies and is a continuation of French 4 with emphasis on conversation, reading of the classics and cultural presentations. The course is intended to develop fluency and mastery of idiomatic expressions. The end-of-year proficiency target is Intermediate Mid to Intermediate High. *Prerequisite: French 4 (560300) or equivalent*

French Year 5 DLI (grades 9) (560320)

) This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading, and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of French-speaking countries are taught through authentic reading selections. The end-of-year proficiency targets are Intermediate Mid (Interpretive Reading and Presentational Writing) and Intermediate High (Interpretive Listening). Students have the option to take the AP French Language and Culture Exam and the end of the year. *For Dual Language Immersion (DLI) students only. Prerequisite: French 4 DLI (560310)*

Advanced Placement French (grades 10-12) (560400)

) This course is intended for qualified students in the final stages of their secondary school training who are interested in completing studies comparable in content and difficulty to a full-year course on Advanced Composition and Conversation at the college level. It also serves as an introduction to literature at the college level. Students who enroll should already have an effective command of grammar and considerable competence in listening, reading, speaking, and writing. Many colleges grant up to 12 hours of credit to those who complete the course and pass the national AP examination satisfactorily.

Adventure and Discovery: Journey in the Francophone Worlds (grades 10-12) (709100)

) The themes of discovery and adventure can be found in many cultural artifacts and literature in the French and Francophone worlds. Students will explore themes of discovery, adventure and journey in the French and Francophone worlds through the prism of the fine arts, history, music, texts, film, and other areas. Students will be exposed to a variety of approaches such as project-based instruction, class discussion, and reaction papers. This is a Bridge Course offered for upper division university credit. It is French 3116 at the University of Utah. *This course is only for students that have passed the AP French Language and Culture examination.*

Francophonie: Past, Present & Future (grades 10-12) (709110)

) The themes of coming of age, rite of passage, and education can be found in all cultural artifacts and literatures in the French and Francophone world. Students will compare those themes with their own culture, and with French and Francophone cultures. This will be explored through the prism of the fine arts, history, music, texts, film, and other areas. Students will be exposed to a variety of approaches such as project-based instruction, class discussion, and reaction papers. This is a Bridge Course offered for upper division university credit. It is French 3117 at the University of Utah. *This course is only for students that have passed the AP French Language and Culture examination.*

Paris, City of Lights (Paris, Ville des Lumières) (grades 10-12) (709120)

) Paris is the center of French and Francophone identity and culture. Students will explore the City of Lights through the prism of important themes including but not limited to the arts, history, commerce, technology, sports, etc. Students will engage these themes through a variety of approaches such as project-based instruction, class discussion, and reaction papers. This is a Bridge Course offered for upper division university credit. It is French 3118 at the University of Utah. *This course is only for students that have passed the AP French Language and Culture examination.*

German Year 1 (grades 9-12) (560600)

) This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills through reading

and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family, and others, talk about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Culture and geography of German-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice Mid.

German Year 2 (grades 9-12) (560650)

This course is designed to continue the development of speaking, listening, reading, and writing skills. Through this course, students will learn to talk about their daily routines and preferences, discuss food and entertainment, extend an invitation to someone to attend an event as well as be able to handle basic survival needs in the language including buying clothes, talking to a doctor about an injury or illness, and asking for and giving directions. Culture and history of German-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice High. *Prerequisite: German 1 (560600) or equivalent*

German Year 3 (grades 9-12) (560700)

This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Through this course, students will learn to discuss relationships, talk about their past and future, compare artistic interests, discuss environmental concerns, and propose solutions and ask and answer questions about travel. Culture and history of German-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Low. *Prerequisite: German 2 (560650) or equivalent*

German Year 4 (grades 9-12) (560750)

Through this course, students will learn to narrate in the past and future and discuss healthy lifestyles, conservation and disaster preparation, their role in the community, the ethics of technology and social media, and fashion. It includes reading literary excerpts, novels, and plays, preparing presentations, class discussions and debates, and learning to cite evidence to support an opinion. The end-of-year proficiency target is Intermediate Mid. *Prerequisite: German 3 (560700) or equivalent*

Spanish Year 1 (grades 9-12) (561600)

This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills through reading and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family and others, talk about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Culture and geography of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice Mid.

Spanish Year 2 (grades 9-12) (561650)

This course is designed to continue the development of speaking, listening, reading, and writing skills. Through this course students, will learn to talk about their daily routines and preferences, discuss food and entertainment, extend an invitation to someone to attend an event as well as be able to handle basic survival needs in the language including buying clothes, talking to a doctor about an injury or illness, and asking for and giving directions. Culture and history of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice High. *Prerequisite: Spanish 1 (561600) or equivalent*

Spanish Year 3 (grades 9-12) (561700)

This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Through this course, students will learn to discuss relationships, talk about their past and future, compare artistic interests, discuss environmental concerns, and propose solutions and ask and answer questions about travel. Culture and history of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Low. *Prerequisite: Spanish 2 (561650) or equivalent*

Spanish Year 4 (grades 9-12) (561800)

