

HOPE Academy

Partner School of Collegiate Academy of Colorado

Home of the Mustangs



Secondary Planning Guide 2021-2022

Mission: To provide professional support, curriculum and resources for K-12 students allowing the successful partnership between home and a school environment.

Vision: Students both traditional and homeschooled, through unique pathways, attain education excellence, leading to college or the workplace.



Dear Parents and Students,

Welcome to our very unique program – HOPE Academy is different in that it incorporates the original HOPE homeschooling philosophies and design, serving the homeschooling and traditional community. We are very excited to have you join our school and allow HOPE to support your family in your children’s educational efforts. As our mission and vision imply...**HOPE provides professional support and resources, both traditional and homeschooled, through unique pathways, to attain educational excellence...**truly encouraging every student to create their own successes – supporting and preparing each student for the rigors of college and careers.

The HOPE program is unique in its philosophy by offering both part-time and full-time course pathways for students who need and seek a very self-specific education. To prepare for these life-long opportunities, HOPE offers both rigorous and challenging courses, but also fun and exciting experiences as well. We pride ourselves in providing social opportunities and a school culture that develops--**Each Student’s Plan for an Excellent Future**. The school planning guide and course descriptions will provide you an overview of courses/activities offered; however, some courses may change on a yearly basis. We are pleased to offer a rich selection of courses and opportunities to make your school experience an excellent one.

HOPE is a small school and is purposely designed to provide each student individual attention and support to enjoy their experience while at our school. It is our goal, combined with participation in courses, for the HOPE Academy staff, teachers, and administration to build lasting relationships with you and your children.

On behalf of the HOPE Team, we welcome you to our school! Your success is our success, and we are excited to serve your family.

Welcome,

Terry Johns, Director

DISCLAIMER: This handbook is for school related communications only and may not be used for solicitation or personal purpose.

TABLE OF CONTENTS

DESCRIPTION	PAGE
Secondary Daily Schedule	3
Colorado Homeschool Laws & HOPE Academy	4
Overview of Testing	4
Overview & Course Rating System	5
Helpful Information for Completing Your Course Selection Worksheet	5-6
HOPE Access or Club Time	6
Academic Planning --	6-11
Graduation vs. Higher Education Admissions Requirements (HEAR)	6-7
NCAA Eligibility	8
Questions to Ask Guidance Counselor/Advisors	8
Questions to Ask Potential Colleges	9-10
Warren Tech Program	9-10
Online Courses	10
Concurrent Enrollment (CE) Participation Requirements	10-11
ELA & Remediation Services Guideline	11
CLASS DESCRIPTIONS - 7th - 12th Grade	12-26
English Content Courses	12-14
Mathematics Content Courses	15-17
Science Content Courses	18-20
Social Studies Content Courses	20-22
STEM, STEAM, Technology & Business Courses	22-25
World Languages Courses	25-26
General Elective Courses	27-33
Physical Education & Health	27-28
Art	28-30
Music & Theater	30-31
Misc. Electives	32-33
Student Organizations & Recognitions	33-34
Secondary Course Selection Form	35
Fee Schedule	Posted on Website

Secondary Daily Schedule:

8:00 – 8:57	First Period
9:00 – 9:57	Second Period
10:00 – 10:57	Third Period
11:00 – 11:57	Fourth Period
12:00 – 12:45	Lunch
12:45 – 1:27	Advisement
1:30 – 2:27	Fifth Period
2:30 – 3:30	Sixth Period

Colorado Homeschooling Laws and HOPE Academy

HOPE students are considered to be enrolled in a “non-public home-based educational program (homeschooler),” and who is enrolled in an independent school which provides a basic academic education. “Basic academic education” for the purpose of homeschool laws means the sequential program of instruction provided by an independent school and...

- Provide 172 days of instruction, averaging four (4) contact hours per day.
- Provide instruction that includes, but is not limited to, communication skills of reading, writing and speaking; mathematics; history; civics; literature; science; and regular courses of instruction in the Constitution of the United States as provided in section 22-1-108.
- Have the child evaluated when such child reaches grades three, five, seven, nine and eleven as defined in CRS 22-33-104-5 (f), using a nationally recognized standardized achievement test.
- Create and keep educational records as defined in CRS 22-33-104-5 (g) including, but not limited to: immunization records, attendance data, tests and evaluation results.
- As a participant in HOPE Academy, your student will hold a dual identity, retaining a “homeschooling” status, but also will be considered a part-time “publically-identified” student. Homeschooling families typically have a responsibility to notify their local school district utilizing a “Letter of Intent.” The Jeffco School District has asked that our families do file their Letter of Intent, and this becomes more important when students are planning to participate in the neighborhood high school sports programs. Then, we highly recommend filing the “Letter of Intent” for the purposes of satisfying/reminding the district of your “homeschooling” status.
- Additionally, parents should be familiar with and follow all Colorado laws pertaining to a home-based education, as these laws/policies will govern their education. For a copy of the Colorado Homeschool Laws, go to www.cde.state.co.us/choice/homeschool.asp

Overview of Testing

“Each child participating in a non-public home-based educational program shall be evaluated when such child reaches grades three, five, seven, nine, and eleven. Each child shall be given a nationally standardized achievement test* to evaluate the child's academic progress or a qualified person shall evaluate the child's academic progress. The test or evaluation results, whichever is appropriate, shall be submitted to the school district that received the notification required by paragraph (e) of this subsection (3) or an independent or parochial school within the state of Colorado.”

HOPE Academy offers the following tests for their students only. Information may be subject to change. More information about each test will be given throughout the year. Sign up for each test will be offered in the early Spring, and sign-up will be taken ahead of time. Parents must adhere to sign up deadlines to participate. Some testing may require a fee.

Per Colorado State Statutes, students in a home-based education are required to test. They do not have to be tested through HOPE Academy. HOPE Academy offers these tests as a service to parents. Participation is optional. It is the responsibility of parents to submit test results to their local school district. Students who score at or below the 13th percentile may choose to take an alternative test or to have their child evaluated by a “qualified person.”

Test	Grade Level	Dates	Notes & Website Info.
IOWA Test of Basic Skills (ITBS) Homeschooling Approved Test	Required in odd years starting in Grade 3-Grade 8	Test given by HOPE at the end of April each year.	http://www.csonline.org/documents/FAQsIowaTestsBasicSkills2.pdf Recommend testing every year beginning with Grade 1-11
PSAT 8/9 & 10	Grade 8/9 & 10	Colorado April Test Dates	https://collegereadiness.collegeboard.org/state-partnerships/colorado
PSAT/NMSQT	Grade 10/11	Test given in Early October.	https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/taking-the-tests
SAT	Grade 11/12	Colorado April Test Dates & National Registry Dates	www.collegeboard.com and https://www.cde.state.co.us/communications/psat-sat
ACT	Grade 11/12	Dates on National Registry	www.act.org

Course Rating System Overview

HOPE Academy secondary level classes are intended to supplement the parent’s home lessons. Classes are designed to be hands-on and interactive, building teamwork, and helping children to develop group skills. You will notice a big difference in the offering, which includes a wider variety of core class selections, as well as maintaining a good variety of elective classes. The 9th-12th grade students are also eligible to be considered for the Concurrent Enrollment (CE) Program – please see the attached Concurrent Enrollment guidelines for information on this wonderful program.

The class rating system was developed to help parents choose classes to compliment their homeschooling program. The rating gives you, as the parent, an idea of how much outside work will need to be completed to meet the requirements of the class. The rating system is not an exact measure, but just a guideline. Parents should also factor in student age and ability. Classes are rated from 1 to 5. The number corresponds to the number of days a student is expected to complete work in this class. For example, a “1” is a no homework class. Students work 1 day per week while at HOPE. A “5” is a class that requires a day at HOPE and 4 more class periods at home. A class period at home is generally figured as follows:

- 1st – 3rd grade: Approximately 20 minutes**
- 4th – 6th grade: Approximately 30-40 minutes**
- 7th grade and up: Approximately 1 hour**

Again, parents should consider the abilities of their student. The amount of time for a homework period may vary greatly for students of the same age. Course descriptions may have more information regarding the outside requirements of a class.

Rating	Avg. Hours/Week	Types of Classes that have this Rating
1	1 Hour or Less	1 Day at HOPE and 1 Class Period at Home from time-to-time. -- Examples: Physical Education
2	1-2 Hours	1 Day at HOPE and 2 Class Periods at Home -- Examples: Art, Choir/Music, Drama,
3	2-3 Hours	1 Day at HOPE and 3 Class Periods at Home – Examples: Geography
4	3-4 Hours	1 Day at HOPE and 4 Class Periods at Home – Examples: World Languages, Art, History Classes
5	4-5 Hours	1 Day at HOPE and 5 Class Periods at Home - Full Curriculum Class – Parents will want to put aside time each day to meet the requirements of this class. Examples: English Classes, Math Classes

Helpful Information for Completing Your Course Selection Worksheets

1. General Overall Note: Courses are offered only when there is adequate interest. There is always the possibility that courses offered may be subject to withdrawal due to lack of interest. If this is needed, you will be notified, and/or it will be replaced with another one of your choices.

2. Importance – please make sure you number your selections 1-7. Your child may not be able to take seven classes; however, the last selection may be used if one of the top five or six is unavailable.

3. Class levels – classes with a leveling system (I, II, III) build on each other, and there is typically a prerequisite for these classes – completion of I is necessary before enrolling in level II or III. Classes with a 1, 2, or 3 leveling system are interchangeable,

4. Scheduling & Prerequisites – This section is your opportunity to provide us with any important information such as –I prefer my children come on different days – My child(ren) must be done by a specific time on Monday or Wednesday. We make every effort to accommodate your scheduling issues but cannot guarantee the classes you request will be available at those times. In addition, this would be the place to make note of any special circumstances or prerequisites your child has completed that may impact their class placement. **If your student is in need or enrolled in special education, and may need specific/other classes, please indicate this in the scheduling notes section.**

Math Classes – If your student is currently enrolled in a math class (from previous school experiences or from utilizing different curriculums) and you are uncertain if they should progress to the next level, please let us know. It may be necessary as a new student, or those not currently enrolled in a math skills class, Saxon or applied math class, to take a placement test. Placement tests can be scheduled after you enroll.

English Content Classes – If your student is currently enrolled in an English class (from previous school experiences or from utilizing different curriculums) and you are uncertain if they should progress to the next level, please let us know. It may be necessary to assess students for class placement.

HOPE ACCESS or CLUB TIME

The “HOPE ACCESS/Club Experience” is a newer concept for HOPE and was tried and developed during the previous school years. This fabulous student opportunity will be a time that students, parents, and staff can come together and attend events or participate in classes that are designed to further student development through Career and Academic Planning to JUST HAVING FUN TOGETHER! We are allowing students to have a voice in helping us determine what is important to them for extra time to meet and have fun experiences. We do also let parents give us ideas as well. This time might include a six-week experiential class built into the current schedule that will change throughout each semester, or as an after-school time block with topics ranging from photography, art/crafts, robotics, science fun, playing dodgeball, duct tape creations and riding horses. This time is all about fun and building lasting relationships with each other. These events or classes will be scheduled as ideas bubble-up and become a reality, but will initially start with soliciting students and parents, when choosing classes each year. So, get on your thinking caps – parents and students – and give us your creative ideas. HOPE Academy is always ready to have fun.

ACCESS/Club Activities may include, but are not limited to --

Food/Cooking	Learn to Dance
Arts & Crafts	Classic Novel Discussion
Event Planning	Painting/Drawing
Community Service	Speech/Debate (ES Club)
Mentors & Leadership	Career/Academic Plan
National Honor Society	Robotics
And, many, many more!!	

Academic Planning

HOPE Academy encourages all students to work together with their parent, counselor, and teachers to schedule a 6-year academic plan (ICAP), which includes grades 7-12. Ideally, this plan would align the student’s academic and elective choices with their future career and life goals. Below is information to assist students in their planning toward college and career goals.

Graduation vs. Higher Education Admissions Requirements (HEAR)

Graduation and HEAR requirements are provided for your perusal and planning for your homeschooled student. This information will enable your student to be prepared to enter a college/career environment post high school.

