



Student – Parent Handbook
for Educational Planning

Red Canyon High School

Student – Parent Handbook for Educational Planning

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FORWARD

This booklet was prepared by the teaching, counseling, and administrative staff of Red Canyon High School to assist students and parents with the enrollment process. This Educational Planning Guide includes the RCHS mission, Expeditionary Learning methodology, dual-credit educational opportunities at Colorado Mountain College, comprehensive course offerings, and information about measurable standards for individual courses offered at Red Canyon High School. Course descriptions are arranged by subject; a description of each class explains the content. The courses listed in this handbook are tentative offerings. A course can only be offered if there is sufficient student enrollment, and many of the courses are only offered as needed or on a rotating basis. Course offerings, and the number of times a course is offered each school year, are determined by the number of students that register for that class and the demonstrated need for the course according to credits that students need to earn.

The teachers, counselors, and administrative staff at Red Canyon High School are prepared to assist students in selecting a schedule geared to meet each student's needs and interests. Before class selections are made for the following year, we recommend that both students and parents carefully read the information contained in this booklet. **Special attention should be given to the requirements for graduation.** It is our goal to meet the educational needs of all students and to provide them with a rigorous and comprehensive academic program. If we can assist you in any way with the process, please contact your student's crew leader, counselor, or the building principal.

RED CANYON HIGH SCHOOL

Welcome to the home of the Dragons! As a staff we are excited and enthusiastic about the new school year. The experiences and processes involved with educating our students are extremely rewarding. We look forward to another year of challenging each student to reach his/her potential at Red Canyon High School.

Our goal is to educate and prepare students to graduate and attain their academic and professional goals. This educational planning guide provides information about the content of academic courses, scheduling, student schedules, credits per trimester, and planning for college and/or other educational options. We encourage each student to review and discuss these course offerings with parents/guardians. It is very important for each student to study the different courses offered each trimester very carefully, and make selections according to interest and future plans. With students, staff, and parents working together, we will be better prepared for success. We, at RCHS are continually and consistently committed to developing our school culture based upon **R**espect, **C**ommunity, **H**onor, and **S**elf Discipline to create the optimal learning environment.

Mission Statement

“Educating Every Student for Success....
One Student at a Time”

Accomplishing our Mission:

As a community of educators at Red Canyon High School, we will provide a safe “non-traditional” environment, where all students can acquire skills, knowledge, and behaviors necessary to be productive citizens in an ever-changing world. We prepare students to:

- Be in charge of and apply their academic knowledge.
- Set and achieve academic and personal goals.
- Communicate effectively.
- Respect and work cooperatively with others.
- Think critically and be creative problem solvers.

To this mission we commit all of our resources.

Red Canyon High School Beliefs:

- Students will earn a certified high school diploma from RCHS representing the Eagle County School District, which complies with all expectations as set forth by the Eagle County School District and the Board of Education.
- Students will learn core skills in each critical content area such as Reading, Writing, Mathematics, Science, and Social Studies.
- Students will learn the importance of relationships and continual learning.
- Students will experience learning as something useful. It is a meaningful task that is relevant; students learn the individual gratification of being in charge of and completing their education. They will experience what happens when *you do the work*.
- Students will have ownership in their education, the facilities, programs, and their work.
- Our students will be functional, productive members of society. They will be employable with the tools and skills needed in the work place. They will possess life skills and knowledge in order to find success in their pursuits.
- Students will be given a fresh start without *baggage* when they enroll.
- Students should and will be able to follow their interests and will be supported in their pursuit of internships and apprenticeship opportunities.
- RCHS believes in experiential learning. Learning will be as authentic as possible and be grounded in real-life situations. RCHS supports field work, experts in the classroom, and pursuing travel opportunities.

RCCHS Teaching and Learning:

Our educational program is based on small group instruction, with a teacher-directed approach to each class. RCCHS places an emphasis on a small class setting, restricting all core classes to no more than 10 students per class. Students participate in the Core Courses: math, science, language arts, and social studies, and one elective class based upon community service, physical/outdoor education, and community experience opportunities. Additional courses for elective credit are completed outside of school (under the direction of a staff member) including school to career, apprenticeships, internships, community service, and physical activities.

RCCHS Credit:

Credit is awarded by utilizing Carnegie Units of credit for Core Classes and the appropriate number of documented hours for elective credit. Generally, one class is equal to .34 credits and this equals about 48 hours in the classroom.

RCCHS Finance and Governance:

We are a fully funded public high school in the Eagle County School District. The governance structure includes a Board of Education, Superintendent, Principal, and Teachers. We publicly advertise our services through the other high schools in our District as well as the local media.

RCCHS Educational Staff:

Each staff member possesses a current Colorado Teaching Certificate in his/her area of expertise. Professional growth is completed through a district program including 3 training days, along with one 90 minute staff development meeting held weekly, known as “cluster” meetings. In this setting, career teachers work with a Master or Mentor teacher to improve instruction and determine effective teaching strategies that will impact student achievement and the success of our school. We participate in the ECSD evaluation process with administrators and certified staff members. This includes four formal evaluations of certified staff conducted by the Principal, Master, and Mentor teacher.

Customer Satisfaction:

A goal of this school is to help students discover their fullest potential, as well as help our students graduate by fulfilling Eagle County School District’s requirements for graduation. We strive to include our parent community, business community, and local community members in this process. To assess our success, we distribute a yearly survey to students, parents, and District community members to obtain their comments regarding our program.

Measuring Results and Determining Success:

A measure of the success of our goals is based upon Graduation Rate, Attendance, Dropout Rates and State Assessment Data. Formal assessments include: Colorado State Assessment Program (CSAP), Northwest Evaluation Assessment (NWEA), and a District Writing Assessment. Continual assessment data is used to refine practice and instruction to increase student achievement.

What does it mean to be an Expeditionary Learning School?

RCHS is an Expeditionary Learning Outward Bound (ELOB) School. We are in partnership with ELOB and implement this reform program within our school. Expeditionary Learning is a model of comprehensive school reform for elementary, middle, and high schools that emphasizes high achievement through active learning, character growth, and teamwork. The EL program is based on a series of core practices and beliefs. EL schools focus on core curriculum skills while basing the class on in-depth investigations. A major component of an EL program is focusing on compelling topics and in-depth investigations into these topics. Learning includes authentic products, fieldwork, service learning, and inviting experts into the classroom.