Through this course, students will learn to narrate in the past and future and discuss healthy lifestyles, conservation and disaster preparation, their role in the community, the ethics of technology and social media, and fashion. It includes reading literary excerpts, novels, and plays, preparing presentations, class discussions and debates, and learning to cite evidence to support an opinion. The end-of-year proficiency target is Intermediate Mid. *Prerequisite: Spanish 3 (561700) or equivalent*

Spanish Year 5 (grades 9-12) (561820)

This course offers advanced studies and is a continuation of Spanish 4 with emphasis on conversation, reading of the classics and cultural presentations. The course is intended to develop fluency and mastery of idiomatic expressions. The end-of-year proficiency target is Intermediate Mid to Intermediate High. *Prerequisite: Spanish 4 (561800) or equivalent*

Spanish Year )	5	DLI	(grade	9)	(561830
<p>This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading, and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of Spanish-speaking countries are taught through authentic reading selections. The end-of-year proficiency targets are Intermediate Mid (Interpretive Reading and Presentational Writing) and Intermediate High (Interpretive Listening). Students have the option to take the AP French Language and Culture Exam and the end of the year. <i>For Dual Language Immersion (DLI) students only. Prerequisite: Spanish 4 DLI (561810)</i></p>					
Advanced Year )	Placement	Spanish	Language	(grades	9-12) (561860
<p>This course is intended for qualified students in the final stages of their secondary school training who are interested in completing studies comparable in content and difficulty to a full-year course on Advanced Composition and Conversation at the college level. It also serves as an introduction to literature at the college level. Students who enroll should already have an effective command of grammar and considerable competence in listening, reading, speaking, and writing. Many colleges grant up to 12 hours of credit to those who complete the course and pass the national AP examination satisfactorily.</p>					
Advanced Year )	Placement	Spanish	Literature	(grades	10-12) (561880
<p>This course is intended for qualified students in the final stages of their secondary school training who are interested in completing studies comparable in content and difficulty to a full-year course on Peninsular and Latin American literature at the college level. Students who enroll should already have an effective command of grammar and considerable competence in listening, reading, speaking, and writing. Many colleges grant up to 12 hours of credit to those who complete the course and pass the national AP examination satisfactorily.</p>					
Spanish Year )	for	Heritage	Speakers	1	(grades 9-12) (561900
<p>This course is intended for students whose first language or home language is Spanish. It is designed to improve the literacy (reading and writing) skills of these students in their native or heritage language. Students will discuss the importance of maintaining traditions and culture as well as how relationships, wellbeing, the Arts, travel, and immigration impact their life. They will also discover their connection to pre-Columbian civilizations. Students will read and write extensively, give presentations, and participate in debates, while learning the fundamental grammatical structures, orthographic rules and the ways Spanish can be used in formal and informal settings. The end-of-year proficiency targets are Intermediate Low for Reading &amp; Writing and Intermediate Mid for Speaking &amp; Listening.</p>					
Spanish Year )	for	Heritage	Speakers	2	(grades 9-12) (561950
<p>This course is intended for students whose first language or home language is Spanish. It is designed to improve the literacy (reading and writing) skills of these students in their native or heritage language. Students will discuss the role of technology and social networking in their lives, causes and effects of social injustice, factors that affect self-image and self-esteem, as well as environmental problems that exist in different parts of the world and possible solutions to them. They will read and exchange opinions on legends and myths and learn to express and support their point of view on different topics. Students will read and write extensively, give presentations, and participate in debates. The end-of-year proficiency targets are Intermediate Mid for Reading &amp; Writing and Intermediate High for Speaking &amp; Listening.</p>					
Spanish Year )	Pop	Culture	(grades	10-12)	(709200
<p>This course considers the role that current film, media, and entertainment play in the Spanish-speaking world. Students in this course will be exposed to the historical and cultural perspectives presented through these media. Students will utilize interpretive communication skills (listening and reading) to speak and write in detail and in an organized way about events and experiences in various time frames, to confidently handle routine situations with an unexpected complication, and to share their point of view in writing and discussions on some complex cultural and historical issues. This is a Bridge Course offered for upper division university credit. It is Spanish 3116 at the University of Utah. <i>This course is only for students that have passed the AP Spanish Language and Culture examination.</i></p>					
Building Year )	Identities:	Self	&	Society	(grades 10-12) (709210
<p>This course considers how critical moments of change in the Spanish-speaking world have shaped the present by building new identities. By the end of this course, students will be able to discuss familiar topics as well as some concrete social, academic, and professional topics. Students will utilize interpretive communication skills (listening and reading) to speak and write in detail and in an organized way about events and experiences in various time frames, to confidently handle routine situations with an unexpected complication, and to share their point of view in discussions on some complex cultural and historical issues. This is a Bridge Course offered for upper division university credit. It is Spanish 3117 at the University of Utah. <i>This course is only for students that have passed the AP Spanish Language and Culture examination.</i></p>					
Literature Year	and	Film:	Contemporary	Issues	(grades 10-12) (709220

)  
 In this course, students will critically analyze and interpret works of literature and film in Spanish to explore contemporary societal issues. Students will utilize interpretive communication skills (listening and reading) to speak and write in detail and in an organized way about events and experiences in various time frames, to confidently handle routine situations with an unexpected complication, and to share their point of view in discussions on some complex cultural and historical issues. This is a Bridge Course offered for upper division university credit. It is Spanish 3118 at the University of Utah. *This course is only for students that have passed the AP Spanish Language and Culture examination.*

Latin Year 1 (grades 9-12) (560900)

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 This course is designed for students with highly developed language skills. Construction of the Latin language is studied gradually to develop ease in reading and an understanding of grammatical structure. Vocabulary study is related to English words derived from Latin. Reading selections deal with Roman and Greek history, culture, and myths. Verbally learn to express greetings, needs, and develop questioning skills. Comparisons are made between Roman and American lifestyles.