Being prepared for the 21st century requires the appropriate use and application of technology. Because of that, courses typically incorporate the use of technology and on-line learning as a part of the instruction into the content. Those skills, in addition to the use of technology, include:

- | | |
|---|--|
| – Information Processing and Analysis | -- Financial, Economic and Business Literacy |
| – Critical Thinking and Problem Solving | -- Entrepreneurial Skills |
| – Interpersonal skills and Self Direction | -- Civic Literacy |
| – Global Awareness | -- Skills for Continuous Learning |

----- HOPE Academy Secondary Planning Guide -----

The Department of Higher Education has mandated that all students must complete the **pre-collegiate course of study** to be considered eligible for admittance to four-year public colleges and universities in Colorado. The following courses are required for all students to be considered for admission to four-year institutions in Colorado starting with the graduating class of 2010.

- Four years of English
- Four years of math (must include Algebra I, Geometry, Algebra II or equivalents)
- Three years of science (must include two years of laboratory-based science)
- Three years of social science (must include one year of U.S. or world history)
- One year of world language
- Two years of academic electives (acceptable electives include English, mathematics, sciences, social sciences, world language, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate and appropriate Career/Technical Education (CTE) courses)

Graduation Requirements – NEW Info/Requirements for 2021 Graduates

Graduation Requirements Summary		
The Colorado Department of Higher Education has revised the Admission Standards Policy for 4-year, in-state, public universities . Please see the column below and consult COHE’s website at https://higher.ed.colorado.gov/Academics/Admissions/#freshmen for further information.		
Comparison:	Higher Education Admission Requirements Jefferson County Graduation Requirements	
Content	HEAR	**Jefferson County
English	4 credits	4 credits
Mathematics	4 credits	3 credits *
Science	3 credits	3 credits **
Social Sciences	3 credits	3.5 credits ***
World Languages	1 credit	0 credit
Electives	2 credits	9.5 credits ****
	17 credits	23 credits

- * A minimum of Algebra 1, Geometry, and one additional course at or above Geometry.
- ** Three credits of laboratory classes in Science that meet both process and content standards are required.
- *** Must include History (U.S. & World), Geography, Civics, and Economics.
- **** Must include .5 credits in Physical Education/Health and .5 credits in Fine/Practical Arts as a part of their elective credits.

NEW FOR STUDENTS GRADUATING 2021 (Or 2020-2021 School year): Per Jeffco Board Policy IKF, the above criteria shall entitle a student, through the year 2020, to a high school diploma from HOPE Academy (Jefferson County Public Schools). Starting in the graduating year of 2021, demonstration of career and college readiness in English and Math through one or more of the approved options is also required to comply for graduation. The chart of menu options (Menu of College and Career-Ready Demonstrations) for compliance is listed on the HOPE Academy website, hopemustangs.us, under the Secondary tab. A student who has an Individual Education Plan (IEP) may be granted a diploma based on completion of the goals listed in the IEP and on the basis of modified content standards and modified course requirements for full-time students ONLY.

As a part of preparation towards graduation, all full-time students will be required to develop an Individual Career and Academic Plan (ICAP) beginning in grade seven. Leadership for the plan will be facilitated by counselors and administrators and monitored by school personnel. The plan will be reviewed/access given annually in grades seven through twelve and should include participation by students, parents or legal guardian, school counselors, school administrators and other school personnel. The ICAP and ICAP related data shall be available upon request to the students, parent or legal guardian and/or approved service providers in both an electronic and printable form. The ICAP will set out a course of study for each student, based on completions of all requirements for graduation from HOPE Academy/Jeffco Public schools (for full-time students). All part-time students of HOPE Academy are encouraged to participate in this ICAP process, and aim to complete the same graduation requirements, providing the same and best opportunities for college and career readiness.

These entrance requirements may be different for private or out-of- state universities, and additional courses may be required. Please consult with a counselor/administrator should you have any questions regarding planning for and/or entrance into college institutions.

NCAA Eligibility Requirements

Athletes who plan to enroll in college and plan to participate in NCAA Division I or Division II athletics must register and be certified by the NCAA Initial Eligibility Clearinghouse. Approved core courses are labeled in the course descriptions. Please consult the NCAA Clearinghouse website at www.ncaaclearinghouse.net for more details.

Core Units for NCAA Athletic Certification:

	<u>Division I</u>	<u>Division II</u>
English	4 credits	4 credits
Math (<i>Algebra I and above</i>)	3 credits	2 credits
Natural/Physical Science (<i>At least 1 lab course</i>)	2 credits	2 credits
Social Science	2 credits	2 credits
Additional English, Math or Science Course	1 credit	2 credits
Additional Courses (<i>in any of the above areas or World languages, non-doctrinal religion, philosophy</i>)	4 credits	3 credits
ALL CORE UNITS REQUIRED	16 credits	15 credits

Questions to Ask Guidance Counselors/Advisors

- What basic academic courses do you recommend for students who want to go to college?
- How many years of each academic subject does the high school require for graduation?
- What elective courses do you recommend for college-bound students?
- Can students who are considering college get special help or tutoring?
- What activities can students do at home and over the summers to strengthen their preparation for college?
- How much homework is expected of students preparing for college?
- What do different colleges require in terms of high school grades and SAT or ACT scores?
- What support services are offered for students with learning disabilities at the college? In my program?

Recommended High School Courses for College-Bound Students	<i>Although academic requirements differ among colleges, the admissions requirements listed below are typical for four-year colleges. The specific classes listed here are examples of the types of courses students can take.</i>	
<p>English--Four years</p> <ul style="list-style-type: none"> ▪ American Literature ▪ Composition ▪ English Literature ▪ World Literature <p>Mathematics--Three to four years</p> <ul style="list-style-type: none"> ▪ Algebra I ▪ Algebra II ▪ Calculus ▪ Geometry ▪ Pre-Calculus ▪ Trigonometry 	<p>History & Geography--Three years</p> <ul style="list-style-type: none"> ▪ Civics or Economics ▪ Geography ▪ U.S. History ▪ U.S. Government ▪ World History ▪ World Cultures <p>Laboratory Science—Three to four years</p> <ul style="list-style-type: none"> ▪ Biology ▪ Chemistry ▪ Earth/Astronomy Science ▪ Physics ▪ Anatomy & Physiology ▪ Unified Science 	<p>Foreign Language--Two to four years</p> <p>Visual & Performing Arts—One or more years</p> <ul style="list-style-type: none"> ▪ Art ▪ Dance ▪ Drama ▪ Music <p>Challenging Electives--One to three years</p> <ul style="list-style-type: none"> ▪ Communications ▪ Computer Sciences ▪ STEM/Innovation ▪ Humanities – ex: Psychology ▪ Statistics

Questions to Ask Potential Colleges

- What basic academic courses do you recommend for students who want to go to college? If I've had an IEP (or 504) all through high school, what do you need me to provide for me to have services and accommodations at your college?
- Do you require recent testing? How recent?
- Does the testing need to be through IDEA or ADA or is that not an issue?
- How many hours are tutors available? Is there a limit to the number of hours per week per student?
- Is my advisor trained to work with students with LD issues?
- Will my advisor help me pre-register?
- Can I take tests orally, by computer, have extended time, with a reader or any other aid you need such as a scribe, calculator, speech-checker, tape recording and so on?
- Are there distraction-free environments?
- Are there add costs for the services I need?
- Will my professors be notified of my LD/ADHD and is the notification done by the student or the Program Director?
- Is any other assistive technology or human professional help available that I have not already asked you about?

Warren Tech Programs

Warren Tech, the technical high school for Jefferson County Schools, is the springboard to a multitude of careers (please find the different courses of study listed below and descriptions at <https://sites.google.com/a/jeffcoschools.us/warrentech-home-page/our-programs>. Students interested in gaining a competitive edge in the job market or in preparing for higher education can enroll in a variety of programs. Any students who are 16 years old, and a junior in high school, is eligible to attend.

<u>HEALTH SCIENCES & PUBLIC SAFETY</u>	<u>HOSPITALITY, HUMAN SERVICES & EDUCATION PROGRAM</u>
Criminal Justice	Cosmetology: Esthetics
Dental Assisting	Cosmetology: Hairstyling
Emergency Dispatch	Cosmetology: Nail Technology
Emergency Medical Services	Culinary Arts
Fire Science/First Responder	Farm-to-Table
Forensic Science	Outdoor Leadership
Introduction to Medical Assisting	
Nurse Aide & Introduction to Healthcare	<u>BUSINESS, MARKETING & BUSINESS ADMINISTRATION</u>
Sports Medicine	Business Administration
<u>SKILLED TRADES & TECHNICAL SCIENCES</u>	<u>SCIENCE, TECHNOLOGY, MATH, ARTS AV TECHNOLOGY & COMMUNICATIONS</u>
Auto Collision Repair	Audio Production
Auto Customization	Computer Science
Automotive Tech (Stanley Lake HS)	Cyber Security
Automotive Tech (Warren Tech Central)	Game Development
Building Trades Pre-Apprenticeship	Graphic Design & Digital Photography
Power Equipment & Motorcycle Tech	STEM: X-TREME Engineering
Precision Machining Technology	TV/Video Production
Welding	
OTHER WARREN TECH PROGRAMS	
	Executive High School Internship

How to apply to Warren Tech: If you are interested in applying to Warren Tech, you should first speak to your counselor/coordinator so they may share with you the programs that are available. The next step is to fill out a Warren Tech application (deadline is usually February or early March of each year). Notify your counselor/coordinator of your intent to apply, and then apply online. They will help to coordinate with the liaison of Warren Tech.

Warren Tech will notify HOPE Academy and you by mail when students have been accepted into specific programs (this is usually around mid April). Registration information sent to you will explain the next steps to take. See the Guidance Counselor for specific times that a program is offered.

Online Courses and Participation Guidelines

We are excited to offer online courses, as needed, for students taking classes with HOPE Academy. There are times that a particular course of study cannot be provided in-seat or at the college, and therefore, HOPE has the ability to provide/pay for up to two courses each semester. This is only if a course is not readily available for a student, and/or it works better for a student to take it in the online format.

If you are interested in a supplemental online class, please write it on your class selection sheet, and the option will be discussed as a part of your student's schedule. Depending on a student's schedule we will pay up to two courses per semester at a tuition rate of \$200 each. We utilize a variety of online companies to support our supplemental online program.

Concurrent Enrollment (CE) & ASCENT Participation Requirements

Concurrent Enrollment (CE) means a 9th-12th grade student or 13th year student (ASCENT Program) is simultaneously enrolled in HOPE Academy, and in an institute of higher education, usually the local community college, thus providing qualified high school students the opportunity to enroll in college-level courses while still in high school and receive dual credit.

The Concurrent Enrollment (CE) Program is designed to facilitate a high school student's academic advancement in one or more subject areas in college level work, and "improve high school retention, and to accelerate students' progress toward a postsecondary credential" (C.R.S. 22-35-102). The purpose for this program is to promote excellent content standards, provide academic challenges, and to provide access to academic courses that may not be available to meet high school graduation requirements. In meeting our Mission and Vision, we incorporate and promote college courses as needed throughout individual high school students' experiences.

What it takes to participate in the Concurrent Enrollment Program:

Students will be evaluated based on the following criteria:

1. Academic and College-Required readiness as determined by the Accuplacer, or ACT and SAT scores.
2. Academic history based on a grade point average and rigor of academic courses.
3. Good Attendance Record.
4. Maturity of Student.
5. Completeness and adequacy of the student's Individual Career and Academic Plan (ICAP).
6. Any other anecdotal information that illustrate the student's readiness for college.
7. Understanding of college environment.

If you are interested in your student participating with CE, please indicate on the enrollment forms, and more information will be provided. There is an additional qualification and process that must be completed to participate in Concurrent Enrollment. More information regarding Concurrent Enrollment can be found on the HOPE website; hopemustangs.us.

For class placement with College Courses, the following qualifying guide may help to determine whether your student is ready for English or Math at the Community Colleges (currently working with Red Rocks, Front Range and Arapahoe Community Colleges, and Community College of Aurora). The English Score serves to place students into Social Sciences or other Liberal Arts classes, and the Math Score serves to place students into Science Classes, with prerequisites of haven taken Biology and Chemistry for those specific classes.