Design Principles

Expeditionary Learning harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it. Expeditionary Learning is built on ten design principles that reflect the educational values and beliefs of Outward Bound:

1. **The Primacy of Self-Discovery:** Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
2. **The Having of Wonderful Ideas:** Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
3. **The Responsibility for Learning:** Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
4. **Empathy and Caring:** Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
5. **Success and Failure:** All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. **Collaboration and Competition:** Individual and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best, and with rigorous standards of excellence.
7. **Diversity and Inclusion:** Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
8. **The Natural World:** A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
9. **Solitude and Reflection:** Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.
10. **Service and Compassion:** We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others. One of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Core Practice Benchmarks

The Core Practice Benchmarks describe Expeditionary Learning in practice: what teachers, students, school leaders, families, and other partners do in fully implemented Expeditionary Learning schools. Expeditionary Learning has five Core Practices:

| | |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Expeditions | Project-based thematic studies, or learning expeditions, are the primary units of curriculum in Expeditionary Learning schools. |
| Active Pedagogy | Active Pedagogy describes school-wide use of effective and engaging instructional practices. |
| School Culture and Character | Expeditionary Learning builds and sustains a strong school culture that fosters character growth, high expectations, and equity. |
| Leadership and School Improvement | Expeditionary Learning helps school leaders to support high achievement and continuous improvement. |
| School Structures | At Expeditionary Learning schools, school leaders organize time, faculties, and students in a way that supports learning expeditions, active pedagogy, and an Expeditionary Learning school culture. |

Acceptance to Red Canyon High School

Red Canyon High School is a school of choice. Students must choose to be a part of RCHS, the programs, and curriculum. No students are ever forced to attend RCHS. If students choose not to follow Norms established by the school, they will simply be asked not to be a part of the program. All students accepted into the program choose to attend. If they uphold the standards, they will be welcomed at our campus and welcomed to return each year.

Red Canyon High School, which is the Alternative High School of the Eagle County School District, will serve students who display the following characteristics:

- Motivated to graduate early.
- Non-traditional learner who may not be finding success in the traditional setting.
- Students not enrolled in school, transient students due to frequent moves or dis-enrolled students seeking a High School diploma and not just a GED.
- Demonstrates a true need to belong and wants a fresh start.
- Teen parents or students with little or no support at home or outside of school.
- Students with chemical dependency.
- At-Risk Students, who can essentially be any student at one time or another.

Recruiting Plan for Students

Red Canyon High School uses the following methods to recruit its targeted population:

- Word of mouth: With an established program, we believe that our students are the greatest selling point of our school.
- Brochures throughout the valley, including high schools, CMC, libraries, businesses, etc.
- Staff-targeted list of potential students from BMHS and EVHS.
- Newspapers, Radio, and Television Ads.
 - Local radio stations
 - TV stations that run community calendar and BOE meetings
 - Stories and Advertisements
 - ECSD Public Relations Department

A committee comprised of the principal, counselor, and enrolled students will interview interested students. These interviews and selections will follow a first-come, first-serve basis, and will be based on demonstrated needs.

Student Expectations:

Students enrolled at Red Canyon High School must meet or exceed the following expectations.

- No Fighting. Absolute zero tolerance. Students will be removed from the program if they get into a fight on school grounds.
- Drug Free School – Red Canyon expects that all students adhere to a strict policy regarding drug use. We will enforce District policy regarding the use of drugs or alcohol on campus at any time.
 - We believe in a drug free school.
 - Students who violate this policy may be removed from the program and may reapply after a substance abuse rehabilitation program and agreement to monthly drug testing to stay in school
- Meet all state and district requirements to complete a high school education.
 - Meet academic requirements.
 - Complete mandated assessments.
 - Meet attendance and time in class requirements.
- Students must participate in their education and
 - Be active members of classes and participate in learning.
 - Meet all benchmarks and timelines to move toward the next step in each class and each year of their education.
 - Know that it is not good enough to just show up.
- Students will display ownership in the rules, guidelines, and operation of the school. (See NORMS listed below.)
 - Students will participate in the creation of these procedures.
 - There will be school advisors to ensure the following of these procedures.
 - Students must follow and abide by these rules and expectations.
- No racism of any kind will be tolerated.
- Respect for individuals, the school space, and property.

RCHS Norms

Respect

For Self
For Others
For Your School

Community

Everyone is Welcome
Care for Others
Be Positive

Honor

Be Sincere
Be a Problem Solver
Stand Up for What's Right

Self- discipline

Use Time Productively
Make Good Choices
Accept Responsibility
Do Quality Work

Developed by Students and Staff of RCHS 2004

Crew Elements

Each student at our school is a member of a crew that will stay together for the duration of their time at RCHS. Our primary focus in Crew is to ensure that each student: (1) is known well by at least one adult within the school, and (2) is an active member of a consistent and on-going small-scale peer community. Crew is a dynamic vehicle for students to explore the three Crew Guiding Questions:

Who am I?

What am I going to do to become more aware of who I am as an individual, a learner, and a contributor to the school and broader community?

What are my plans for the future?

What steps am I going to take to get there?

How am I doing?

How am I doing relative to the EL Design Principle expectations? How am I doing reaching my own academic, personal, and character goals?

Over four years, these three guiding questions will be explored through the seven **Crew Elements**:

- | | |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relationships | <ul style="list-style-type: none">• Crew provides each student a one-to-one relationship with an adult advisor.• Crew provides a consistent and ongoing small-scale peer community.• Crew advisors monitor and support student progress and serve as the student's advocate in difficult academic and social situations.• Crew advisors act as the primary contact point between parents and the school.• Crew meetings are frequently used for teambuilding exercises. |
| Service | <ul style="list-style-type: none">• Crews identify needs in the school and in outside communities, and propose and develop projects to address those needs. |
| Adventure and Fitness | <ul style="list-style-type: none">• Crew offers opportunities for adventure, guided first by the crew leader, and then gradually led by students.• Fitness and nutrition plans are developed and revisited by |

- | | |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Post-Secondary Preparation | <p>students during crew meetings.</p> <ul style="list-style-type: none"> • Crew advisors support and coach students in their exploration of options for higher education, application processes, and college selection. • Crew advisors assist in the exploration of a variety of other post secondary options and ensure students have specific post-secondary plans upon graduation. |
| School Administration | <ul style="list-style-type: none"> • Student administrative business is generally accomplished during crew meetings under the guidance of the crew advisor. |

Intensives

Intensives are credit-bearing courses lasting for three to four school days in which students are either engaged in an in-depth study of a topic, or receiving targeted academic support. Intensive courses are worth .16 credits in the different areas of study depending on the content curriculum. Our school offers Intensives at the end of each of the three trimesters. To ensure that all students stay on track to successfully meet our graduation requirements, students failing one or more classes will be enrolled in a Support Intensive instead of an Elective Intensive.

Gallery Night

Gallery Night is a public demonstration that lets students show parents, teachers, and members of the community what they are learning and doing in school. The exhibit may include artwork, research, experiment results, written work, tests, or other projects. The exhibition demonstrates what has been learned more clearly than a grade on a report card. It also gives other students ideas that will help them improve their own work and set a standard for excellent work from all students. The exhibition is an important way for us to celebrate work and to hold students and the school accountable to parents and others who care about our school.

Registration Information

Registration takes place during August before the upcoming school year. Seniors register first with upperclassmen following. Courses that are offered depend on the interest generated from students. Therefore, it is very important that students are informed and decisive when they make their course selections due to the fact the RCHS schedule is designed from their requests. Proper course selection is based upon knowledge of graduation requirements, good planning, and familiarity with the requirements of courses including prerequisites. Changes to course selections need to be made with principal permission within the first 5 days of each trimester.