Latin Year 2 (grades 9-12) (560920)

)  
 This course assists students in understanding the classics in the original language and is designed to further develop skills taught in Latin 1. Students will explore practices regarding speech, literature, culture, and history. The curriculum is demanding, but student commitment is rewarded. *Prerequisite: Latin 1 (560900) or equivalent*

Latin Year 3 (grades 9-12) (560940)

)  
 This course is a review of forms as well as a study of Latin literature and may include selections from Virgil, Cicero, Julius Caesar, Ovid, and Catullus in the original Latin. Students explore visual arts, music, and drama in the target language. *Prerequisite: Latin 2 (560920) or equivalent*

Latin Year 4 (grades 9-12) (560950)

)  
 This course is a continued review of forms as well as a continuation of the study of Latin literature and may include selections from Virgil, Cicero, Julius Caesar, Ovid, and Catullus in the original Latin. Students will continue to explore visual arts, music, and drama in the target language. *Prerequisite: Latin 3 (560940) or equivalent*

Latin Year CE 1010 (Concurrent Enrollment) (grades 10-12) (709300)

)  
 This course will begin your survey of Latin grammar and basic vocabulary. You will also learn to apply these course materials to improve rational thinking and problem solving. Latin can fulfill the B.A. language requirement through Utah State University. The class does require a significant amount of study/homework, and student grades are posted on official college transcripts. There is a \$50 registration fee and \$15 fee for 5 college credits. *Prerequisite: Latin 1 (560900) or Latin 2 (560920)*

Japanese Year 1 (grades 9-12) (561000)

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 This is a beginning course in Japanese. Listening and speaking skills are emphasized but students will also be introduced to written Japanese characters. Japanese culture and customs are studied throughout the course. This course provides for the learning of dialogues, common words and expressions and basic language structure as well as oral practice of the language in skits, poetry, dialogues, and readings. The end-of-year proficiency target is Novice Mid.

Japanese Year 2 (grades 9-12) (561050)

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 This second-year course is a continuation of the study of Japanese grammar, conversation, culture, and customs. Conversation topics include family, weather, food, clothing, sports, and health. More written Japanese characters will be introduced. This course continues the development of speaking, listening, reading, and writing skills. Narratives and dialogues are used to teach structure and vocabulary. Japanese culture and geography are taught through reading selections. The end-of-year proficiency target is Novice Mid. *Prerequisite: Japanese 1 (561000) or equivalent*

Japanese Year 3 (grades 9-12) (561100)

)  
 This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Aural comprehension, oral practice, Japanese culture, and history are emphasized as they relate to the reading program. Students will converse with language and behavior appropriate to the setting, deal with familiar survival situations and use contextual clues to determine meaning. The end-of-year proficiency target is Novice High. *Prerequisite: Japanese 2 (561050) or equivalent*