Qualifying SAT Scores

Qualifying ACT Scores

SAT Scores		Placement into Classes	ACT Scores		Placement into Classes
SAT Writing	470	ENG 121 and GT Courses	ACT English	18	ENG 121 and FT Courses
SAT Math	500	Math 107-Career Math Math 120-Math for Liberal Arts Math 135-Intro to Statistics	ACT Math	19	Math 107-Career Math Math 120-Math for Liberal Arts Math 135-Intro to Statistics
SAT Math	590	Math 121-College Algebra	ACT Math	23	Math 121-College Algebra
SAT Math	610	Math 122-College Trigonometry	ACT Math	24	Math 122-College Trigonometry

Qualifying High School Exemptions

High School Class	Placement into Classes
English 11 or 12 with Grade of B or higher in both semester and 3.0 GPA	ENG 121 and GT Courses
Algebra II, Geometry or Trigonometry with Grade B or high in both semesters and 3.0 GPA	Math 107-Career Math Math 120-Math for Liberal Arts Math 135-Intro to Statistics
Pre-Calculus or Calculus with Grade of B or higher in both semesters and 3.0 GPA	MAT 121-College Algebra
<p>AP or previous College Courses: If you have students who have completed AP exams that can be used to obtain college credit in GT courses or students who have taken college level courses, they may be considered college ready. This can be reviewed by each Community College for determination.</p>	
<p>Courses without Prerequisites: A list of courses that can be applied towards electives for an Associate of Arts or Associates of General Studies Degree. Additionally, many Career Technical Education courses will not have prerequisites. These courses may be good options for students who cannot satisfy prerequisites with Accuplacer or qualifying test scores.</p>	
<p>Conversion of college credits to a high school transcript --All two or three (2 or3) credit classes will be given .5 credit per class on a student's high school transcript. All four or five (4 or 5) credit classes will be one full credit per semester per class on a student's high school transcript.</p>	

English as a Second Language (ESL or ELL) and Remediation Support Services

If your student needs supportive services for second language learning or having struggles with reading, writing, or spelling, there is a class for you at HOPE Academy. For these needs, students might be grouped with other students in a class to specifically address these struggles and monitor progress. Additionally, we train parents to also become "tutors" for their children using a variety of programs or resources (whichever best fits a specific child or group). These may include Lexia Learning, A-Z Reading, RAZ Kids, Learning Ally, KHAN Academy and many more possible resources. For ESL services, an individual from the Jeffco School District provides time and services to support all students' learning. Individual strategies and goals will be developed for each student to ensure annual progress. For more information about these classes, and whether it would help support your child, please inquire at the HOPE office. Testing/screening can be completed, and a consult to determine potential needs. To register for these classes, please indicate your request on the Class Course Selection Form.

7th-12th Grade Course Descriptions English Content Courses

The HOPE Academy English Language Arts Courses emphasize the fundamentals of language skills in reading, writing, speaking, listening, thinking, and presenting. There will be an emphasis on vocabulary and composition skills as an on-going part of the English courses. The course will also study various literary genres such as short stories, poetry, classical novels, non-fiction, and drama. Students will develop their critical thinking and reading skills and their written and verbal communication skills as a major emphasis of these courses.

**** High performing 6th Graders may be allowed to participate with the Middle School English Courses. Those that are not academically prepared for Middle School Courses will be placed in the 6th Grade Courses, as appropriate.**

Middle School Writing Level 1 & 2 (7th-8th): *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-8th | Contact Hours: 1 | Rating: 4 | Max # of Students: 15

This class will focus on grammar, sentence structure, paragraph development, development of ideas, and transitions of paragraphs. Students will complete an age-appropriate research paper. Parents need to choose a grammar program for home use. The parent will be responsible to teach and monitor the use of this curriculum. The curriculum will be ordered at the beginning of the school year and parents will determine completion at each semester. (Suggested programs: Daily Grams, Easy Grammar, Abeka, Shurley Grammar, and other similar grade-level appropriate programs are suitable.)

Middle School Literature Studies: *Primary Text: Selected Novels & Resource Information*

Days per Week: 1 | Grades: 7th-8th | Contact Hours: 1 | Rating: 4 | Max # of Students: 15

Students will read an average of a novel every 2-3 weeks depending on the length and degree of difficulty of the text. Students will be expected to participate in class discussions and keep a reading notebook. Students will be tested on comprehension of the text and will be expected to make connections to basic comprehension. Students will have weekly assignments in addition to the reading. Parents need to choose a vocabulary program for home use. The parent will be responsible to teach and monitor the use of this curriculum. The curriculum will be ordered at the beginning of the school year and parents will determine completion at each semester. (Suggested programs: Vocabulary Workshop, Worldly Wise, and other similar grade-level appropriate programs are suitable.)

Public Speaking – The Great Speakers: *Primary Text: Communication Matters*

Days per Week: 2 | Grades: 6th-8th | Contact Hours: 1 | Rating: 4 | Max # of Students: 15

"Four score and seven year ago..." "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character...And if America is to be a great nation, this must become true." What causes some key statements to be woven into the fabric of history, and what makes some speeches

----- HOPE Academy Secondary Planning Guide -----

memorable and quote-able? In this class students will work on storytelling, keynote speaking and the understanding of a true “Toastmasters” way of writing and giving great speeches by listening to great speakers and then practicing and presenting portions of these great speakers by practicing portions of someone else’s great words. Students will hone public speaking skills such as timing, pauses, enunciation eye contact and gestures using familiar, well-known, inspiring speeches. We will utilize recordings and watch videos to critique some more modern speakers. They will learn to speak like a true Toastmaster and will train them for the 21st Century workforce and careers. Through this method and assignments, students will build confident with public speaking and leadership situations.

Journalism/Yearbook: *Primary Text: Teacher Selected Materials*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 1 | Rating: 4 | Max # of Students: 15

We are committed to exploring the ways in which media and communications connect us with the work and how these relationships help shape the societies in which we live. As a student within Journalism studies, you’ll develop critical thinking skills. You’ll apply your broad-based understanding of communication in ways that better you own life and in the broader community in which you live. You’ll cultivate a curiosity for personal creativity and sharpen your analytical and artistic literacy.

Study Skills - 6th-8th: *Primary Text: Variety of Teacher Resource Materials*

Days per Week: 2 | Grades: 6th-8th | Contact Hours: 1 | Rating: 4 | Max # of Students: 15

This class is designed to prepare middle school students for further educational independence and success. Students will learn efficient note taking skills and reading approaches. Students will discover their learning modality and style in order to explore tools that help them succeed. Students will spend extensive time practicing writing prompt essay style tests. The course will employ memory techniques and will aim to increase and improve vocabulary.

Creative & Expository Writing: *Primary Text: Variety of Teacher Resource Materials*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

This course will include a study on the creative process as it is involved in the writing process. The writing will include, but is not limited to, poems, character sketches, and short stories. Students will participate in activities to encourage creativity in their writing. Parents need to choose a grammar program for home use. The parent will be responsible to teach and monitor the use of this curriculum. The curriculum will be approved at the beginning of the school year and collected to determine completion at each semester. Incomplete grammar curriculum will affect student grade. (Suggested programs: Daily Grams, Easy Grammar, Abeka, Shurley Grammar, and other similar grade-level appropriate programs are suitable.)

Technical Writing: *Primary Text: Variety of Teacher Resource Materials*

Days per Week: 2 | Grades: 8th-12th | Contact Hours: 1 | Rating: 4 | Max # of Students: 15

Today’s world is characterized by conglomerate enterprises who hold immense power in the world market. Many of the available jobs gravitate to positions under these behemoths which include a necessity for writing skills. Students in this class will learn the necessary skills for writing in a technical setting in order to further their careers in the business world. Topics covered will include proper grammar, typing skills, business etiquette overview, and proper formatting for various important styles and situations.

English/Language Arts - 9th Grade: *Primary Text: Variety of Teacher Resources*

Days per Week: 2 | Grade: 9th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

This course will review and build on the student’s knowledge of mechanics and conventions of the English language. Emphasis will be placed on helping students to refine their writing skills and become more critical editors of their own work. In conjunction with World History I, students will be taught to examine the connections between the Literature and History of a given time period and world area. Literary conventions and criticisms will be emphasized. Written works are selected from the following areas: Mesopotamia, Egypt, Africa, India, China, Japan, Persia and Arabia, Greece, Rome and Medieval Europe. Writing and composition skills are enhanced in preparation for career and college life. An Honors English curriculum will be available to students interested.

English/Language Arts - 10th Grade: *Primary Text: Variety of Teacher Resources*

Days per Week: 2 | Grade: 10th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

In conjunction with American History, this course teaches students to examine the connections between American Literature and the historical era during which it was produced. This coordinated study immerses students in the cultural context of various periods in American History. Composition will be emphasized along with the study of literary conventions and criticism. The creation of a uniquely American form of literature will also be examined as students draw comparisons and contrasts with the world literature studied in the 9th and 10th grade courses. Literature reflects critical periods and issues in American History. An Honors curriculum will be made available to interested students.

English/Language Arts - 11th Grade: *Primary Text: Variety of Teacher Resources*

Days per Week: 2 | Grade: 11th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

This course teaches students to examine the connections between the Literature and History of a given time period and world area. This simultaneous study immerses students in a variety of cultural contexts, giving them a more complete picture of world civilizations. English 10 is the continuation of English 9. Composition is emphasized, along with the study of literary conventions. Literature is selected from the following periods: The Renaissance, Elizabethan England, The Age of Rationalism, Romanticism and Realism, The Modern World (1880 to 1945), and the Contemporary World (1945 to the recent past). Writing and composition skills are enhanced in preparation for career and college life. An Honors English curriculum will be available to students.

English/Language Arts - 12th Grade: *Primary Text: Variety of Teacher Resources*

Days per Week: 2 | Grade: 12th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

With a foundational knowledge from both American and World Literature, students in their senior year analyze several classical works of literature from all parts of the globe. Emphasis is placed on preparing students for the rigor of college, requiring participation in class discussion, thorough examinations of classical literary works and demonstration of analytical writing skills.

High School Public Speaking & Debate: *Primary Text: Variety of Teacher Resource*

Days per Week: 2 | Grades: 9th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

“Gloss phobia is defined as the fear of public speaking!” And, in a recent survey conducted by Chapman University, public speaking was again defined as the #1 fear of most people! Unfortunately, it also hinders our young teens from becoming confident, expressive and capable of speaking and being heard. Yet, public speaking is an invaluable skill set that we need throughout our lives! In this class, students will find their voice! If prepared, students will learn to select and formulate a speech topic, get to know their audience, and develop a great speech. Students will learn how to control their nerves, incorporate humor, eye contact, and other nonverbal cues and body language techniques, and how to enhance their presentations with vocal variety, props, and visual aids to assist them in a great delivery. Students will practice three speaking styles; impromptu, Extemporaneous, and Original Oratory, and develop skills for all types of public speaking. Speech competitions can be an informative or persuasive speech that is composed, rehearsed, and delivered by the speaker on any topic they choose. At the end of the quarter, we will crown an Original Speech Champion! It will be exciting!

Study Skills 9th-12th: *Primary Text: Variety of Teacher Resource Materials - Requires Admin Approval*

Days per Week: 2 | Grades: 9th-12th | Contact Hours: 1 | Rating: 3 | Max # of Students: 15

This class is designed to prepare high school students for further educational independence and success. Students will learn efficient note taking skills and reading approaches. Students will discover their learning modality and style in order to explore tools that help them succeed. Students will spend extensive time practicing writing prompt essay style tests. The course will employ memory techniques and will aim to increase and improve vocabulary.

College English Class Progression when a student begins to take Concurrent Enrollment (CE) Courses:

Year One: College Composition I (ENG 121) and Intro to Literature (LIT 115)

Year Two: College Composition II (ENG 122) and Literature Class complimenting High School Courses (LIT 201 & 202 - World Literature, LIT 211 & 212 - U.S. Literature, or LIT 221 & 222 - British Literature)

Mathematics Content Courses

HOPE Academy Math Courses are designed to prepare students for further study post high school and ready them for college level math courses. Students will learn how to think critically and become problem solvers to be skilled at analyzing real world problems. Our goal is that students become proficient communicating their thoughts related to mathematical principles.

Math 6th Grade: *Primary Text: Either Saxon 7/6 or an Applied Curriculum -- Both have instructional DVD's*

Days per Week: 1 | Grades: 6th -7th | Contact Hours: 1 | Rating: 5 | Max # of Students: 15

Prerequisite: Completion of previous level math with a grade of "C" or better and/or a placement test.