Courses are offered in units of credit. A course that meets for one trimester earns .34 units of credit. Students in 9th, 10th, and 11th grade need to be enrolled in 5 classes each trimester and 3 courses of School to Career, Internship, or Community Service. Students with senior credit status and who are on track to meet graduation requirements may elect to enroll in four courses per trimester with the permission of their parents and principal. Failure in a class results in an “NC” on the student’s transcript and the student may need to repeat the coursework if it is required for graduation.

RCHS Guidance Department

The RCHS guidance department consists of one full-time counselor and one half-time School To Career Coordinator. The guidance department collaborates with teachers, parents, students, and the community to deliver a program that will help all students succeed in school as they transition into their post-secondary plans. Our guidance department provides guidance either directly, or woven into courses such as Book Studies, Health, Computer Applications, Career Counts and others. The counselor and career coordinator provide individual student planning throughout the year and meet with each student individually to plan their coursework for the next year. The counselor also responds to students’ needs with direct intervention, crisis intervention, consultation, collaboration, and referrals. We have an open door policy and make every attempt to respond to all of our constituents in a timely fashion.

Jump Start and College Visits:

Jump Start is a class available to all seniors who wish to continue their education.

Goals of the class are to:

- Determine a career interest.
- Find resources to examine trade school, vocational school, or 4-year institutions that will meet their educational goals.
- Apply to post-secondary institutions.
- Find financial aid.
- Complete a scholarship essay.

Junior year is a great time to enroll in the college visits' course. RCHS encourages students to visit college campuses during their junior year. Students need to complete the pre-approval forms and after visitation, have two days to submit proof of visit for absences to be excused.

Grade Policy and Schedule Changes

GRADE POINT AVERAGE AND CLASS RANK:

All classes assigning a grade of A or B are figured into the grade point average at trimester. Students do not receive credit for grades lower than a B-. RCHS does not calculate GPA grades unless needed for college entrance and does not provide class rank.

GRADING SCALE:

| Letter Grade | Numerical Equivalent | Regular Courses |
|-----------------|----------------------------------|--------------------|
| A | 90-100% | 4.0 |
| B | 80-89% | 3.0 |
| NC | No Credit awarded for this class | |

SCHEDULE CHANGES:

The numbers of class sections offered are based on student requests during registration. Therefore, course selections should be made carefully. Students who choose to change their course selections can do so **on a space-available basis** prior to

the first day of classes for each trimester. After classes begin, elective changes are **not** permitted. Changes after the 5-day period will be made **ONLY** at the teacher's request for the following reasons:

- The student is placed into the wrong class.
- The student must be moved to decrease class size.
- The student has an incomplete schedule.

Modification of a student's schedule needs to be done in the principal or counselor.

STUDENT PROGRESS:

Progress reports are issued every 6 weeks, report cards are issued at the end of every trimester to give students and parents an indication of progress in each course. Official grades are entered onto the transcript at the end of each trimester. Teachers can be contacted at school for more information on individual student progress.

EXCEPTIONS TO THE ABOVE POLICIES MUST HAVE THE APPROVAL OF THE PRINCIPAL

GRADUATION REQUIREMENTS

To receive a diploma from Red Canyon High School, students **MUST** earn a minimum of the following credits to graduate.

| | |
|--------------------------------------|-----------|
| English | 4 |
| Mathematics | 3 |
| Social Studies (to include Govern.5) | 3 |
| Science | 3 |
| Physical Education | 1.5 |
| Health | .5 |
| Computer Technology and Applied Tech | 1 |
| Electives | 11 |
| <u>TOTAL</u> | 27 |

Pre-Collegiate Curriculum

The Colorado Commission on Higher Education has established high school requirements for all students entering any of the 14 Colorado, Public, 4-year institutions in order to ensure success in the college setting.

| | <u>Year 2010 and later</u> | <u>highly-selective colleges</u> |
|------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------|
| English | 4 | 4 |
| Mathematics (Alg 1/2 & Geometry) | 3 | 3/4 |
| Social Studies (to include Gov't. at .5 credit) | 3 | 3/4 |
| Science | 3 | 3/4 |
| Years of the same foreign language | 2 | 3/4 |
| Academic Electives | 3 | |
| <u>College applicants have to be successful in rigorous course work and have strong test scores.</u> | | |
| | ACT | SAT |
| Most selective institutions (Ivies, Stanford, UCLA, Berkeley...) | 27-36 | 1820-2100 |
| Highly selective (Colgate, USC, CO College, Boston College...) | 24-27 | 1640-1820 |
| Selective institutions (CSU, DU, Fort Lewis, CU Boulder...) | 20-23 | 1400-1640 |
| Less Selective (Adams, Western, U of Wyoming...) | 18-21 | 1290-1400 |

Applying to college can be a daunting and overwhelming experience for students and their families. Please feel free to access the resources of RCHS college/career center. Colleges report that the most significant factor in the college admission decision are the grades earned in classes in high school. Be aware that a student's transcript sent to colleges reflects his/her work, GPA through the end of their junior year, or the first trimester of their senior year. Coursework for the senior year is also part of the application process. Secondly, colleges review standardized admission test results. Most colleges require either the SAT or ACT.. Colorado colleges use an index of GPA and test scores to determine admission to in-state, public, four year colleges. Juniors will need to schedule their standardized tests as soon as possible to complete the testing and meet college deadlines. **ALL** juniors in the state of Colorado are **required** to take the ACT test in April with no registration fee. These test results can be used to apply to colleges around the country but are not accepted for NCAA eligibility. Students may take either test more than once, however, more than three times is not recommended. Colleges also review essays and recommendations from teachers and counselor.

Technology

Students are required to earn a total of 1.0 technology credits to graduate. Either Computer Applications or Advanced Computer Applications is required, and courses in the following departments are eligible for additional .5 technology credit: Business Education, Industrial Arts, Art, Music, Technology, Foods, and CMC Career/Technical courses. Check with your counselor for specific courses.

FOUR YEAR PLAN

| | 9 th grade | 10 th grade | 11 th grade | 12 th grade | TOTALS |
|----------------------------|-----------------------|------------------------|------------------------|------------------------|--------|
| English (4.0) | | | | | |
| Math (3.0) | | | | | |
| Science (3.0) | | | | | |
| Soc St. (3.0) | | | | | |
| Govern. (.5) | | | | | |
| PE (1.5) | | | | | |
| Computer Technology (.5) | | | | | |
| App.Tech (.5) | | | | | |
| Electives (11) | | | | | |
| Foreign Language Suggested | | | | | |

Early Graduation

Seniors who have completed their entire graduation requirements prior to May of their senior year, and wish to graduate early, **MUST** present a written request to the principal stating the reasons for wanting to graduate early. The student and his/her parent or guardian must sign this request.