Japanese Year )	4		(grades	9-12)	(561150)
This course is like Japanese 3 but is more advanced. It includes reading literary excerpts, novels and plays, speaking by preparing talks and participating in class discussions with increased emphasis on conversational ability, writing poems, letters, etc. The end-of-year proficiency target is Intermediate Low. <i>Prerequisite: Japanese 3 (561100) or equivalent</i>					
Chinese Year )	1		(grades	9-12)	(561300)
This is a beginning course in Chinese. Listening and speaking skills will be emphasized but students will also be introduced to written Chinese characters. Chinese culture and customs will be studied throughout the course. The end-of-year proficiency target is Novice Mid.					
Chinese Year )	2		(grades	9-12)	(561350)
This second-year course is a continuation of the study of Chinese grammar, conversation, culture, and customs. Conversation topics include family, weather, food, clothing, sports, and health. More written Chinese characters will be introduced. The end-of-year proficiency target is Novice Mid. <i>Prerequisite: Chinese 1 (561300) or equivalent</i>					
Chinese Year )	3		(grades	9-12)	(561400)
This third-year course is a continuation of the study of Chinese grammar, conversation, culture, and customs. This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Aural comprehension, oral practice, Chinese culture, and history are emphasized as they relate to the reading program. Students will converse with language and behavior appropriate to the setting, deal with familiar survival situations and use contextual clues to determine meaning. More written Chinese characters will be introduced. The end-of-year proficiency target is Novice High. <i>Prerequisite: Chinese 2 (561350) or equivalent</i>					
Chinese Year )	4		(grades	9-12)	(561450)
This fourth-year course is a continuation of the study of Chinese grammar, conversation, culture, and customs. This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Aural comprehension, oral practice, Chinese culture, and history are emphasized as they relate to the reading program. Students will converse with language and behavior appropriate to the setting, deal with familiar survival situations and use contextual clues to determine meaning. More written Chinese characters will be introduced. The end-of-year proficiency target is Intermediate Low. <i>Prerequisite: Chinese 3 (561400) or equivalent</i>					
Chinese Year )	5		(grades	9-12)	(561460)
This fifth-year course is a continuation of the study of Chinese grammar, conversation, culture, and customs. This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Aural comprehension, oral practice, Chinese culture, and history are emphasized as they relate to the reading program. Students will converse with language and behavior appropriate to the setting, deal with familiar survival situations and use contextual clues to determine meaning. More written Chinese characters will be introduced. The end-of-year proficiency target is Intermediate Mid. <i>Prerequisite: Chinese 4 (561450) or equivalent</i>					
Chinese Year )	5	DLI	(grade	9)	(561470)
This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading, and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of Chinese-speaking countries are taught through authentic reading selections. The end-of-year proficiency target is Intermediate Mid (Interpretive Reading, Interpretive Listening and Presentational Writing). Students have the option to take the AP Chinese Language and Culture Exam at the end of the year. <i>For Dual Language Immersion (DLI) students only. Prerequisite: Chinese 4 DLI (561480)</i>					
Advanced Year )	Placement	Chinese	Language	(grades	9-12) (561490)
This course is intended for qualified students in the final stages of their secondary school training who are interested in completing studies comparable in content and difficulty to a full-year course on Advanced Composition and Conversation at the college level. It also serves as an introduction to literature at the college level. Students who enroll should already have an effective command of grammar and considerable competence in listening, reading, speaking, and writing. Many colleges grant up to 12 hours of credit to those who complete the course and pass the national AP examination satisfactorily.					
Exploring Year )	China:	Past,	Present	and	You (grades 10-12) (709000)
This course explores Chinese history and traditional cultural values and connects their influences on the modern Chinese-speaking					

world. Students will utilize knowledge and language skills learned from the class to understand and discuss both ancient and modern Chinese culture and society. The language proficiency goals for this course are use interpretive communication skills (listening and reading) to discuss familiar topics as well as some concrete social, academic, and professional topics; speak and write with some detail and in an organized way about events and experiences; and share their points of view in discussions on some complex cultural and historical issues. This is a Bridge Course offered for upper division university credit. It is Chinese 3116 at the University of Utah. *This course is only for students that have passed the AP Chinese Language and Culture examination.*

Chinese Legacies: Tradition & Modernity (grades 10-12)  
Year (709010)

) This course explores the impact of traditional Chinese legacy on the formation and transformation of modern Chinese cultural identity. Students will have opportunities to use the knowledge learned in the course to interpret and negotiate various challenges and issues that they confront in their interaction with the Chinese language and culture. This is a Bridge Course offered for upper division university credit. It is Chinese 3117 at the University of Utah. *This course is only for students that have passed the AP Chinese Language and Culture examination.*

Chinese Pop Culture (grades 10-12)  
Year (709020)

) This course considers the role that current media and entertainment play in the Chinese-speaking world. Students in this course will be exposed to the historical and cultural perspectives presented through these media. By the end of this course, students will be able to listen to, read, and discuss familiar topics as well as some concrete social, academic, and professional topics. Students will utilize interpretive communication skills (listening and reading) to converse freely about themselves, speak with some detail and in an organized way about events and experiences, and share their point of view in discussions on some complex cultural and historical issues. Students will be able to write to convey personal meaning and have partial ability to write narrative descriptions and summaries. This is a Bridge Course offered for upper division university credit. It is Chinese 3118 at the University of Utah. *This course is only for students that have passed the AP Chinese Language and Culture examination.*

Italian 1 (grades 9-12)  
Year (562400)

) This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills through reading and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family, and others, talk about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Italian culture and geography are taught through reading selections. The end-of-year proficiency target is Novice Mid.

Italian 2 (grades 9-12)  
Year (562430)

) This course is designed to continue the development of speaking, listening, reading, and writing skills. Through this course, students will learn to talk about their daily routines and preferences, discuss food and entertainment, extend an invitation to someone to attend an event as well as be able to handle basic survival needs in the language including buying clothes, talking to a doctor about an injury or illness, and asking for and giving directions. Italian culture and history are taught through reading selections. The end-of-year proficiency target is Novice High. *Prerequisite: Italian 1 (562400) or equivalent*

Italian 3 (grades 9-12)  
Year (562460)

) This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Through this course, students will learn to discuss relationships, talk about their past and future, compare artistic interests, discuss environmental concerns, and propose solutions and ask and answer questions about travel. Italian culture and history are taught through reading selections. The end-of-year proficiency target is Intermediate Low. *Prerequisite: Italian 2 (562430) or equivalent*

Italian 4 (grades 9-12)  
Year (562480)

) Through this course, students will learn to narrate in the past and future and discuss healthy lifestyles, conservation and disaster preparation, their role in the community, the ethics of technology and social media, and fashion. It includes reading literary excerpts, novels, and plays, preparing presentations, class discussions and debates, and learning to cite evidence to support an opinion. The end-of-year proficiency target is Intermediate Mid. *Prerequisite: Italian 3 (562460) or equivalent*

American Sign Language 1 (grades 9-12)  
Year (562800)

) This course will focus on conversational strategies, spatial referencing, contrastive structure, and facial expression to teach the basics of conversation. Special emphasis will be placed on expressive and receptive skills as well as grammar and vocabulary. This course gives instruction about deafness and the Deaf Community. Students should be aware that they are frequently asked to sign in front of the class with skits and stories.