This is a course that will introduce your middle-schoolers to the concepts they'll need for upper-level algebra and geometry, including functions and coordinate graphing; integers; multiplying decimals and fractions; radius, circumference, and pi; compound interest; exponential expressions; prime factorization; statistics and probability; and complementary and supplementary angles. This kit includes Saxon's 4th Edition Math 7/6 textbook, solutions manual, and tests/worksheets book.

Math 7th Grade: *Primary Text: Either Saxon 8/7 or an Applied Curriculum -- Both have instructional DVD's.*

Days per Week: 1 | Grades: 7th-8th | Contact Hours: 1 | Rating: 5 | Max # of Students: 15

Completion of previous level math with a grade of "C" or better and/or a placement test.

This kit will include Saxon's 3rd Edition Math 8/7 textbook, solutions manual, and tests/worksheets book, as well as the DIVE Math 8/7 CD-ROM. A balanced, integrated mathematics program that has proven itself a leader in the math teaching field, Math 8/7 covers concepts such as arithmetic calculation, measurements, geometry and other skills are reviewed, while new concepts such as pre-algebra, ratios, probability and statistics are introduced as preparation for upper level mathematics. The instructional DVS's will teach each Saxon lesson concept step-by-step on a digital whiteboard, averaging about 10-15 minutes.

Pre-Algebra: *Primary Text: Saxon or Teacher Selected Text*

Days per Week: 2 | Grades: 7th-9th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

Prerequisite: Completion of appropriate middle school math with passing grade or placement test.

This course is an Algebra readiness class which increases students' foundational algebraic and computational skills and does not count as a high school graduation credit. Topics include ratio, proportion, rational number concepts and operations, estimation, exponents, the rectangular coordinate system, formulas and using equivalence and algebraic properties to solve for x. An emphasis is placed on analyzing situations verbally, numerically, graphically, and symbolically and application of mathematical skills to make meaningful connections to life's experiences. Instruction is designed to fill gaps in previous concepts so that upon completion of this course students will be prepared to take algebra.

Algebra 1: *Primary Text: Saxon or Teacher Selected Text*

Days per Week: 2 | Grades: 7th-10th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

Prerequisite: Completion of Pre-Algebra with a grade of "C" or better and/or placement test.

This course meets 9th grade Colorado standards by following a curriculum that is comparable to the district approved Algebra curriculum and counts as first year of graduation requirements. Algebra I will include the study of properties and operations of the real number system including irrational numbers, applications of proportional reasoning, and solving and graphing first degree equations, inequalities and systems of linear equations. Students generate equivalent expressions, use formulas to solve problems, simplify and factor polynomials and solve simple quadratic equations. An emphasis is placed on analyzing situations verbally, numerically, graphically, and symbolically. To meet 21st century learning, students use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations.

Geometry: *Primary Text: Glencoe Geometry*

Days per Week: 2 | Grades: 9th-12th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

Prerequisite: Completion of Algebra 1 with a grade of “C” or better and/or placement test.

This course meets 10th grade Colorado standards by following a curriculum that is comparable to the district approved Geometry curriculum and counts as second year of graduation requirements. This course develops the structure of Euclidean geometry and applies the resulting theorems and formulas to address meaningful problems. It includes properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems and proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; rules of angle measurement in triangles and concepts of coordinate geometry and trigonometry. Dynamic geometry software, compass and straightedge, and other tools are used to investigate and explore mathematical ideas and relationships and to develop multiple strategies for analyzing complex situations.

Algebra 2: *Primary Text: Saxon or Teacher Selected Text*

Days per Week: 2 | Grades: 10th-12th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

Prerequisite: Completion of Algebra 1 or Geometry with a grade of “C” or better and/or placement test.

This course follows a curriculum that is comparable to the Algebra 2 district approved curriculum and counts as a third year of graduation requirements. Algebra 2 topics include operations with rational and irrational expressions, in-depth study of linear equations and inequalities, analyzing and solving quadratic functions including complex numbers, solving systems of linear and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents. Students investigate and solve linear piece wise, absolute value, cubic, radical, exponential, logarithmic, and rational functions algebraically, numerically, and graphically, with and without a graphing calculator. Students analyze data and develop mathematical models to address real world problem situations.

Algebra 3: *Primary Text: Teacher Selected Materials*

Days per Week: 2 | Grades: 10th-12th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

Prerequisite: Completion of Algebra 2 & Geometry with a grade of “C” or better and/or placement test.

This course reviews and extends algebraic concepts for students that have already taken Algebra 2. Topics include complex numbers, numerical tables, field properties and theorems, operations with rational and irrational expressions, factoring of rational expressions, linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, properties of higher degree equations, and operations with rational exponents.

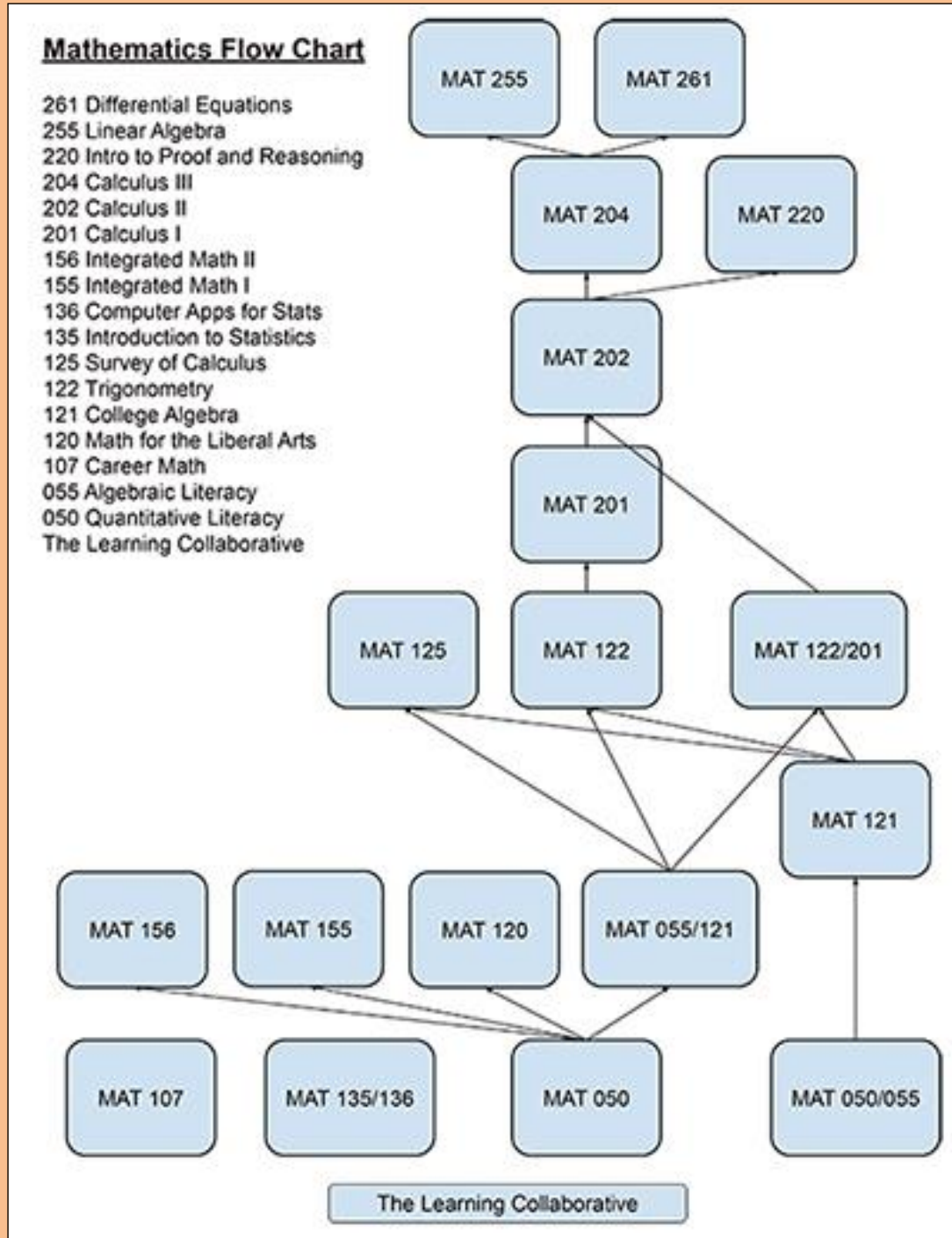
Trigonometry/ Pre-Calculus: *Primary Text: Saxon or Teacher Selected Text*

Days per Week: 2 | Grades: 10th-12th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

Prerequisite: Completion of Algebra 2 or Algebra III with a grade of “C” or better and/or placement test.

Students will be able to understand the concepts of right triangle ratios, trigonometric functions and their graphs, vector operations, polar coordinates, and complex numbers and their graphs. Students will use graphing calculator technology to support their understanding of the relationship between a function and its graph, as well as to evaluate the functions numerically. The course will focus on applying the learned material to real-world problems involving these concepts. A graphing calculator is required for this course.

College Mathematics Class Placement when a student begins to take Concurrent Enrollment (CE) Courses: Math placement for students is not as straightforward when converting high school classes to college. Math placement does also provide needed assessment for science placement, with a few other prerequisites (see Science for more). The following Mathematics Flow Chart has been provided for your review.



Science Courses

HOPE Academy Science Courses are designed to prepare students for further study post high school and prepare them for college level science courses. Students in science classes will experience labs and an activity-based learning environment. Our goal is that students become proficient in analytical thinking, scientific thought and investigation, ethics, and real-world applications of science and technology.

Life Science/Earth Science 6th-7th: *Primary Text: Holt Life Science*

Days per Week: 1 | Grades: 6th-7th | Contact Hours: 1 | Rating: 3 | Max # of Students: 15

This is a two-year course to complete all content and curriculum. A semester of each will be studied each year.

The Life Science course covers concepts of basic biology including the scientific method, cells and heredity, human body & health, diversity of living things, and ecology. Chapters on evolutionary theory and human reproduction are not covered during class. Scientific writing will also be introduced. Students will focus on use of microscopes, genetics, microbiology, botany, zoology, and human biology. Laboratory experiments including dissections, plating of microbiological organisms and activities are performed weekly. Hand-on participation in dissection is not required, but students are required to take notes. Some reading and homework will be expected as well there will be periodic labs as part of this course.

The Earth Science course will focus on earth science topics such as volcanoes, earthquakes, plate tectonics, space and other solar system, geology, fossils, climate zones, and more. Earth Science offers insight into the environment on Earth and the Earth's environment in space. Earth Science also presents the concepts and principles essential to students' understanding of the dynamics and history of the Earth. Hand-on participation in dissection is not required, but students are required to take notes. Some reading and homework will be expected as well there will be periodic labs as part of this course.

Physical Science 8th: *Primary Text: Holt Life Science*

Days per Week: 2 | Grades: 7th or 8th | Contact Hours: 2 | Rating: 3 | Max # of Students: 15

This course will be an inquiry-based introduction to chemistry and physics that are foundational and prepare students for high school science courses. The scientific process and application skills will be integrated into this course, allowing students to combine reasoning and thinking skills with their scientific knowledge. Chemistry concepts covered include: the scientific method, chemical building blocks such as the structure of atoms, including the location and ability to determination of protons, neutrons, and electrons, and the mass of an element using the periodic table, the laws of conservation of matter, be able to differentiate between ionic and covalent bonds, and define solution in terms of solute and solvent. Physics concepts covered include: Identify Newton's three laws of motion, describe how mechanical advantages of simple machines reduces the amount of force need to work, differentiate between potential and kinetic energy, review sound & light, and electricity & magnetism. Some reading and homework will be expected, as well as periodic labs as a part of this course.

Biology 9th-10th: *Primary Text: TBD*

Days per Week: 1 | Grades: 9th-10th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

Text covers in-depth concepts of biology (biochemistry, modern genetics, genetic engineering, virology, prions, microbiology, botany, zoology, and human biology). Chapters on evolutionary theory are not covered during class. Exams are taken at the end of each unit. Students take quizzes and write weekly essays on current topics. Laboratory experiments include calorie determination, DNA extraction, gel electrophoresis, bacterial growth, plant growth, plant dissections, invertebrate and vertebrate dissections, and human blood typing. Students learn to apply the concepts to events in news and corporate activities, how to conduct literature searches and develop their own laboratory experiments.