If approved, diplomas will be awarded during commencement ceremonies the following spring. **Only those students who have earned their required number of credits may participate in the graduation exercise. All outside credits need to be submitted and approved at least 10 school days prior to the graduation ceremony.**

ATHLETICS/ DANCE/ MUSIC/ SPEECH ELIGIBILITY

The Colorado High School Athletic Association (CHSAA) guidelines are as follows:

- The student must be enrolled in a minimum of 3 classes each trimester before and during participation.
- The student may not fail more than one class per trimester in order to participate. Eligibility is based on the grades of the previous trimester of attendance until the date CHSAA has determined when eligibility can be regained with successful schoolwork.
- The student may not participate in the upcoming year if they reach the age of 19 prior to August 1. Students may not participate more than four years.
- Any student who has attended more than 4 years of high school is ineligible for high school athletics.

Student athletes interested in playing NCAA college sports need to contact their guidance counselor for eligibility information or visit:

www.ncaaclearinghouse.com

Summer School and Credit Earned Outside School

RCHS Summer School:

Students who need to earn credit, not earned in the regular school year may attend summer school with additional cost. Students can earn credit through coursework online, with teacher support, or in specific expeditions offered by staff. For more information see your Principal/Counselor/Crew Leader.

OdysseyWare:

Students may be eligible to earn credit online within the school day. Priority will be given to seniors in need of credits for graduation. For more information see your Principal/Counselor/Crew Leader.

Credit earned outside the school setting:

Credit can be earned outside the school setting providing application is made through the Principal. Independent study projects can be developed cooperatively between a student and a RCHS teacher, and need to be approved by the Principal. Pre-approved courses include high school correspondence courses and online courses such as Brigham Young University (BYU), CO-online, CMC, or approved Gore Range Science School programs.

RCHS Staff

Mrs. Cleo Castillo - Cleo Castillo was born and raised in Eagle County. Graduated from EVHS and attended Mesa State College in Grand Junction. She's married and has 2 young boys named Robert and Steven. Cleo loves to read and do things with her "boys". She thinks the best job she's had so far is being a Mom. Cleo loves the environment at RCHS.

Ms. Judy Caligiuri - Judy Caligiuri was born and raised in New York. She got her Bachelor in Science from State University College in Buffalo, New York in Elementary and Special Education. She taught first and third grade on Long Island and then switched to teaching Primary Educable Mentally Retarded children. After receiving her Master's degree in Learning Disabilities from Adelphi University, she moved to Vail in 1979. She worked at Battle Mountain High School for 25 years, both as a Special Educator and a counselor. Additional fun activities included Advisor of Student Activities, Varsity Football Coach, Peer Counselor advisor, Cheerleading Sponsor, and a very short stint at basketball coaching. She has her doctorate in Counseling from Colorado State University. Ms. Caligiuri has been with Red Canyon High School since the 04/05 school year and loves the small classes, time for individual needs to be addressed, and mostly the warm, accepting atmosphere amongst students and staff. She's the mom of one daughter, Caitlin, who was born and raised in Vail, graduating from BMHS and University of Colorado.

Ms. Ann Constien - Ann Constien has been a language arts teacher at RCHS since the school's pilot year in the autumn of 2000. Ms. Constien taught middle school at both Berry Creek and Eagle Valley Middle Schools before transferring to RCHS. Before full-time classroom teaching in the Eagle County School District, she was a speech-language teaching assistant, substitute teacher, librarian, waitress, and ski instructor in the Vail Valley. Ms. Constien has an undergraduate degree in English education from the Ohio State University and a Master's degree in multicultural and bilingual education from the University of Colorado, Boulder.

Ms. Danielle (Danni) Drapeau - Ms. Drapeau was born in Massachusetts but grew up in Western Colorado. She returned to the East coast after high school and received her Bachelor's degree in Fine Arts in 2004 from Hartwick College in Oneonta, New York. She is excited to be using her degree to spread enthusiasm and knowledge of the art world to high school students. When she is not working or creating, Ms. D. enjoys participating in numerous outdoor activities including golfing, running, soccer, skiing, hiking, and swimming. She is also passionate about traveling and spending time with family and friends.

Ms. Linda Dudley - Linda Dudley received her Bachelor's Degree in Math and Elementary Education from Texas A&M University in 1994. While working on her Master's Degree in Curriculum and Assessment at Adams State College, she officially joined Eagle County Schools in 1995. Shortly thereafter, she helped open Avon Elementary School and assumed the role of a Third Grade Teacher and Literacy Coach. Linda taught there until she helped open Red Canyon High School in 2001, where she is still teaching Language Arts & Humanities.

Mr. Troy Dudley - Troy has been teaching Social Studies at Red Canyon High School since the 2004/05 school year. Prior to RCHS, Troy worked at Berry Creek Middle School as a teacher and Dean of Students. Troy's wife Linda also works at RCHS and they have two children, Riley and Leah. Troy has an undergraduate degree from the University of Michigan in History and Social Sciences. He then completed his Master's at Adams State University in Educational Leadership.

Ms. Jody Ejnes- Ms. Ejnes joined RCHS in 2007 and is thrilled to be opening the infant nursery. Prior to this year, Ms. Ejnes ran the childcare center at the base of Vail Mountain for 5 seasons. She was born and raised in the suburbs of New York City only leaving for 4 years to receive her BA from Washington University in St. Louis. She later received her Master's in Social Work from New York University.

Once Ms. Ejnes started her own family, she left social work and started working at preschools and child care centers because the hours left her more time with her own family. The family made the wise decision to move to Eagle County in the summer of 2003. When not at work, Ms. Ejnes enjoys playing golf, skiing, hiking, and road biking with her husband and sons.

Mr. Tom Gladitsch – Mr Gladitsch has been at Red Canyon since 2003 and has been a long time Valley local. He teaches Government and School to Career here at RCHS. He came of the Valley from Wisconsin and has 2 children who are both products of Eagle County Schools, and wife, Melinda.

Ms. Christina Gosselin - Christina Gosselin has been teaching science at Red Canyon High School since 2006. She loves the opportunity to teach in the small class settings and really values the chances to get to know each and every student here at RCHS. She grew up in Maine but went to high school and college in Virginia (go Virginia Tech Hokies!). Christina received a degree in biology, worked for a while, and then decided to go back to school at Radford University to become a teacher. She loves to travel and has had the opportunity to experience all but 2 states in the US. Here in the Valley she enjoys hiking, camping, snowboarding, and spending time with her dog Bacchus.

Ms. McKinley Grimmer – Ms. Grimmer is the Teen Parent coordinator for Red Canyon. She works with all teens who have had children or are currently pregnant to provide access to services in the valley and to provide consistent delivery of school to mothers on maternity leave. Ms. Grimmer has several years of experience in working with teen parents and high school students from an Indian reservation in New Mexico.

Ms. Cassie Harrelson - Cassie has been Red Canyon High School mathematics teacher since 2007. Prior to RCHS, Cassie worked at Battle Mountain High School as a math teacher for three years. She was born and raised in Alabama and also went to college at the University of Alabama (Roll Tide!). At the University of Alabama, she received a degree in secondary education with an emphasis in mathematics. Cassie currently attends graduate school at the University of Colorado at Boulder and is pursuing a Master's degree in social, multicultural, and linguistically diverse education.