American Sign Language 2 (grades 9-12)

Year (562840)

)  
This is a second year of American Sign Language, which continues to build upon the skills acquired in American Sign Language 1, developing improved proficiency in basic conversation and receptive skill development. It also emphasizes interpretation of English into ASL and more fluent use of the language. *Prerequisite: ASL 1 (562800) or equivalent*

American Sign Language 3 (grades 9-12) (562870)

)  
This course will continue in American Sign Language emphasizing fluency, both in signing and reading signs. This class is meant for serious ASL students who are interested in interpreting as a career. *Prerequisite: ASL 2 (562840) or equivalent*

American Sign Language 4 Honors (grades 9-12) (562890)

)  
This course teaches students about the people, places, literature, and history of the American Deaf as well as other Deaf populations of the world. Students will study and discuss culture through movies, books, stories, poetry, news reports, etc. The course will continue to review and master language principles and Deaf cultural experiences to explore and understand various underlying metaphors found in ASL literature. *Prerequisite: ASL 3 (562870), ASL H (562880) or equivalent*

## Special Education

*Special education services are provided for senior high students who are identified as a student with a disability, in compliance with the Individuals with Disabilities Education Act, that adversely affects their educational performance and who need specialized instruction and/or related services. Special Education services are determined by the student's Individualized Education Plan (IEP) including the transition plan and will be provided in the least restrictive environment with a focus on access to and progress in the general curriculum and outcomes after graduation.*

## English Courses

**Concepts of Explicit Reading** (661500 – 661550)

This course is designed for students who have been identified as needing additional support in reading. Reading classes will address individualized student needs to improve basic reading skills, comprehension, vocabulary development, fluency, and reading in content areas. Instruction will incorporate a variety of instructional strategies designed to meet students' identified reading deficits.

**English 9** (660400 – 660440)

English classes are designed to meet students identified with written language and reading deficits and who are at various instructional levels. Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21<sup>st</sup> century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

**English 10** (660600 – 660640)

English classes are designed to meet students identified with written language and reading deficits and who are at various instructional levels. Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21<sup>st</sup> century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

**English 11** (660800 – 660850)

English classes are designed to meet students identified with written language and reading deficits and who are at various instructional levels. Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21<sup>st</sup> century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

**English 12** (661000 – 661040)

English classes are designed to meet students identified with written language and reading deficits and who are at various instructional levels. Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21<sup>st</sup> century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

## Math Courses

**Secondary Mathematics I** (662400, 662401, 662410)

This class is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. The fundamental purpose of Secondary Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen, and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Secondary Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their

ability to make sense of problem situations. A graphing calculator is recommended. Prerequisite: 8th Grade Mathematics.

### **Secondary Mathematics II**

(662600 - 662602)

This course is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. The focus of Secondary Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles with their quadratic, algebraic representations round out the course. The Mathematical Practice Standards apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject. A graphing calculator is recommended. Prerequisite: Secondary Mathematics I.

### **Secondary Mathematics III**

(662650)

This course is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Prerequisite: Secondary Mathematics II.

### **Math Decision Making for Life**

(662700 – 662740)

This course is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. Decision Making for Life will focus on assisting students in understanding and managing personal finance, finding perimeter, surface area, and volume in relevant situations as well as solve problems dealing with statistics and probability. The Utah Common Core will be the curricular framework for this course. Prerequisite: Secondary Mathematics I

### **Concepts of Personal Finance**

(663160 – 663160)

This course is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. The implementation of the ideas, concepts, knowledge, and skills contained in the Mathematics of Personal Finance Core will enable students to implement the mathematical and decision-making skills they must apply and use to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society. The Utah Common Core will be the curricular framework for this course. Prerequisite: Secondary Mathematics I.

## **Co-Teaching Courses**

### **Co-Teaching English 9**

(667500)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. English classes are designed to meet students identified with written language and reading deficits and who are at various instructional levels. Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop creating a deeper understanding of 21<sup>st</sup> century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core

### **Co-Teaching English 10**

(667510)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. English classes are designed to meet students identified with written language and reading deficits and who are at various instructional levels. Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21<sup>st</sup> century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

### **Co-Teaching English 11**

(667520)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. English classes are designed to meet students identified with written language and reading deficits and who are at various instructional levels. Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21<sup>st</sup> century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

### **Co-Teaching English 12**

(667530)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. English classes are designed to meet students identified with written language and reading deficits and who are at various instructional levels. Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will develop a deeper understanding of 21<sup>st</sup> century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

### **Co-Teaching Math I – 9, 10, 11, & 12**

(667800, 667810, 667820, 667830)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. This class is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. The fundamental purpose of Secondary Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical

areas, organized into units, deepen, and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Secondary Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator is recommended. Prerequisite: 8th Grade Mathematics.