Chemistry 10th-12th: *Primary Text: TBD*

Days per Week: 2 | Grades: 10th -12th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

This is a class designed as a standard college preparatory course. It will focus more on the qualitative aspects of chemistry than the quantitative. It is a laboratory/lecture course designed to introduce students to basic chemical concepts including basic atomic structure, chemical bonding, oxidation and reduction, rates of reactions, solution chemistry and chemical equilibrium. The laboratory component uses a sophisticated system of computerized data collection and analysis to incorporate a technology component into the curriculum. Having students deal with abstract concepts will sharpen problem-solving skills and mathematical reasoning. A scientific calculator is required for this course.

Physics 10th-12th: Primary Text: TBD

Days per Week: 2 | Grades: 10th -12th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

This course deals with the fundamental properties of matter and energy. The physical laws that describe the interaction of bodies in motion or at rest throughout the universe will be studied. Students will learn about motion, optics, waves, momentum, energy, electromagnetic theory and light. The coursework will explore the fundamental relationships between mathematics and description of linear and circular motion as well as colliding bodies. This course includes a significant technology component as all laboratory experiments are performed using a laptop- based data acquisition system. The students will occasionally be required to design experiments to test a particular principle.

Anatomy & Physiology 10th-12th: Primary Text: TBD

Days per Week: 2 | Grades: 10th -12th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

This course is designed to give students an introduction to anatomy and physiology. Students will be expected to learn and understand the structures and functions of the human body systems as well as those of other organisms. The topics of study will include, but not be limited to, biochemistry, cytology, histology, the eleven body systems, development and inheritance. Laboratory activities will be supplemented by reading and writing.

Science Seminar-*Marine Biology-1st Semester & Science Seminar-*Zoology-2nd Semester-10th-12th: Primary Text: TBD

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

The Marine Biology course is designed for students with an interest in marine biology and oceanography. This course provides an excellent background for students who are interested in further study of the oceans and the organisms that inhabit it. Major concepts include the following studies: the interrelationship of marine and terrestrial environments, the geology of the oceans, marine organisms, and the ecology of coral reefs. Laboratory activities, including the examination of marine specimens are utilized throughout this course to build upon student knowledge. *THIS IS A HALF-YEAR COURSE*

The Zoology course will introduce the student to the field of animal behavior. We will examine basic principles derived from evolution, ecology, and ethology using these principles to explain how and why animals behave, as well as particular environments/situations. We will focus on many important biological activities such as foraging, communication, migration, predator-prey interactions, mating, and parental care. Because the field of animal behavior is so broad, this course will provide only a representative sampling of topics on a restricted number of species (e.g., birds and mammals). This course will be both laboratory and field-based and students should be willing to spend both in-class and out-of-class time in outdoor settings completing research studies. *THIS IS A HALF-YEAR COURSE*

***Earth Science-1st Semester & Science Seminar-*Astronomy-2nd Semesters -- 10th-12th:**

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

Earth and Space Science is the study of the processes that shape the Earth and explain the universe. This course will explore the four main branches of Earth Science, which includes the following: geology, oceanography, meteorology, and astronomy. In this physical science course, students will learn in detail about the Earth's interior and the theory of plate tectonics. Students will learn about Earth's systems and their interactions. Students will also explore the current theories that describe the formation of Earth, our Solar System, and the universe. Students will learn about the relationship between Earth Science and technology.

This one semester course in astronomy provides the opportunity to develop advanced knowledge and understanding about the solar system, galaxy, and universe in which we live. Much attention is given to an appreciation for how we have obtained this information about the universe. Students use tools of observation to learn about space and learn how other astronomer's past and present have used tools available. Areas of study include: the process of science, including use of the tools used to observe the sky; stellar astronomy and how stars change over time; and planetary astronomy and how interstellar spacecraft are obtaining information about other bodies in the solar system.

Science in Movies: Principles of Technology -- 10th-12th; *Primary Text: TBD*

Days per Week: 2 | Grades: 10th -12th | Contact Hours: 2 | Rating: 5 | Max # of Students: 15

This course is designed to improve fundamental science knowledge in association with pop culture. Movies are a large part of students' lives and the science in most of them is quite inaccurate. Students will be viewing a variety of major motion pictures from every science genre, choosing a scientific idea in that movie and testing reality and circumstance in that way. Students will be designing their own experiment to test the idea and experimenting to see the accuracy of the movie/experiment. This course will improve student knowledge of science in movies through observation and experimentation.

Mountain Lab Survival Science; *Primary Text: Variety of Teacher Resource Materials*

Days per Week: 1 | Grades: 6th-9th | Contact Hours: 1 | Rating: 1 | Max # of Students: 15

In this class, students will learn the essentials for surviving in the wilderness in situations ranging from simple camping trips to emergency situations. Topics covered will include (but are not limited to) necessary equipment lists, edible foods and inedible foods, safe sources of water, smart and safe hunting, methods of keeping warm, shelter construction, and emergency signaling. By the end of the course students will be prepared to support themselves in the mountains in the event of emergency situations or for simple camping trips.

College Science Class Placement when a student begins to take Concurrent Enrollment (CE) Courses: Science placement for students requires students to take the Math College Placement Test, or follow the Qualifying High School Exemptions Chart listed in the Concurrent Enrollment Section of this guide. Science placement does require a prerequisite of High School Biology and/or Chemistry to be completed, prior to approval for students to begin College Biology or Chemistry.

Social Studies Courses

The HOPE Academy Social Studies Courses are designed to explore many studies locally to around the work. Students will develop knowledge of cultures and geographical locations and interact with and gain understanding of the various social studies as well as to prepare students for the rigors of college courses. Those skills include formulating and defending social, historical and economic arguments, writing various forms of essays, debating, public speaking, and current event analysis.

Geography 7th-8th; *Primary Text: Variety of Teacher Resource Materials*

Days per Week: 1 | Grades: 7th-8th | Contact Hours: 1 | Rating: 3 | Max # of Students

The purpose of middle school geography class is to place the whole world at your fingertips. It takes you on fantastic voyages to faraway environments and exotic landscapes and introduces you to our planet's kaleidoscope of peoples, cultures, and ways of life. To a great extent, geography shapes history and current events. In our increasingly globalized and interconnected world and society, knowledge of geography is more important than ever before, to gain an understating of the work and your place in it. This course will emphasize political, cultural, and economic influences on people groups with the ultimate goal to understand the keys to reaching people.

International Towne--1st Sem & Fun with Politics/Economics: 6-8th Grade; *Primary Text: International Towne Workbook*

Days per Week: 1 | Grades: 6th-8th | Contact Hours: 1 | Rating: 3 | Max # of Students: 15

International Towne is a one-of-a-kind educational program offered to middle school students to help teach students about global economics through fun, hands-on, experiential learning. It is a life-like simulation of a global marketplace where students physically apply concepts they have learned as they step into roles as world citizens. All the studies will culminate at an on-site day at Young Americans Center architected to be a 16-country mini-world – this wonderful course will include – a day running International Towne!! Second, after completing the Towne experience, they will dive into fun activities about civics/politics and economics, gaining knowledge while have fun and entertaining experiences. They will focus on skills regarding civic affairs and the rights and duties to be a good citizen, as well helping the students understand and build a firm foundation in the basics of the economic model and help them understand common economic terms.

AmeriTowne (1st Sem): *Primary Text: Young AmeriTowne Curriculum/Workbook*

Days per Week: 1 | Grades: 5th-7th | Contact Hours: 1 | Rating: 3 | Max # of Students: 15

The AmeriTowne class will prepare the students for a field trip to Young AmeriTowne sometime in the Spring. Students will learn the basics of America's free enterprise and economic system, basic personal finance skills, how to write checks, make deposits, interview for a job, and run for elected office utilizing fun, interactive lessons. Other topics covered are government, advertising, and philanthropy. This is a fun class with little outside work and is a highly chosen class by every student.

United States History 7th: *Primary Text: A History of US (Books 3, 6, & 9)*

Days per Week: 1 | Grades: 7th-8th | Contact Hours: 1 | Rating: 3 | Max # of Students: 15

This is a middle school level U.S. History course. Through discussion, debates, simulations, presentations, readings, and responsive writing, students will explore events and themes in United States History. These will include foundations of American government; westward expansion; the Civil War and Reconstruction; and the U.S. at home and abroad during the 20th century. The course will utilize young adult historical fiction to supplement student learning.

United States History 8th: *Primary Text: A History of US (Books 4, 5, 7, 8)*

Days per Week: 1 | Grades: 7th-8th | Contact Hours: 1 | Rating: 3 | Max # of Students: 15

This is a middle school level U.S. History course. As described above in the 7th Grade class, this course will continue the study completing the History of US series past Book 3 forward through Book 8 (Book 10 will not be covered). The course will study information regarding the beginning of our new nation, after declaring its independence through the early 1900's. It will also touch on some information covered in Book 10. Book 10 is recommended reading to prepare for high school United States History. The course will utilize young adult historical fiction to supplement student learning. This course may include writing assignments.

Early & Modern United States History 9th-12th: *Primary Text: Text TBD*

Days per Week: 2 | Grades: 9th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

This is a high school level U.S. History class. Through discussion, debates, simulations, presentations, readings, and responsive writing, students will explore events and themes in United States History. These will include; Foundations of American government; westward expansion; the Civil War and Reconstruction; and the U.S. at home and abroad during the 20th century. Students will form historical questions, hypothesize, analyze cause and effect relationships, and seek to draw useful conclusions. Writing corresponding to historical topics will be incorporated.

World History 9th-12th: *Primary Text: Text TBD*

Days per Week: 2 | Grades: 9th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

World History is a course that explores the key events and global historical developments since 1350 that have shaped the world we live in today. The scope of Modern World History provides the latitude to range widely across all aspects of human experiences; economics, science, religion, philosophy, politics & law, military conflict, literature & the arts. The course will illuminate connections between our lives and those of our ancestors around the world. Students will uncover patterns of behavior, identify historical trends, themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions; and use technology appropriately to present information.

Government & Economics 9th-12th: *Primary Text: Magruder's American Government/Holt Economics*

Days per Week: 2 | Grades: 9th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

U.S. Government--Based on the Colorado Content Standards for Civics, students will study the functions of American government, from its philosophical inception to its present form. The role of national, state and local governments will be addressed, as well as the defined roles of the executive, legislative and judicial branches.

Economics--Based on the National Content Standards for Economics, students will study economic laws/models to understand the principles that effect market conditions, personal credit and fundamental business concepts. - Provides students with an overview of economics with primary emphasis on the principles of microeconomics, macroeconomics and the U.S. economic system. The course may also cover topics such as international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

World Geography/Particular Topics in Geography 9th-12th: Primary Text: TBD

Days per Week: 2 | Grades: 9th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

The World Geography course familiarizes students with the world using the five geographic themes and essential elements. Students should develop skills and knowledge about location, place, human/environmental interaction, movement, and regions. The course should compare and contrast these themes across all continents. Special attention must be given to the most essential skills and knowledge of the discipline. The course should focus on geographic habits of mind to promote higher level thinking and problem solving. The course should require students to apply skills and knowledge to content information involving different regions of the world. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Students are able to apply their geographic knowledge to their community, state, nation, world, and themselves. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

College Social Studies Class Progression when a student begins to take Concurrent Enrollment (CE) Courses: Social Studies placement for students requires students to take the English College Placement Test or follow the Qualifying High School Exemptions Chart in the Concurrent Enrollment Section of this guide.

College World History (HIS 111 The World Antiquity-1500) and (HIS 112 The World 1500-Present)
College U.S. History (HIS 121 U.S. History to Reconstruction) and (HIS 122 U.S. History Civil War-Present)
College U.S. Government & Economics (POS 111 American Government) and (ECO 201 Macroeconomics or ECO 202 Microeconomics)
College Geography (GEO 105 World Regional Geography)

STEM, STEAM, Technology & Business Courses

The HOPE Academy Computer Technology & Business Courses are designed to prepare students to thrive in a constantly evolving technological landscape. The courses are presented utilizing an online-based environment, with assignments and assessments for all Computer Courses. They are excellent preparation for future college blended/online courses. The HOPE Academy Business Courses are designed to prepare students for the business environment, both in college and in the world today. Combined with our English Courses, they will prepare students in the areas of finance, communication, technology, and much more.