Mr. Wade Hill - Wade has been the Principal of RCHS since 2003 and before that was the science teacher at the school when it opened. Before moving to RCHS, he was a science instructor at BMHS and Colorado Mountain College. Mr. Hill lives in Gypsum with his wife Mitzi and daughters, Sierra and Summer, and has been in the Valley since 1996. Mr. Hill has an undergraduate degree in Cellular and Molecular Biology from Fort Lewis College in Durango Colorado, a Master's degree from The Colorado College in Co. Springs CO, and a Principal's Licensure from Adams State College in Alamosa, CO.

Ms. Lara Jackson - Ms. Jackson graduated from Indiana University with a BS in Education/English. She promptly moved to Colorado where she spent five years educating herself in the finer techniques of skiing, snowboarding, hiking, camping, and mountain biking. After teaching for 5 years in the Roaring Fork Valley, she moved to Southern Colorado and taught for 2 more years. Needing a bit of a break from the ever-changing profession of education, she attended CU Boulder to earn a Master's Degree in Instruction and Curriculum. Longing to return to the mountains, she began her research and found the Red Canyon Website. She knew immediately that THIS was the school for her.

Ms. Krista Kedrowski – Joined Red Canyon in 2008 and is graduate of Battle Mountain High School. She teaches Spanish, Psychology, and Pre-Algebra for the school.

Ms. Genoveve Velasco - Genoveve has been the lead custodian at RCHS since 2007. She has been a resident of the Valley for several years with her family. Her former background includes being an Intensive Care nurse.

Expedition Planning Guide

Mathematics Expeditions

Pre - Algebra /Geometry 1, 2, 3

Core 1 - Algebra 1/Integrated Geometry 1, 2, 3

Core 2 - Algebra 2/Integrated Geometry 1, 2, 3

Consumer Finance Math
Stock Market Investment Math
Calculus and Trigonometry– Offered through CMC
Online OdysseyWare: Algebra 1, Algebra 2, Geometry, and Trigonometry

Science Expeditions (some courses are repeated because they qualify in multiple subject areas or are a team-taught course where students earn dual credits)

Biological Sciences

Mutations
Bioethics
Follow your Food
Planet Earth
Ecology and the Eagle River Watershed
How Does Your Garden Grow: Botany
Sex Education
Infectious Diseases
Cancer

Earth Sciences

Natural Disasters
Are We Alone?: Astronomy
Geology of the Eagle County
Meteorology

Chemistry

Drug Chemistry
Food Chemistry and Nutrition

Physics

Medieval Weaponry
Nukes: How I Learned to Love The Bomb
Physics of Flight and Aeronautics
Energy

Other Offerings:

Forensic Science: Crime Science
Independent Study
Online OdysseyWare: Biology, Earth Science, Chemistry, and Physics

Language Arts Expeditions (some courses are repeated because they qualify in either subject area or are a team-taught course where students earn dual credits)

ACT Prep Class
Always Running
Banned Books: *Catcher in the Rye*
Becoming Cerebral
Boy Soldier
Change Happens Everywhere
Child Called It
Civil Rights
Culture and Character
Film Critique
Girls' Book Club
Graphic Novels
Gender Issues
Genocide
Gonzo Journalism
Hispanic Literature
Ishmael
Journeys
Life Skills English
Mythology
Natural Disasters
Ongoing Affair
PACT: Parent and Child Together Time
Prom Planning
Piracy
Satire: The World According to Homer
Science Fiction
Senior Jump Start
Shakespeare
Short Films
Short Stories
Slavery and the Underground Railroad
Spoken Word
Surviving Conflicts
The Middle Ages
The Mob and Mobsters
The New Deal
The 60's Revolution/Vietnam

Twilight

Walmart: Good or Evil

Westward Expansion

World Religions

Online OdysseyWare: English 1,2,3,4 American Literature, Classics

Social Studies Expeditions (some courses are repeated because they qualify in multiple subject areas or are a team-taught course where students earn dual credits)

A Nation Divided

Abnormal Psychology

Born Free

Citizens' Awareness

Civil War

Civil Rights' Movement

Corruption and Society

Culture and Character

Economics and Small Business

Elections

Genocide

Globalization

Government Survival Guide

Historical Controversy

Imperialism

Journeys

Know Your Rights

Mythology

NAP Time: The Psychology of Dreams

Nukes: How I Learned to Love the Bomb

Peer Leadership: Effective Communication

Psychology

Psychology of Learning

Poverty and Society

Social Psychology

The Economy of Oil

The Middle Ages

The Mob and Mobsters

The New Deal

The Pacific Conflict

The Why, What, and How of Government

The 60's Revolution/The Vietnam Conflict

Water Rights and the West
War in the Pacific
Westward Expansion
When Fear and Democracy Collide
Online OdysseyWare: American History, World History, Economics, and
Government

Health and Physical Education

Getting Healthy
Disease and Wellness
Natural Healing for Women
Snowboarding/Winter Sports
Weight Training/Basketball
Outside Sports
Adventure Education
Rock Climbing
Skateboarding
Fitness/Aerobics
Mountain Biking
Interscholastic Competition Athletics
Fly-fishing
Expeditionary PE

CMC Dual Enrollment and Technical Prep Program

See listing in Class/Expedition Section as classes change.

Business/School to Career Expeditions

School to Career and Career Counts
Supervised Work Study
Community Service
Apprenticeships/Internships

Technology Expeditions

Web Page Design (See Business and School to Career)

Elective Expeditions

Cooking
Cosmetology

Habitat for Humanity
Construction Trades
Medical and Nursing Fields
Home Economics
Basic Automotive
Advanced Automotive
Independent Study
Elementary Student Assistant
Bilingual Student Assistant
Office/Teacher Assistant

Art Expeditions

Art 1,2,3,4 (Oils, Watercolor, Mixed Media)
Ceramics
Art History
Photography

International Language

(Offered @ Colorado Mountain College)

Spanish 1, Spanish 2, Spanish 3, Spanish 4
German Italian Japanese

Miscellaneous Offerings

Senior Seminar
Crew Expeditions

Flex Friday Offerings

College Visits
Scrapbooking and Yearbook
Auto Repair
Snowboarding
Cooking

Medical Field Visits
Golf
Sk8 Session
Technology

Academic Expeditions

Math Expeditions

Applied Math

Pre - Algebra /Geometry 1, 2, 3

Core 1 - Algebra 1/Integrated Geometry 1, 2, 3

Core 2 - Algebra 2 / Integrated Geometry 1, 2, 3

Consumer Finance Math

Stock Market Investment Math

Calculus and Trigonometry– Offered through CMC

Online OdysseyWare: Algebra, Algebra 2, Geometry, and Trigonometry

Living in a technological world, mathematical literacy and problem solving skills have become crucial for the jobs and careers of today and of the future. Employers are demanding that employees be flexible thinkers and proficient problem solvers. To meet these needs and those of the students, the Math staff at RCHS has developed a complete and well-rounded program. The focus of course work at RCHS is on the development of a students' conceptual understanding of algebraic reasoning as a problem solving strategy to understand real-world situations, solve problems, interpret data, and make predictions. Threads of number sense and operation sense, geometry applications, data analysis, and probability are interwoven through all courses.