**Co-Teaching Math II – 9 & 10**

(667840, 667850)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. This course is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. The focus of Secondary Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles with their quadratic, algebraic representations round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject. A graphing calculator is recommended. Prerequisite: Secondary Mathematics I.

**Co-Teaching Math III – 9, 10, 11, & 12**

(667860, 667870, 667880, 667890)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. This course is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Prerequisite: Secondary Mathematics II.

**Co-Teaching Science 9**

(667600)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. Science is an inclusive field of inquiry - not just for those who will seek science related careers. In a world of rapidly expanding knowledge and technology, all young people must be science literate. Literacy includes the understanding and skills to function responsibly and successfully in a changing world. Each integrated course will emphasize science and engineering practices as well as crosscutting concepts that help students make connections between science disciplines and the need for critical thinking and problem-solving skills.

**Co-Teaching Science 10**

(667610)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. Science is an inclusive field of inquiry - not just for those who will seek science related careers. In a world of rapidly expanding knowledge and technology, all young people must be science literate. Literacy includes the understanding and skills to function responsibly and successfully in a changing world. Each integrated course will emphasize science and engineering practices as well as crosscutting concepts that help students make connections between science disciplines and the need for critical thinking and problem-solving skills.

**Co-Teaching Science 11**

(667620)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. Science is an inclusive field of inquiry - not just for those who will seek science related careers. In a world of rapidly expanding knowledge and technology, all young people must be science literate. Literacy includes the understanding and skills to function responsibly and successfully in a changing world. Each integrated course will emphasize science and engineering practices as well as crosscutting concepts that help students make connections between science disciplines and the need for critical thinking and problem-solving skills.

**Co-Teaching Science 12**

(667630)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. Science is an inclusive field of inquiry - not just for those who will seek science related careers. In a world of rapidly expanding knowledge and technology, all young people must be science literate. Literacy includes the understanding and skills to function responsibly and successfully in a changing world. Each integrated course will emphasize science and engineering practices as well as crosscutting concepts that help students make connections between science disciplines and the need for critical thinking and problem-solving skills.

**Co-Teaching History 9**

(667700)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. World Geography is the study of physical and human characteristics of the Earth's people, places, and environments. Students will develop geographic thinking skills by studying the "why of where" as they examine the interactions, interconnections, and implications of forces shaping our world today. They will apply geographic knowledge and geo-literacy skills to identify, locate, interpret, analyze, and evaluate geographic patterns and processes. These standards emphasize both human geography and physical geography, and students will explore the interconnections between the two.

**Co-Teaching History 10**

(667710)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. World History addresses events and issues in world history from the earliest evidence of human existence to modern times. Topics include, but are not limited to, the Neolithic Revolution, the dawn of civilization, the development of world religions, patterns in world trade, contributions of classical civilizations, the diffusion of technology, colonization and imperialism, global conflict, modern revolutions and independence movements, and current trends in globalization. Whenever possible, students will be expected to make connections between

historically significant events and current issues. These connections are intended to add personal relevance and deepen students' understanding of the world today.

### **Co-Teaching History 11**

(667720)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. United States History II addresses the making of modern America, highlighting the events and issues in United States history from the late Industrial Revolution to modern times. Topics include, but are not limited to, the Industrial Revolution, the Progressive movement, imperialism and foreign affairs, the World Wars, the Great Depression, the Cold War, the civil rights movements, the rise of terrorism, and modern social and political history. Students make connections between the events and ideas of the past and their lives today in order to enrich and deepen their understanding of their own place in the American story.

### **Co-Teaching History 12**

(667730)

This class is designed for students that can access a general education class with the additional support from a Special Education teacher. The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of the United States. Upon completion of this course the student will understand the major ideas, protections, rights, structures, and economic systems that affect the life of a citizen in the United States. Additionally, students will practice the skills needed to conduct inquiries, weigh evidence, make informed decisions, and participate in political processes. This course should nurture desirable dispositions including a commitment to the American ideals of liberty, equality, opportunity, and justice for all. This course is recommended for seniors due to their proximity to voting age.

## **Essential Elements Courses**

*These courses are for students that do not access the General Education Standards, but the Essential Elements. They should only be used for teachers teaching FA units.*

### **Life Skills II (9 & 10)**

(666450, 666451)

This course is designed to meet the needs of students with severe cognitive disabilities who have been identified through the IEP process as needing functional skills instruction. The course will address self-care, safety, self-advocacy, banking, grocery shopping, communication, leisure skills, choice making etc. Emphasis is placed on developing independence and acquiring the skills necessary to meaningfully participate in social and work situations.