S.T.E.M. or S.T.E.A.M. – They are phrases you’ve heard over and over as your kids have grown up. The best kept secret to getting kids to be interested in science – **Let them PLAY! Let them EXPLORE! Let them INVESTIGATE!** It’s the best way to keep those children from growing up, because in the wise words of Neil deGrasse Tyson (an American astrophysicist, author, and science communicator):

“A scientist is a child who’s never grown up.”



NEW

STEAM- Drones and Robotics: Primary Text – Teacher Created Resources

Days per Week: 1 | Grades: 6th-12th | Contact Hours: 1-2 | Rating: 2 | Max # of Students: 10

The instructional program for Drones and Robotics introduces high school students to basic programming as well as problems solving strategies. Students will work hands-on in teams to design, build, program and document their progress. The objective of this course is to use a hands-on approach to introduce the basic concepts in drones and robotics, focusing on mobile drone and robots.

Drones can be very powerful tools to teach STEM related topics in general. Flying these devices can provide very real examples of how physical laws work, and building and enhancing them can also teach students about electronics and to teach programming.

Robotics helps address the growing demand for teaching science, technology, engineering and math in schools. As well as exemplifying technology directly by programming the robot, students also learn about science, engineering and math and get an understanding of how these subjects link together.

Students who successfully complete this course will have learned –

- Fundamentals of programming concepts,
- Scientific method and inquiry,
- How to fly and program a drone,
- Programming concepts relate to robotics and drones,
- Fundamentals of engineering concepts related to robotics,
- Focus teamwork and collaboration toward possible **Robotics** competitions and the **Robotics** industry.

NEW

STEAM – 3D Project Learning: *Primary Text: Teacher Created Resources*

Days per Week: 1 | Grades: 6th-12th | Contact Hours: 1-2 | Rating: 2 | Max # of Students: 10-12

Our project-based curriculum is infused with design thinking methodology that teaches students how to be creative within constraints. This introduction to the world of **3D Design and Printing** gives students a chance to go through the engineering and design process using both 3D pens to start, making design, and moving onto 3D printing. This will give students a chance to go through the engineering and design process, learn the importance of prototyping and revisions, and go home with a proof of their hard work and creativity. This can count as an art of tech credit. Here are a few examples of how school and students can use a 3D Printer in the classroom:

- History students can print out historical artifacts to examine.
- Graphic Design students can print out 3D versions of their artwork.
- Geography students can print out topography demographic, or population maps.
- Chemistry students can print out 3D models of molecules.
- Biology students can print out cells, viruses, organs, and other biological artifacts.
- Math students can print out 3D models of problems to solve.

Revised

STEAM-Makerspace I & II – Science, Technology, Engineering, Arts, and Making: *Primary Text: Teacher Resources*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 1-2 | Rating: 3 | Max # of Students: 12

We live in a world of technology. Makerspace will merge technology and the creative arts, giving students the opportunity to explore different forms of digital media, project learning, and making. Students will present their ideas and creative individuality. Digital projects will include experimenting with a variety of technology; animation; light-painting, circuitry and more. Making projects will include teamwork, challenges and thinking outside the box. This can count as an art or tech credit.

Introduction to Computers: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-10th | Contact Hours: 2 | Rating: 3 | Max # of Students: 15

The Introduction to Computer course presents many facets of the computer and computer programs, including learning keyboarding skills, acquiring the “languages” used by the technology industry, and will explore a variety of software applications. The class will also look at ethical issues in the industry and help students learn the do’s & don’ts for social media.

Business Computer Applications: *Primary Text: Teacher Resources*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 3 | Max # of Students: 15

This course will assist student in learning their essential computer applications and internet technology skills for personal academics and professional success. Students will effectively use a current Windows operating system and appropriate file management resources to –

- Develop and refine keyboarding skills on computers for speed and accuracy.

----- HOPE Academy Secondary Planning Guide -----

- Apply word processing and desktop publishing functions to create, edit, manipulate formatting, cite resources, print and store personal business documents;
- Apply spreadsheet functions to solve financial, mathematical, and statistical problems in business;
- Create and edit charts and graphs to interpret spreadsheet data;
- Design and create databases to extract, sort, calculate, and report business data;
- Design, create, and execute an artistic and professional PowerPoint presentation which includes appropriate text formatting, graphics, animation, and public speaking skills, and use the Internet in an ethical manner to research, communicate, collaborate, and efficiently retrieve information.

This course features an employment unit designed to help students explore their career interests and set career goals. Many other hands-on projects integrating multiple office applications are also highlighted within the course curriculum.

NEW

Computer Science Principles: *Primary Text: Teacher Resources*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 3 | Max # of Students: 15

This course will introduce students to the essential ideas of computer science and show how computing and technology can influence the world. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. Topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and ethical and social implications of computing.

Web Page Design (HTML/CSS/WordPress): *Primary Text: Teacher Resources*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 3 | Max # of Students: 15

This course is designed to provide students with the fundamentals of website creation practices by developing basic skills in HTML 5 (Hypertext Markup Language) and CSS (Cascading Style Sheets) coding. Through various lessons, activities, and projects, student will be able to generally describe the workings of the Internet and worldwide web, understand HTML and CSS. In addition to learning HTML and CSS, student will learn WordPress. WordPress is the largest blogging tool and content management (CMS) in the world, powering over 31% of all sites across the web. While becoming familiar with web creation, student may start to see a future in a career of web development.

Computer Geeks — Independent Study – *Primary Text: Teacher Resources*

Days per Week: 2 | Grades: 8th-12th | Contact Hours: 2 | Rating: 3 | Max # of Students: 15

This class is an Independent Study Computer Environment. Students will choose a curriculum to complete independently (may require some prerequisites). Completion of a single curriculum will earn the student 0.5 technology credits. Students may choose to take two hours of this class, and complete additional homework in order to complete two or more curriculums earning a 1.0 Technology credit. The choices begin with Flash, Alice, Office 1 and/or 2, Beginning Programming, or Pre-Architecture. These four choices will be offered this year. All students will begin with Office 1 unless they can demonstrate proficiency to the instructor.

Digital Photography & Design – *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 6th-12th | Contact Hours: 1 | Rating: 3 | Max # of Students: 15

This course is a foundational course in traditional and digital photography. Traditional understanding of cameras, light and processing will be studied. This understanding will be applied to the use of contemporary digital cameras. Successful completion of Digital Art is required as we will make extensive use of Photoshop 7.0 in this course. Students will be required to provide their own digital camera (types to be discussed on the first day).

Yearbook Production: *No Text - TreeRing Custom Yearbook Program Will be Used*

Days per Week: 1-2 | Grades: 7th-12th | Contact Hours: 1-2 | Rating: 1 | Max # of Students: 15

You are historians, journalists, and artists putting together a photojournalistic book that will be on shelves for many, many years to come. What you do in this room directly affects every person in the HOPE Academy community. But, that's not all. It also affects members of the whole homeschooling community, future students to HOPE and their families, and your own future 38-, 58- and 78-year-old selves. It is an honor and a big responsibility to be a part of the yearbook staff! Thank you for making the commitment! In this Interactive Media course, students will work as a team to create the secondary school yearbook (7-12th Grade). Topics covered include media ethics, caption and copy writing, photojournalism, layout and design principles, graphic design, digital imaging, advertising, sales, and video production, all of which are applied to the school yearbook.

Yearbook design includes creating aesthetically pleasing layouts, using enhancing graphics, and effectively using color. Integral to yearbook, journalism is developing and carrying out a theme, both visually and verbally, that suits HOPE Academy. Students in this class will have a hands-on experience utilizing a variety of computer software and technology. Leadership is an expected role for all students, which will manifest in assisting others, taking responsibility for themselves and others to make a product for the school, and by representing the yearbook staff in a positive way in the school community. This course requires 100% student dedication and after school time is likely to be necessary for this class. An application & teacher recommendation is required for this course.

Introduction to Business: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 8th-12th | Contact Hours: 1 | Rating: 3 | Max # of Students: 15

This elective course is designed to help students understand the many sides to the realm of business. Covering the topics of marketing, leadership, finance, business ownership and other business world concepts, students will get a glimpse at what being a collegiate business major looks like. Students will learn to complete projects quickly and effectively, as well as achieving an in-depth knowledge of communication through technology and interpersonally. Group projects done in class will teach students to work as a team with a creative mindset. We will also study the ideas of finance, accounting, and personal financial plans in order to be trained for financial issues that come with life. Overall, the class is designed to be a fun environment that draws students toward the ideas of business and prepares them for a college environment.

NEW

Principles of Marketing: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 8th-12th | Contact Hours: 1 | Rating: 3 | Max # of Students: 15

This course provides a basic foundation for further study in Business, specifically in Marketing. Students study economic functions at work in the marketplace, marketing functions including purchasing, pricing, and distribution functions. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, and promotion. Both marketing and employment skills learned will improve and increase the chance of successful transition into the world of work. Leadership will be provided through activities and competitive events

World Language Courses

The HOPE Academy Courses of World Languages goal is to make our students lifelong language learners and communicators, to provide them the skills to interact in a diverse world and with other cultures. We will do this by empowering and inspiring them to learn a second language to provide them opportunities in a multi-cultural world and workplace.

Spanish I: *Primary Text: TBD*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

In Spanish I, students will focus on vocabulary and grammar. They will learn different tenses such as present and past tense. Students will learn to write, read and speak in Spanish. They will work on projects that cover different Spanish cultures including Spain, South America and Central America.

Spanish II: *Primary Text: TBD*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

Students will review the foundational skills for learning and communicating in the Spanish language. This course will focus on vocabulary and grammar. They will learn different tenses such as present, past tense and imperfect tenses. Students will learn to write, read and speak in Spanish. They will work on projects that will cover different Spanish cultures including Spain, South America and Central America. They will be able to read materials in Spanish such as short stories and also write short essays in the Spanish language.

Spanish III: *Primary Text: TBD*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

Spanish 3 is an intensive language and culture course in which students will be expected to communicate almost entirely in Spanish. They will continue to learn Spanish grammar and expand their vocabulary while further developing their reading, writing, listening, and speaking skills. Students will learn how to tell stories in the past, describe art and music, and use commands to give advice on nutrition and health. They will also learn deeper aspects of Latin American and Spanish culture through a variety of avenues such as current events, music, novellas, film, and projects. This course will prepare students for placement into college-level Spanish courses. As with other Spanish classes about 90% of instruction will be in the target language and students will be expected to use as much Spanish as possible every day.

French I: *Primary Text: TBD*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

Designed to introduce students to the French language and culture. French I emphasizes basic grammar and syntax, simple vocabulary, and the spoken ascent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, literature, customs, and history of the French-speaking people.

French II: *Primary Text: TBD*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

French II courses build upon skills developed in French I, extending students' ability to understand and express themselves in French and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s).

German I: *Primary Text: TBD*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

Designed to introduce students to the German language and culture. emphasize basic grammar and syntax, simple vocabulary, and the spoken ascent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. German culture is introduced through the art, literature, customs, and history of the French-speaking people.

German II: *Primary Text: TBD*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

German II courses build upon skills developed in German I, extending students' ability to understand and express themselves in French and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of German-speaking people to deepen their understanding of the culture(s).

ASL (American Sign Language) I: *Primary Text: TBD*

Days per Week: 2 | Grades: 7th-12th | Contact Hours: 2 | Rating: 4 | Max # of Students: 15

ASL I is an introduction to American Sign Language and the Deaf community. Students will learn basic vocabulary, grammar, sentence structure, and cultural foundations of ASL. Students will begin to learn to express themselves through signing by using: concrete ideas, finger-spelling and grammar. Using age appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:

- Understand short signed phrases when attending and respond expressively with learned material;
- Produce learned signs, phrases, and sentences;
- Be able to transcribe American Sign Language (ASL) into English gloss;
- Recognize the importance of communication and how it relates to the American Deaf culture; and
- Recognize the importance of acquiring accuracy of expression by knowing the components of ASL, including grammar.

Physical Education & Health Electives Courses

The HOPE Academy Physical Education Courses are designed to explore. The courses include Individual/Dual Sports and Weight Training classes. Fundamental skills and player development are introduced in all the sports classes.

Physical Education – Sports: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 1 | Max # of Students: 20

Students will be involved in multiple sports and physical activities, covering basic skills and rules concerning each sport or activity. In addition, students will be introduced to health topics and learn the names of some individual muscles and bones. Students will learn about and experience individual sports.