Applied Math (all 3 trimesters) .34 Credit Math or Elective

Applied Math is a year-long course designed for all 9th and 10th graders and is designed to develop confident, independent learners in math. This class is to serve as a supplement to another math class, and should not be the only math class a student is enrolled in as a 9th or 10th grader at RCHS. The course is designed to fill in gaps through instruction based on concept development, computational fluency, and problem-solving strategies. The topics that are covered include but are not limited to: integers and exponents, rational numbers (fractions and decimals), ratios, proportions, percentages, algebraic expressions and equations, inequalities area, perimeter, coordinate geometry, measurement, data, probability, and statistics. *This class is open only to 9th or 10th graders, or by teacher recommendation.*

Pre-Algebra with Geometry (all 3 trimesters) .34 Credit

Pre-Algebra with Geometry is a year-long course that serves as a bridge to Core 1. The concepts covered in this course will prepare a student to find success in higher-level math classes. The topics that are covered include but are not limited to: operations with integers, multiple representations of rational numbers, properties of

exponents, Pythagorean Theorem, algebraic expressions, coordinate geometry, perimeter and area, collecting, displaying and analyzing data, ratios and similarity, probability, surface area, volume, and solving and graphing equations.

Math 1 – Integrated Algebra 1 and Geometry (all 3 trimesters)

.34 Credit

Integrated Algebra 1 and Geometry is a year-long course that contains interwoven strands of algebra and functions, geometry and trigonometry, statistics and probability, and discrete mathematics. The topics that are covered include but are not limited to: patterns of change, patterns in data, linear functions, graph theory, exponential functions, patterns in shape, and quadratic functions.

Math 2 – Integrated Algebra 2 and Geometry (all 3 trimesters)

.34 Credit

Integrated Algebra 2 and Geometry is a yearlong course that contains interwoven strands of algebra and functions, geometry and trigonometry, statistics and probability, and discrete mathematics. The topics that are covered include but are not limited to: a review of Math 1 content, patterns in chance, systems of equations, matrices, coordinate geometry methods, regression and correlation, non-linear functions, trigonometric methods, and probability distribution.

Math 3 – Integrated Algebra 2 and Geometry (all 3 trimesters)

.34 Credit

A continuation of integrated Algebra 2 and Geometry is a yearlong course that contains interwoven strands of algebra and functions, geometry and trigonometry, statistics and probability, and discrete mathematics. The topics that are covered include but are not limited to: a review of Core 1 content, patterns in chance, systems of equations, matrices, coordinate geometry methods, regression and correlation, non-linear functions, trigonometric methods, and probability distribution.

Consumer Finance Math

.34 Credit

This course applies mathematical concepts to everyday life and exposes students to some real world processes. Topics include: proportions (money conversions/scale drawings), percentages (banking/loans), estimates, measurements, employment process/rates of pay/salary and benefits, taxes, budgeting, home ownership, banking

(balancing checkbook and understanding the services offered), investments, savings/retirement options and credit cards. Some emphasis is placed on projects and computer web quest/research.

Stock Market/Investment Math **.34 Credit**

In this class, student will explore the math involved in investing money in different situations. This includes the purchase of Real Estate, Stocks, Bonds, and Money Market Funds, as well as understanding the basics of the operations of the stock market.

Trigonometry and Calculus **.5 Credit**

Higher-level math classes are offered through Colorado Mountain College.

OdysseyWare **.34 Credit**

Online OdysseyWare: Basic math, Pre-Algebra, Algebra, Geometry, Algebra 2, Trigonometry, and Calculus.

Science Expeditions

| Group 1 | Biology Offerings | (Two offerings) |
|---------------------------------------|--------------------------|------------------------|
| Mutations | | .34 Credit |
| Bioethics | | .34 Credit |
| Follow Your Food | | .34 Credit |
| Planet Earth | | .34 Credit |
| Ecology and the Eagle River Watershed | | .34 Credit |
| How Does Your Garden Grow? | | .34 Credit |
| Sex Ed: 101 | | .34 Credit |
| Infectious Diseases | | .34 Credit |
| Cancer | | .34 Credit |

Mutations **.34 Credit**

Do you ever wonder what causes genetic mutations? Was there really a bearded woman? The trimester will be broken down into 3 parts: background information, types of mutations, and how mutations affect populations. We will study DNA and

how it works, as well as several case studies of mutations in humans. We will also look at how this causes organisms to change over time. Are all mutations bad?

Bioethics

.34 Credit

Bioethics asks a lot of questions about future dangers and implications of science, but as of today, has given very few answers. How do you feel about being able to “special order” your child in the future? What about cloning? Have you heard about genetically modified foods? You will search for your personal answers in a 4 hour block class where you will also learn the science behind your questions. This will count as dual credits in science and English.

Follow Your Food

.34 Credit

What happens to my food when I eat? This class is an anatomy class that is going to follow a chewed piece of food throughout the body from start to finish. We are going to analyze the organs needed to digest your meal (eyes to see food, stomach, intestines, kidneys, etc.), as well as how your body breaks down your food. This class involves dissections (for example, a fetal pig)! We will answer questions such as “why do we fart and burp?” and “does gum really stay in your stomach for 7 years?”

Planet Earth

.34 Credit

We will watch the Planet Earth video series and explain the following: (with several different organisms as examples)

Adaptations- How have animals adapted to their environments?

Biomes- What are the differences between ecosystems?

Classification- Where are they located on the tree of life?

Development- What does an animal look like during their stages of growth in the womb?

We will also be discussing the theory of evolution.

Ecology and the Eagle River Watershed

.34 Credit

This field-based course will investigate ecological concepts as they apply to the Eagle River Valley. Emphasis will be placed on the flow of energy through ecosystems, food chains, and species interactions. Students will explore the concept of biodiversity, and assess the value of maintaining biodiversity in terms of ecological benefit. We will also explore the effects of humans and their interactions with the environment.

How Does Your Garden Grow?

.34 Credit

How are our daily activities affecting the plants of our planet? We will learn about the structures and functions of plants and you will set up your own experiment to test during the trimester using the scientific method. We will study photosynthesis (ask Ms. Harrelson about this word!), plant reproduction, tropisms, nitrogen/carbon/water cycles, etc. We will be volunteering with local groups in the community and planting flowers around the area.

Sex Ed: 101

.34 Credit

We will look at the science behind human reproduction as well as STDs and how they affect you on a cellular level. Topics will include reproductive organs, menstruation, sperm production, hormones, bacterial vs. viral infections, abortion, and pregnancy. This class will contain adult content and a high level of maturity is expected. We will be designing a sex education book for our final product.

Infectious Diseases

.34 Credit

Oh no, it's flu season! How does this affect you? In this expedition we will study the differences between bacterial and viral infections. Topics will include how viruses replication, infect a host, and ways to kill bacteria and viruses.

Cancer

.34 Credit

Unfortunately everyone has had some experience with cancer, whether themselves or with a loved one. What causes it? How can it be treated? In this expedition we will look at the conditions of cancer development, the cell cycle, cell growth, mitosis and meiosis.