### **Life Skills II (11 & 12)**

(666460, 666470)

This course is designed to meet the needs of students with severe cognitive disabilities who have been identified through the IEP process as needing functional skills instruction. The course will address self-care, safety, self-advocacy, banking, grocery shopping, communication, leisure skills, choice making etc. Emphasis is placed on developing independence and acquiring the skills necessary to meaningfully participate in social and work situations.

### **Essential Elements English 9, 10**

(661800)

Essential Elements English classes are designed to meet the needs of students identified with a significant cognitive disability. Students will focus on developing and strengthening skills necessary for identifying text elements, demonstrating an understanding of language, and identifying text structure when reading literature and informational text. The skills outlined in the Dynamic Learning Maps provide the curricular framework for this course.

### **Essential Elements English 11, 12**

(TBD)

Essential Elements English classes are designed to meet the needs of students identified with a significant cognitive disability. Students will focus on developing and strengthening skills necessary for identifying text elements, demonstrating an understanding of language, and identifying text structure when reading literature and informational text. The skills outlined in the Dynamic Learning Maps provide the curricular framework for this course.

### **Essential Elements Reading 9, 10**

(661810)

Essential Elements English classes are designed to meet the needs of students identified with a significant cognitive disability. Students will focus on developing and strengthening skills necessary for identifying text elements, demonstrating an understanding of language, and identifying text structure when reading literature and informational text. The skills outlined in the Dynamic Learning Maps provide the curricular framework for this course.

### **Essential Elements Reading 11, 12**

(661400)

Essential Elements English classes are designed to meet the needs of students identified with a significant cognitive disability. Students will focus on developing and strengthening skills necessary for identifying text elements, demonstrating an understanding of language, and identifying text structure when reading literature and informational text. The skills outlined in the Dynamic Learning Maps provide the curricular framework for this course.

### **Essential Elements Math 9, 10**

(663100)

Essential Elements Math classes are designed to meet the needs of students identified with a significant cognitive disability. Students will focus on developing and strengthening skills necessary for making sense of problems and persevere in solving them, calculating accurately, looking for and making use of mathematical structures, and reasoning abstractly. The skills outlined in the Dynamic Learning Maps provide the curricular framework for this course.

### **Essential Elements Math 11, 12**

(663110)

Essential Elements Math classes are designed to meet the needs of students identified with a significant cognitive disability. Students will focus on developing and strengthening skills necessary for making sense of problems and persevere in solving them, calculating accurately, looking for and making use of mathematical structures, and reasoning abstractly. The skills outlined in the Dynamic Learning Maps provide

the curricular framework for this course.

### **Essential Elements Science 9, 10**

(663220)

Essential Elements Science classes are designed to meet the needs of students identified with a significant cognitive disability. Students will focus on developing and strengthening skills necessary to explain properties, compare safety devices, compare temperatures before and after mixing, identify organ functions, recognize relationships that affect population size, identify factors that affect survival, model Earth's orbit, explain observation strategies, and organize data. The skills outlined in the Dynamic Learning Maps provide the curricular framework for this course.

### **Essential Elements Science 11, 12**

(663240)

Essential Elements Science classes are designed to meet the needs of students identified with a significant cognitive disability. Students will focus on developing and strengthening skills necessary to explain properties, compare safety devices, compare temperatures before and after mixing, identify organ functions, recognize relationships that affect population size, identify factors that affect survival, model Earth's orbit, explain conservation strategies, and organize data. The skills outlined in the Dynamic Learning Maps provide the curricular framework for this course.

### **Essential Elements History 9, 10**

(TBD)

This course is designed to meet the needs of students with significant cognitive disabilities who have been identified through the IEP process as needing functional skills instruction. The course will address personal information, behavior and social skills in the community, Geography, comprehension, and vocabulary.

### **Essential Elements History 11, 12**

(TBD)

This course is designed to meet the needs of students with significant cognitive disabilities who have been identified through the IEP process as needing functional skills instruction. The course will address personal information, behavior and social skills in the community, Geography, comprehension, and vocabulary.

## **Other Courses**

### **Jones Center Work Experience**

The Jones Center offers a variety of vocational training sites both on and off the Jones Center campus. Students job sample and/or participate in vocational opportunities as determined by needs and interests.

### **Directed Studies**

(666200 – 666270)

This course is designed for students who have been identified as needing additional support to be successful in their regular education classes. Emphasis will be placed on social skills, organizational skills, test taking strategies, effective note taking, vocabulary development, self-advocacy, time management etc. The review of essential concepts and skills from general education classes will also be emphasized.

### **Life Management**

(666550 – 666552)

This course is designed to meet the needs of students who have been identified with various academic or behavioral deficits and are at various instructional levels. The course will address appropriate social skills, communication, negotiation, anger management, problem solving, conflict resolution, goal setting, self-advocacy etc. Emphasis is placed on helping students modify their behaviors, acquire skills needed in regular education classes, and make meaningful connections in social and work situations.

### **Concepts of Earth Science**

(665200 – 665220)

This class is limited to teachers teaching SEL and AA units. Students in the Earth Science course will investigate processes and mechanisms that have resulted in the formation of our Earth, galaxy, and universe. In addition to learning about astronomy and the formation of Earth, students investigate Earth's systems and how they interact. Students also design and evaluate solutions to problems that stem from use of natural resources, with a focus on responsible stewardship. Standards in Earth Science include matter and energy in space, patterns in Earth's history and processes, system interactions: atmosphere, hydrosphere, and geosphere, and stability and change in natural resources.