Physical Education – Mixed Activities: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 1 | Max # of Students: 20

Students will be involved in multiple physical presentations and physical activities, covering basic skills and rules of each activity. In addition, students will be introduced to health topics and learn the names of some individual muscles and bones. Students will learn about and experience healthy interaction, and physical activity.

Krav Maga Self Defense Course: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 1 | Max # of Students: 20

Krav Maga (pronounced “krahv mahGAH”) is an effective modern and dynamic self-defense and fighting system. It is designed to be practical and intuitive for people of any age, shape or size. These techniques expand on your natural instincts to develop skills quickly and effectively, while enabling you to address attack under any scenario. You will learn how to defend yourself and your loved ones, while gaining increased awareness and instinctive reflexes. Krav Maga (“contact combat” in Hebrew) was developed in the 1950’s combining the most effective techniques and philosophies from various martial arts and fight training. It was originally taught to the Israeli Army, and instruction for civilians began in the late 70’s. Multiple forms of Krav Maga continue today; civilian (self-defense), law enforcement (arrest or detain) and military. We will be working toward the civilian, or self-defense methods for this class. There are no elaborate choreographies or absolutes. There are no uniforms and no traditions. We do not train in Krav Maga to start fights or show off. We train to save our own lives and the lives of our loved ones.

Physical Education–Horsemanship 101 4th-12th: *Class will be Fridays ONLY–Primary Text: TBD*

Days per Week: 1 | Grades: 4th-8th | Contact Hours: 2 | Rating: 2 | Max # of Students: 5

Days per Week: 1 | Grades: 9th-12th | Contact Hours: 2-3 | Rating: 3 | Max # of Students: 5

This is aimed for students who want to learn more about horses, care of horses, tack and feeding, and ultimately gaining some beginning riding skills!! The class will be every other week at a separate location – the barn! The class will be a 2 ½ hour class to incorporate the time needed to make the most of our learning about/with the horses.

Physical Education – Horsemanship 201: *Class will be Fridays ONLY–Primary Text: TBD*

Days per Week: 1 | Grades: 5th-8th | Contact Hours: 1 | Rating: 2 | Max # of Students: 5

Days per Week: 1 | Grades: 9th-12th | Contact Hours: 2-3 | Rating: 3 | Max # of Students: 5

This class will build on the skills of Horsemanship 101. Students who have had some exposure to working with/riding horses will fit nicely into this class. This class will allow students to have the responsibility of preparing the horse for riding; saddling, grooming, and more. Students will gain more in-depth knowledge of what it means to care for and learn to ride a horse. The class will be every other week at a separate location – the barn! The class will be a 2 ½ hour class to incorporate the time needed to make the most of our learning about/with the horses.

Nutrition: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 2 | Max # of Students: 15

Principles of Human Nutrition provides an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. Topics include the following:

- Dietary sources, in take levels, physiological role, and requirement of major nutrients.
- The biological determinants of nutrient requirements and the assessment of nutrient status of individuals and populations.
- The rationale for the development of dietary guidelines and of nutrition policies in different countries.
- The role of diet in the development of chronic diseases, such as cardiovascular disease, cancer, diabetes, etc.

Art Education Electives Courses

The HOPE Academy Visual Arts Program provides students with a studio-based learning environment to explore their creativity through a variety of techniques and mediums. In each class, student artists are exposed to technical applications, composition and art in historical context to strengthen their skills and build upon their knowledge and appreciation for the visual arts. Classes may be repeated multiple times for advanced instruction and portfolio development. The Visual Arts Program is a vibrant and integral part of the HOPE learning experience where students learn to apply the language of visual expression.

Creative Art-Comprehensive (Art Experience): *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 2 | Max # of Students: 15

Art Experience is a recommended foundational art course for all incoming freshmen. The course establishes a basic understanding of drawing and painting techniques and observational skills as well as development of an artistic approach to color, art elements, and design principles in composition. Students will experience a range of mediums, materials and learning appropriate techniques to execute various projects.

Creative Art-Drawing (Drawing 1st Sem & Paint (2nd Sem): *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 2 | Max # of Students: 15

This course will explore art utilizing drawing and painting, and the understanding of drawing from the right side of the brain. It follows the philosophy that drawing can be a trained skill and not necessarily a natural talent. This class will also explore two-dimensional color concepts. Skills in acrylic, oil and watercolor painting techniques as well as mono-printing, reduction printing, relief and screen printing will be developed. Knowledge of basic drawing skills, composition and good craftsmanship are necessary for this course.

Art Studio: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 2 | Max # of Students: 15

This is a class designed for intermediate and beginning students who are teachable to grow in their drawing and painting skills as well as explore different exciting mediums such as pastels, acrylic paint, printmaking, charcoal, pen and ink and some 3-D materials such as clay and paper Mache' etc. We will learn from master artists and explore more contemporary art themes. Students have an opportunity to work at their own pace on the varying projects that are offered to enjoy the creative process and product! Each year we will have a new and exciting focus, so both new and returning students are encouraged to join us to find their creative niche!

"CRAZY" Art: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 1 | Max # of Students: 15

This class will explore some exciting and fun "out-of-the-box" mediums of art. Projects such as DUCT TAPE Projects and MURAL PAINTING will be explored, as well as other projects as CHIHULY-INSPIRED 'GLASS' SCULPTURES, MILK ART, FROZEN BUBBLES, MODERN TIN ART, BOTTLE CAP/RESCYCLEABLE ART, and much more. Students will get CRAZY CREATIVE with this class.

Revised

Beginning Pottery & Hand Throwing: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 1 | Max # of Students: 6

The Beginning Pottery course introduces pottery as an art form, and will explore the basics of forming and shaping clay. Taken as the beginning of a ceramics/sculpture program, this course will continue and include glazing, firing, designing, and kiln loading. Students receive an overview of the history of ceramics and acquire techniques in hand-building. Programs may require students to create a glaze notebook, which allows them to record accrued glaze recipes, preparation facts and application techniques. These notes will be used when students begin experimenting on a variety of pottery projects.

Introduction to Throwing teaches students the fundamental wheel-working skills used for shaping clay. Students will practice using the potter's wheel and begin throwing basic forms, such as bowls and mugs. They will also learn how the firing process impacts the form and aesthetics of a ceramic piece, as well as how to incorporate decorations and embellishments. Instruction will develop skills in their own artistic creation and build confidence in self-expression, and in the students' abilities to communicate about their own artwork while learning about culturally significant Artists who are famous for this medium of artwork. This is an introductory ceramics or pottery course.

NEW

Advanced Hand-Building and Throwing *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 1 | Max # of Students: 6

Prerequisite Class – Beginning Pottery & Hand Throwing

This class is the next step after Beginning Pottery & Hand Throwing. Students will continue their exploration of ceramic art by practicing advanced hand-building techniques, such as pinching and coiling. The design and creation of utilitarian pieces is emphasized; students learn balance and proportion, wall thickness correction, surface decoration techniques and new firing options. Students will eventually get the liberty of making creative pieces, but also learn how to make “functional art,” such as vases cups and bowls, and more. Advanced aesthetic, technical and conceptual problems are also covered. With guidance, students assist in the bisque and glaze firing of their own work.

NEW

Sculpting: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 1 | Max # of Students: 12

Students who take ceramics or pottery classes often take a sculpting class. Sculpting classes range in difficulty and may be a succession to provide progressive instruction in clay modeling, casting, subtracting, forming, constructing and designing. Students learn the origins of pottery sculpting and how the art has evolved. They also explore geometric, abstract and organic forms through reading, discussions, critiques and hands-on sculpting projects. This class is recommended once a student has gained foundational skills and basic knowledge of clay.

Floral Design/Creative Event Planning & Design: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 6-12th | Contact Hours: 2 | Rating: 1 | Max # of Students: 15

In this class you will learn the basics of floral design, including principles and elements of color theory, tools of the trade, handling and flower identification, and how to create basic arrangements. You will create designs for holidays and events that would equal any florist and event planner. The class will be active and fun to create arrangements for use at school or as a fundraiser.

Fundamentals of Graphic Design -- Composition & Creativity: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 6-12th | Contact Hours: 2 | Rating: 1 | Max # of Students: 15

Is there any mistaking McDonalds' “Golden Arches” or the Nike “swoosh?” Can you identify the Disney fonts or the specific shade of Barbie doll pink? Of course, because behind each of these strong recognizable brands is the work of a graphic artist! Students will be introduced to the field of Graphic Design and learn what designers do; communicate visually while striving to achieve intellectual and emotional responses through simple, to-the-point messages and clear, memorable designs. Students will see how graphic designers use intentional, visual manipulation to create meaning through the careful selection, thoughtful layout, strategic placement of images, illustrations, and typography. In this class, designers will learn about the elements of art, line, shape, color, and texture, and the principles of design. They will practice working with points, lines and planes, and

----- HOPE Academy Secondary Planning Guide -----

experiment with color theory. They will also examine the power of words through typography, including type choices that make text more readable and understandable. They will learn how to organize text for content, ease of use, and comprehension through the selection of fonts, font pairing, and font hierarchy. Students will learn to express and develop their visual concepts through the building blocks of the design processes; thumbnail sketches, rough sketches, and comprehensive sketches.

Printmaking & 3D Art Projects: *Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 3 | Rating: 2 | Max # of Students: 15

This class will familiarize students with the term “Print Media” and 3-D Art. Basic elements of Art and Principles of Design will be stressed within printed compositions. A variety of printmaking techniques will be utilized. Class activities are project based and will include block print and lettering and layout techniques. Students will be guided through structural concepts which including conceptual aspects of printmaking. Additionally, students will engage in sculpture activities that will be made of a variety of materials into 3D projects. This may include paper, metal, clay, and other mediums. In order to succeed in this class, students must meet the required criteria given for all assignments, be prepared to question and critique their own work as well as the work of other artists and approach each art process with an open mind and positive attitude.

Wood Working & Design - Beginning: *Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 3 | Rating: 2 | Max # of Students: 10

This course is an introduction to high school work working, designed to familiarize students with the basic hand tool, and machine tool processes. Upon completion of this course, students will demonstrate a working knowledge of basic techniques for general hand and power tool wood working and wood finishing. Through the production of authentic task projects, students will know the importance of safety, cooperative practices and craftsmanship in their daily activities.

NEW

Wood Working & Design - Intermediate: *Teacher Resources*

Days per Week: 1 | Grades: 10th-12th | Contact Hours: 3 | Rating: 2 | Max # of Students: 10

Prerequisite – Wood Working & Design Beginning MUST be taken prior to approval for this class. Also, teacher must be given approval that student is prepared for this class.

This intermediate woodworking class concentrates on expanding the knowledge and skills in several areas of woodworking. Objectives of the course will be accomplished by using a semi-mass production technique as the student builds selected projects. The students will gain more experience and skill as they use power tools and machinery. Emphasis will be placed upon the development of proficiency and accuracy in all areas of study. Students will study the process of planning a project, calculating the cost of the project and developing proper construction procedures. A student may take this course more than one time if desired, with instructor’s permission. Each year’s projects may differ, and will be chosen at the start of each school year.

Music and Theater Education Electives Courses

The Performing Arts Courses provides students with opportunities to explore different forms of thinking and ways of knowing based on human judgment, invention, and imagination. Through dance, music, theatre, and the visual arts, students convey knowledge and meaning through the study of these other subjects. In the study of the Arts, students can be creative, evaluative, solve problems, imagine, work collaboratively, and apply self-discipline. They are given the opportunity to use the potential of the human mind to be uniquely creative.

Guitar: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 3 | Max # of Students: 15

This class is for students who would like to learn how to play the guitar or advance their guitar playing skills. Students will learn tuning, chords, strumming, picking, PIMA and will cover all music genres. Not recommended for advanced students. This class will be open to both senior high and junior high students. **Students will be responsible to provide their own instruments.

World Percussion Ensemble 6-12th: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 2 | Max # of Students: 15

Students will explore sound and rhythm in an exciting way with both pitched and non-pitched percussion instruments and objects. Following the ideas of “STOMP”, students will discover how to combine different sounds to create a musical presentation. Rhythm will be taught through notation and by rote technique. Students will create a variety of music in both ensemble and solo playing on a variety of instruments. This group will perform at least twice during the year.

Chorus-Mixed: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 2 | Max # of Students: 15

Chorus – Mixed is a non-audition choir that is open to all students, grades 7th-12th. This choir gives new singers the opportunity to perform in a group. Students will learn about the different styles of music, how to read music, and how to perform. Experience is not needed to be in this ensemble, so all beginners are welcome.