Group Two: Earth Sciences

(Two Courses Required)

| | |
|-------------------------|-------------|
| Natural Disasters | .34 Credits |
| Are We Alone? | .34 Credits |
| Geology of Eagle County | .34 Credits |
| Meteorology | .34 Credits |

Natural Disasters

.34 Credit

Natural disasters affect people in every part of the world. How do they form? Why do they occur in certain areas and not others? We will be exploring hurricanes, tornadoes, earthquakes, and volcanoes from around the world and how their impacts affect populations. We will be reading memoirs of survivors & excerpts from novels about these historical events. Written reflections & speeches will also capture your

knowledge of these topics. Be prepared to read, write, and discuss! This is a team taught class.

Are We Alone?

.34 Credit

Are we alone in this Universe? What is the possibility of life, as we know it, being somewhere other than Earth? This is an astronomy class that will look at life forms and conditions of planet Earth and compare and contrast to other planets, moons, and asteroids in the Universe to see if the possibility of life could exist in other places. Topics will include the composition of land and atmospheres of other planets, moons, and asteroids, conditions needed for life, and extreme life forms here on Earth.

Geology of Eagle County

.34 Credit

We will be looking at how the county has evolved throughout the last several million of years to present day. We will address the following questions as well others throughout the trimester: How did the Rockies form? How did the Dotsero volcano form? Why do we have fossils? There will be several hikes around the valley, so be prepared to get outside and check out our valley!

Meteorology

.34 Credit

In this expedition, we will be focusing on weather processes and forecasting. Will it rain tomorrow? What is the chance it will snow? Topics will include atmospheric composition, wind patterns, air pressure, and other meteorological topics.

Group Three:

Chemistry

(Two Classes Required)

Drug Chemistry

.34 Credits

Food Chemistry

.34 Credits

Drug Chemistry

.34 Credit

We will investigate common legal and illegal drugs used today to determine how their molecular structures are similar, the effects on the brain, and how they interact with the body. Topics will include nomenclature, structures, chemical interactions, and long and short term effects on the body.

Food Chemistry

.34 Credit

Have you ever looked at a nutrition label and wondered what it meant? In this class we will analyze the nutritional value of foods we eat, how it is broken down by the digestive system, and how cellular respiration breaks it down even more and uses it to fuel your body.

| | |
|----------------------------|-------------------------------|
| Group Four: Physics | (Two Classes Required) |
| Medieval Weaponry | .34 Credits |
| Nukes | .34 Credits |
| Amusement Park Physics | .34 Credits |
| Energy | .34 Credits |

Medieval Weaponry **.34 Credit**

We will examine the history of weapons used over the centuries during battles and wars. In this class we will build catapults, trebuchets, bows and arrows, simple machines, and sling shots and test their trajectories and how efficiently they work. This is a physics-based class where we will learn about energy transfer, velocity, acceleration, momentum changes, potential and kinetic energy, work, and power.

Nukes **.34 Credit**

This is a team-taught science and social studies expedition where we will examine the science and history of nuclear weapons. From the science perspective, we will examine the chemistry behind nuclear bombs: radiation and its effects on the body, types of bombs, periodic table trends, chemical reactions, radioactive decay, etc. We will NOT be making bombs! From the historical side, we will explore how the bomb affected Hiroshima and Nagasaki, how United Nations is involved, and how nations interact.

Amusement Park Physics **.34 Credit**

This advanced laboratory-based physics course is a continuation of the basic principles covered in both Kinetics and Energy Transfer as they apply to physics. This class is offered upon demand and must have teacher approval for entrance.

Energy **.34 Credit**

Our natural resources are depleting at an alarming rate. What is being done about it? We will look at new technologies being developed to solve our problems of the future. Topics will include solar power, electricity, magnetism, and alternatively fueled cars.

Group Five: Other Offerings/Expeditions

| | |
|---------------------------------|-------------|
| Forensic Science: Crime Science | .34 Credits |
| Independent Study | .34 Credits |
| OdysseyWare | .34 Credits |

Forensic Science: The Crime Scene .34 Credit

Forensic science is the application of science to law. Science offers the knowledge and technology needed for definition, enforcement, and clarification of the use of evidence in criminal and civil cases. Forensic science draws on the disciplines of life, physical, and earth sciences to form a truly integrated application of science. This laboratory-based course will explore the science of the crime scene. It will include many of the key factors that police and forensic scientists use to determine the causes of a crime, including topics such as footprints, soil, fingerprint analysis, hair and fiber determination, and blood and fluid analysis. Students will understand the basics of DNA fingerprinting, and the new role it plays in the determination of guilt.

Independent Study .34 Credit

In this course, students will develop a course of study from direct interaction with the instructor. The course of study will reflect the student's career goal within the field of science. Students will be responsible for the development of a proposal for the course of the study and for its full development. Students will design and conduct a large-scale experiment to answer a question. This course will include in-depth research, processing, and a well-developed research paper.

OdysseyWare Science .34 Credit

Classes of Science available: Biology, Earth Science, Chemistry, Physics,
.34 Credits.

Humanities Expeditions

ACT Prep Class

.34 Credit

Get prepared for the ACT this spring. This class will explore the structure and content necessary to be successful on the ACT test in April.

Always Running

.34 Credit

This class will be a study of the life of author, Luis J. Rodriguez and his will to overcome conflict. While reading his memoir: *Always Running*, we will focus on improving reading skills – fluency, prosody, vocabulary, and comprehension. Be prepared to discuss, read, write, respond, and share!

Banned Books: Catcher in the Rye

.34 Credit

This book study will explore Holden and his world. It's a great book. This is a college prep-level reading class that is for higher-level thinkers capable of independent thought and for fairly strong readers as well.

Becoming Cerebral

.34 Credit

This is an English class that will expand your vocabulary and assist you to become a deep thinker with reading. Each week you will learn 10 new words, participate in a Read Aloud activity, and share a weekly reading. You will learn strategies to study words and decode words that you don't know. We will also spend some class time learning about current events.

Boy Soldier

.34 Credit

Have you ever thought about child protection laws? What happens in third world countries when rebels take over, or what it would be like if your freedoms were taken away? These items will be discussed and read about during this. 34 English Class with Mrs. Dudley. This class will focus on improving reading skills – fluency, prosody, vocabulary and comprehension. We will work on these skills while reading the memoir, *A Long Way Gone: Memoirs of a Boy Soldier*.

Change Happens Everywhere!

.34 Credit

We will read Who Moved My Cheese by Spencer Johnson. This class will offer discussions about how people cope with “change” in their lives. Each day we will meet as a group to read, discuss, share our journals, and apply our learning to life.

A Child Called It

.34 Credit

This book club will read and explore the books A Child Called It and The Lost Boy by Dave Pelzer. These books are graphic and reveal the unbelievable story of child abuse and the will of a child to overcome it. We will also learn about some of the psychology of abuse as well as how the law protects people in these cases.

Civil Rights

.34 English and .34 Social Studies

Through this expedition, students will gain an understanding of the Civil Rights' Era. We will examine how the government is responsible for racial inequality, how citizens respond to injustices and how issues of civil rights remain relevant today. We will read a novel, analyze photos, and post a web page of our study.