### **Concepts of Biology**

(665300 - 665320)

This class is limited to teachers teaching SEL and AA units. Students in biology explore the patterns, processes, relationships, and environments of living organisms. Focus areas include analyzing data to understand the role of matter cycles and energy flow, investigating the structures and functions of living organisms, exploring the role of DNA in heredity and protein synthesis, and investigating how evolution by natural selection affects species. Standards in biology include interactions with organisms and the environment, structure and function of life, genetic patterns, and evolutionary change.

### **Concepts of Geography for Life**

(664200 –

664220)

This class is limited to teachers teaching SEL and AA units. World Geography is the study of physical and human characteristics of the Earth's people, places, and environments. Students will develop geographic thinking skills by studying the "why of where" as they examine the interactions, interconnections, and implications of forces shaping our world today. They will apply geographic knowledge and geo-literacy skills to identify, locate, interpret, analyze, and evaluate geographic patterns and processes. These standards emphasize both human geography and physical geography, and students will explore the interconnections between the two.

### **Concepts of US History II**

(664300 – 664320)

This class is limited to teachers teaching SEL and AA units. United States History II addresses the making of modern America, highlighting the events and issues in United States history from the late Industrial Revolution to modern times. Topics include, but are not limited to, the Industrial Revolution, the Progressive movement, imperialism and foreign affairs, the World Wars, the Great Depression, the Cold War, the civil rights movements, the rise of terrorism, and modern social and political history. Students make connections between the events and ideas of the past and their lives today in order to enrich and deepen their understanding of their own place in the American story

**Concepts of World Civ**

(664400 – 664420)

This class is limited to teachers teaching SEL and AA units. World History addresses events and issues in world history from the earliest evidence of human existence to modern times. Topics include, but are not limited to, the Neolithic Revolution, the dawn of civilization, the development of world religions, patterns in world trade, contributions of classical civilizations, the diffusion of technology, colonization and imperialism, global conflict, modern revolutions and independence movements, and current trends in globalization. Whenever possible, students will be expected to make connections between historically significant events and current issues. These connections are intended to add personal relevance and deepen students' understanding of the world today.

**Concepts of US Gov/Citizenship**

(664500 – 664510)

This class is limited to teachers teaching SEL and AA units. The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of the United States. Upon completion of this course the student will understand the major ideas, protections, rights, structures, and economic systems that affect the life of a citizen in the United States. Additionally, students will practice the skills needed to conduct inquiries, weigh evidence, make informed decisions, and participate in political processes. This course should nurture desirable dispositions including a commitment to the American ideals of liberty, equality, opportunity, and justice for all. This course is recommended for seniors due to their proximity to voting age.

**Multilingual Learners and Educational Equity**

Newcomers School Skills (grades 9-12) District Tumaini Program Only

(691501)

This is a transitional elective course designed to orient the newcomer student to U.S. and school culture, basic community survival skills, basic social skills, responsibilities of citizens, health connections, food and dress, while introducing the student to basic vocabulary skills in social studies, geography and community awareness.

English Language Development (ELD) Level 1 (grades 9-12)  
572052)

(572050-

This course develops oral and reading communication skills for students who speak limited or no English. This class focuses on English social and instructional language in academic settings, developing foundational literacy and conventions skills, interpret and express information, ideas, and concepts necessary for academic success.

English Language Development (ELD) Level 2 (grades 9-12)  
572102)

(572100-

This course develops oral and reading communication skills for students who speak limited English. This class focuses on English social and instructional language in academic settings, developing foundational literacy and conventions skills, interpret and express information, ideas, and concepts necessary for academic success.

English Language Development (ELD) Level 3 (grades 9 - 12)  
572202)

(572200-

This course develops oral and reading communication skills for students who speak limited academic English. This class focuses on English social and instructional language in academic settings, developing foundational literacy and conventions skills, interpret and express information, ideas, and concepts necessary for academic success.

People of the Pacific (POP) (grades 10 - 12)  
691231)

(691230-

This course develops self, family and community, Pacific Islander Culture and history awareness, college, career and financial readiness, leadership in communities, and understanding health risks in relationship to culture.

ESL English Transitions (grades 9 – 12)

(572920)

Students will focus on developing and strengthening skills and strategies necessary for effective communication at a grade appropriate level of expectation. Students will attain proficiency and create a deeper understanding of 21st century communication skills through reading, writing, speaking, listening, and language usage as described by the Utah State Core.

Intro to Ethnic Studies/ETHS 2400 (CE) (grades 10-12) Semester

**(NEW COURSE)**

A comparative look at the experience of ethnic groups designed to develop a consciousness of the social, economic, political cultural and historical forces that shape the development of ethnic groups; provide a framework for a socio-cultural analysis of discrimination and prejudice in the the experiences of historically underrepresented people; foster cross-cultural communication; and enrich individual cultural identity.