Theater Arts: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 2 | Max # of Students: 15

This course is designed to teach students basic theater principles in stage movement, voice, diction, and pantomime. Students will study the history of vocabulary of theater and will develop oral interpretation skills. Additionally, they will practice techniques to overcome stage-fright and develop self-confidence. A concentration of improvisational techniques and acting skills for in-class performance and video projects will be a strong focus for this class.

Students will begin to write original scenes, and in addition to practicing acting skills and improvisational techniques, they will culminate their skills into one school performance per school year. Students will study the works of selected major playwrights. This course covers the history, structure, appreciation and production of drama.

Musical Theater Arts: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 2 | Max # of Students: 15

Students will audition, rehearse and perform while assisting in costuming and producing a large-scale musical theatre performance. Singing, dancing and acting will be incorporated into this class; however, lack of experience should not be a deterrent to participating. Instruction will be provided for required skills and there will be many roles available for students of all abilities and interests. This is a performance class; students are required to spend time in memorizing lines and rehearsing musical numbers. Performances will be at the Arvada HOPE site, or if necessary, at an outside venue during the spring. Students will be required to attend classes, dress rehearsals and the performances, dates TBD. Parents will be required to serve on at least one production committee per number of children they have enrolled in this class.

Improv Theatre Games: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 2 | Max # of Students: 15

FUN(NY) and ENGAGING – In this class the laughs come naturally as improvisational scenes, stories or skits are explored. The environment will encourage imagination and lots of creativity that “just happens.” No scripts, no props, no “visible” settings, let alone any costumes. Creativity and imaginations will be at work. The class time will be spent with fun brain-tingling warm up, comic (or not comic) fictional-character-building, lessons in gibberish language and lots of improv games. It all comes together in just minutes or even seconds. The bonus is that these activities help breed good listening skills and self-confidence. So, come have FUN and be FUNNY!

Drama—Stagecraft: *Primary Text: Teacher Resources*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 2 | Max # of Students: 15

Students will study and produce the technical side of a theater production. Units to be covered will include set design and building, light and sound design, costuming and prop acquisition. All students will be responsible for participating in one of the current quarter theater productions at the school (which will require additional time commitment prior to performances). This is a hands-on course instructs students on the safe use of power tools, paint and electricity.

Misc. Or Other Specific Electives Courses

HOPE Academy strives to offer a rich and well-rounded course offering. In doing so, we have developed many unique courses and opportunities for students. This will allow students to explore more specialized topics and prepare for college or the workplace.

Iron Chef Anyone? Cooking Class: 7th-12th Grade – *Primary Text: Cooking with Kids and teacher resources*

#Days per Week: 1 | Grades: 4th-6th | Contact Hours: 1 | Rating: 1 | Max #* of Students: 15

This will be an introduction to preparing and enjoying “real food” that is both nutritious and delicious. They will learn basic cooking skills and have a great deal of fun doing so. If you are not familiar with the “Iron Chef Competitions”, we will incorporate a little bit of fun competitions once students had learned some basic skills. A focus will be toward health and well-being, and how to become empowered as a conscious consumer in a growing marketplace with so many ways to eat high-calorie, low-nutritional diets. There will be opportunities to serve other students’ lunch or even an evening serving their parents what they know and have learned!

Anyone with a Sweet Tooth? Delicious Deserts-Teacher Resources

#Days per Week: 1 | Grades: 4th-6th | Contact Hours: 1 | Rating: 1 | Max #* of Students: 15

The smell of cookies is in the oven, the silky feel of melted chocolate with stick sweet fresh-made caramel, with a hint of peppermint. Students will learn the art of baking and exploring the vast world of homemade desserts. These sweet treats are always a favorite and very typically simple to make. Bakers will prepare a variety of desserts for friends, family and of course staff! As well, they will explore and create desserts including cakes, puddings, cookies and many different frozen desserts for those hot days. The class will include how to decorate with icings, garnishing techniques, and much, much more to delight and impress.

Sewing for Beginners: 4th-8th Grade – *Primary Text: Teacher Resources*

#Days per Week: 1 | Grades: 4th-8th | Contact Hours: 1 | Rating: 1 | Max #* of Students: 15

This class will teach students how to follow directions, with a paper pattern using 1 - 2 pieces. We will work on cutting and other techniques with fabrics, make casings, hems, facing, variety of stitching, use and techniques of a sewing machine, how to press using an iron, using a tape measure from the strait of grain, use notches, pins, press and measure seam allowance, and much more. This will all culminate into constructing and completing a wearable garment, and many other fun projects.

Knitting & Crocheting: 4th-8th Grade – *Primary Text: Teacher Resources*

#Days per Week: 1 | Grades: 4th-8th | Contact Hours: 1 | Rating: 1 | Max #* of Students: 15

Have you always wanted to learn how to knit or crochet? Did you learn at one time and then forget? Even if you have never picked up a ball of yarn or needles, we are here to teach you how to do both. Come learn the basics of knit and purl stick, casting on/binding off, and increasing and decreasing stitches in knitting. This class is perfect for crochet “wanta-be’s,” as you will learn the basic stitches of chain, single, double and triple crochet, and continue into other patterns that can be used to create increasingly complex designs.

Office or Classroom Aide: No Text

Days per Week: 1 | Grades: 7th-12th | Contact Hours: 1 | Rating: 1 | Max # of Students: 15

The student aid program is designed to allow opportunities for students to share their gifts in areas around the school. This may be serving in a classroom, front office, and other potential “jobs” or projects within the school environment. They will be paired with an adult in the appropriate setting as a mentor to learn work related behaviors and develop relationships across a broader age group.

Leadership (Access Period): *No Text*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: .75 | Rating: 2 | Max # of Students: 15

This opportunity is designed to teach students leadership skills that will be important to their future – regardless of career goals. This class teaches several of the new “basic skills” identified as crucial for success in the 21st Century. These skills include problem solving and creative thinking; self-esteem, goal setting and motivation; interpersonal skills and teamwork; situational leadership and communication. This class emphasizes small group work and hands-on experiences.

Ace the ACT & SAT—Strategies for College Entrance Exams: *No Text:*

Days per Week: 1 | Grades: 7th-12th | Contact Hours: .75 | Rating: 2 | Max # of Students: 15

Whether college admissions tests (PSAT, SAT, or ACT) are right around the corner or down the road, this class will teach you how to tackle the tests, decode the questions, and boost your scores. While ACT/SAT test scores are not automatic ticket into college of your choice, higher scores will get your application in the to-be-considered pile where admissions staff will take a closer look at all the other amazing things you have done. This class will help you feel prepared to face standardized admissions tests and take away some worry and mystery that surround these assessments. Each week, students will spend time on strategies for the math and English portions of the tests. Students will learn about test designs and the types and difficulty levels of reading, grammar, and math questions. Students will learn to approach multiple choice questions, how to get through the comprehension, and what to do when you are not sure of an answer. The teacher will lay out a study plan to help students be test-ready whenever they decide to take a standardized test. Students will end understanding the process of SAT and ACT testing and feel better prepared for this challenge of college entrance testing.

Student Organizations and Recognitions

HOPE Academy strives to offer additional opportunities for students to participate in extra-curricular events and recognize students for their successes.

Foreign Language Club:

All students enrolled in each offered language are encouraged to participate in this extracurricular enrichment group. The focus for this club is activities outside the classroom where those who have a passion for Spanish speaking culture can meet together and participate in activities. This club will also provide opportunities the community by participating in service projects and make a difference in their community. Activities may include celebrating Hispanic holidays, learning about many aspects of Spanish culture, and experiencing food, music and art from Spanish speaking countries (examples are cooking authentic Latin American And Spanish cuisine, Creative Writing Contests, watching movies from Latin America and Spain, and visiting art museums).

Elenchus/Socratic Communication and Discussion Group – “The ES Club”:

All students participating in “The ES Club,” will engage in Socratic, Elenchus and/or Maieutic, which is a form of cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presumptions. It is a dialectic al method, often involving a discussion in which the defense of one point of view is questions; one participant may lead another to contradicting themselves in some way, thus weakening the defender’s point, or strengthening one’s opinions.

Junior High & High School Student Council/Government (STUCO):

At HOPE Academy, we strive to create a collective body of students that plan a large majority of what the school does throughout the year. All council efforts serve the school and the students, through school events, weekly meetings, and cooperation with other student-led organizations. All members are instructed to be a well-rounded student leader and are expected to participate, socialize, and plan events. There will be an application process to approve leaders for Student Council (STUCO). Additionally, there will be a retreat planned at the beginning of each school year to “launch” a unified group of students to make the school a fulfilling as possible.

National Honor Society NJHS (Junior High) & NHS (High School)

Students in junior high school (7th -8th) and high school (10th and 12th grade) who have a cumulative GPA of 3.5 or greater by the spring of their sophomore year are invited to apply to the HOPE Academy National Honor Society. Students who are selected (application based upon character, leadership, service and scholarship) must demonstrate a commitment to service and leadership. In addition, members are expected to willingly work on Honor Society individual and group community service projects throughout the year. This recognition can make students eligible for many scholarships to colleges.

HOPE Academy Honor Roll:

HOPE Academy will honor our 7-12th Grade Student’s Academic Achievements. They must be enrolled in a minimum of three core classes, as well as elective classes. Honor Roll students will be measured according to the following scale:

- | | |
|--|----------------|
| High Honor Roll – (Gold Cord awarded for Graduation): | 3.8 – 4.0 GPA |
| Honor Roll – (Silver Cord awarded for Graduation): | 3.3 – 3.79 GPA |
| Achievement Honor Roll – (Maroon Cord award for Graduation): | 3.0 – 3.29 GPA |

All students that achieve a 3.0-4.0 GPA while in 9-12th Grade will graduate with honors.

HOPE Academy Lettering Program:

HOPE Academy would like to honor our high school students with lettering opportunities. Requirements may vary between lettering types, but minimum, similar requirements are:

- Students must complete the “Lettering Application Form” for each type of letter requested.
- Students must complete the “lettering Application Form” for each year requesting a letter. Letters for each category can be given for each consecutive year in high school.
- Students must provide a recommendation letter from one staff member of HOPE for each type or year of letter.
- Students must not be on any type of disciplinary status with HOPE.
- Students must not have earned lower than two “C’s” per year in the grade point average. The exception will be the Academic Letter, which the GPA needed is listed below.
- Students must complete the individual requirements of each lettering type to qualify.

<u>TYPE OF LETTER</u>	<u>SPECIFIC REQUIREMENTS PER LETTER</u>
<i>ACADEMIC LETTER</i>	– Must achieve a grade point average of 3.3-4.0 for a minimum of three consecutive semesters.
<i>COMMUNITY SERVICE LETTER</i>	– Community Service hours must be earned according to the points scale on the Lettering Application Form
<i>MUSIC LETTER</i>	– Hours for music credit must be earned according to the points scale on the Lettering Application Form
<i>THEATER ARTS LETTER</i>	– Theater Arts hours must be earned according to the points scale on the Lettering Application Form
<i>VISUAL ARTS LETTER</i>	– Visual Arts Letters must be earned according to the points scale on the Lettering Application Form

**2020-2021 Secondary
Course Selection Request Form**

Priority # _____ Date Received: _____ Time Received: _____

Student Name: _____

Grade Level for 2020-2021 School Year: _____

Attendance Day Preference: Monday _____ Wednesday _____ **Both _____

** Choosing both indicates you would like classes on both days or the class will be held both days (secondary only), and stay within the limited number of contact hours per student.

Please select **seven (7)** class choices (within the respective grade level) that you would like for your child to take. Five class sections (a two-day class counts for two sections) are required, but alternate choices are good to have for scheduling purposes. Classes will be filled on a first-come, first-served basis in order of receipt of enrollment forms and course selection sheets. See class selections below:

7th-12th Grade Priority Selections

- | | |
|-----------------|-----------------|
| Choice #1 _____ | Choice #1 _____ |
| Choice #2 _____ | Choice #2 _____ |
| Choice #3 _____ | Choice #3 _____ |
| Choice #4 _____ | Choice #4 _____ |
| Choice #5 _____ | Choice #5 _____ |
| Choice #6 _____ | Choice #6 _____ |
| Choice #7 _____ | Choice #7 _____ |

Additional Information – Please provide any other information you would like us to know regarding scheduling your child’s classes:

Thank you!