Culture and Character

.34 Credit

During this class students will try to answer the questions: "Why does character matter?" "What does it mean to be happy?" and "How does one become happy?". We will read *The Four Agreements*, speak with experts, play games, write extensively, and complete a service project with younger Eagle County students. If you aren't afraid to challenge yourself, then this class is for you. Required for students new to RCHS.

Film Critique: Movies

.34 Credit

Hollywood studios receive thousands of movie scripts every year. Writers beg to have their stories told on the "silver screen." And Hollywood has released hundreds of movies each year for the past 70 years. (How many movies is that anyway?) Why are certain movies re-filmed or remakes? How does the first version differ from the second version? How does technology impact each version? How do society's rules and taboos influence the story's characters, plot, and setting? This class will study several sets of "remake movies" and try to answer the questions posed above. We will be reading and writing our answers and opinions.

Girls' Book Club: Summer of the Traveling Pants .34 Credit

We will read a book about friendship and discuss how we can apply these principles in our own relationships. We will explore your personality style, some healthy ways to take care of yourself, and why a great girlfriend is important to have in your life. There will be guest speakers, interesting field trips, as well as some service to our community. We hope to do an overnight trip to Denver during this course.

GenderBender

.34 Credit

This course will focus on gender roles in the media, education, and work environments. We will discuss the theory of ‘nature versus nurture’ and examine the expectations of our society with regard to stereotypes of sexes, sexuality, and gender roles.

Genocide

.34 Credit

What is genocide? What causes genocide to happen? Why do people follow? Taught by Mrs. Dudley, this class will look at two historical cases of genocide: The Holocaust & Rwanda. We will read Night by Elie Wiesel, several memoirs of survivors of Rwanda, and many other short articles dealing with these topics. Be prepared to discuss, read, write, respond and share! This class will offer either .34 English credit or .34 Social Studies credit.

Gonzo Journalism

.34 Credit

Have you ever read a boring article about a cool topic? Have you ever wished the reporter wrote like you talked? Have you ever wondered what the journalist actually *thought* while they reported? Welcome to Gonzo Journalism! We’ll watch *Fear and Loathing in Las Vegas*, and then we’ll learn about Hunter S. Thompson (the main character in “Fear and Loathing”). Be prepared to read gonzo and write your own gonzo stories.

Graphic Novels

.34 Credit

This course is designed to interest students in the current medium of graphic novels. We will read the *Watchmen* and discuss the historical and social implications exposed. Cooperatively, students will design a short graphic novel utilizing their knowledge of layout, panel design, and economized word usage.

Hispanic Literature

.34 Credit

During this trimester, we will define the Hispanic culture. We will do an author study to compare and contrast the diverse literature, lifestyles, and experiences described by the authors. Reading and writing will be practiced and emphasized with a focus on synthesizing information and making connections with our own lives by writing a research paper.

Ishmael Book Study

.34 Credit

“Teacher seeks pupils. Must have an earnest desire to save the world.”

Ishmael, by Daniel Quinn is the story of a desperate young man in search of a teacher. The teacher he finds is a lowland gorilla, who being a member of a species entirely different from ours, has an entirely different vision of our history and our role in the universe.

This is a college prep-level reading class that is for higher-level thinkers capable of independent thoughts.

Journeys Class .34 Credit English or Social Studies

What has drawn people to immigrate to the United States? What obstacles stand in their way? What does it take to assimilate into a society and preserve cultural identity? Take this .34 Humanities class with Mrs. Dudley and learn why people come to the US, how they get here, how they are treated, and how they impact society. We will have three in-depth investigations on this topic as well as read excerpts from Ted Conover's *Coyotes* and Sonia Nazario's novel, *Enrique's Journey*.

Life Skills English .34 Credit

Learn basic skills necessary to survive in today's modern world. Work on specific skills such as reading lease agreements and rental contracts, tax forms, and other legal documents.

Mythology .34 Credit

Where did the Olympics start? What is the origin of the word democracy? Both are from ancient Greece, and both are still relevant to Western society today. In this class we'll learn about Athens, Sparta, and the gods that they worshipped. Students will read mythology and create artwork about the readings.

Natural Disasters .34 English and .34 Science Credit

Natural disasters affect people in every part of the world. How do they form? Why do they occur in certain areas and not others? We will be exploring hurricanes, tornadoes, earthquakes, and volcanoes from around the world and how their impacts affect populations. We will be reading memoirs of survivors & excerpts from novels about these historical events. Written reflections & poetry will also capture your knowledge of these topics. Be prepared to read, write, and discuss!

PACT .34 Credit

This expedition is tailored to the needs of our pregnant or parenting students. Divided into phases for students who are expecting, parents of infants, and parents of toddlers, we will explore parenting practices, first aid and safety, discipline, child development, child nutrition, and economic independence. Students will create and maintain a portfolio highlighting their child's development.

Piracy

.34 Credit

Myth or Fact: Pirates wear bandanas, are heavily armed, and loot ships for gold? To learn the answer to this question and many more, join in the fun of exploring piracy from its Golden Age to the present day.

Prom Planning Expedition

.34 Credit

This expedition for English credit is planning and staging the RCHS prom. Students will decide the prom's date, location, menu, entertainment, and theme. Students will also lead fundraising efforts and coordinate parent volunteers. Maximum enrollment per campus is 10 students. Motivated students only please.

Poverty in the United States

.34 Credit

Who lives in poverty in America? What factors contribute to poverty? How is poverty measured? This course will examine poverty in the United States. We will participate in simulations, read from Nickle and Dimed by Barbara Ehrenreich, and complete a case study of an impoverished community. You will be asked to think critically about current events and propose realistic and creative solutions!

Satire: The World According to Homer

.34 Credit

What can we learn about the world from watching *The Simpsons*? For over 15 years *The Simpsons* have been commenting on the world we live in through a form of comedy called satire. This class will teach students to be critical viewers of television and other media. We will be reading satire in all forms including: political cartoons, television, film, and print.

Sci-Fi: Science Fiction

.34 Credit

What parts of science fiction reflect today's society? We will investigate elements of science fiction through reading and watching classics.

Senior Jump Start

.34 Credit

Wow! You've worked hard to get o this final year, so now what?!!! This is a continuation of the mandatory class for all seniors who have a minimum of 15 credits

and expect to graduate. Emphasis will continue to focus on life beyond high school--exploring career and college options, using Internet resources for navigating career choices, technical schools and four year colleges; writing an essay that can be used for college and scholarship applications; visiting with technical/community and four year college representatives, and preparing yourself for the wonderful opportunities that await you.

Shakespeare

.34 Credit

Why is William Shakespeare's work still widely read, even though it's 400 years old? We will try to answer this question by reading a play and examining Elizabethan England and the modern cultural significance of his work. This class is open to all students, but is highly recommended for college-bound students.

Short Films 101

.34 Credit

Do you have an idea that would make a great movie? Write, direct, film, act, and edit your own short movie. Take the movie from your idea all the way to the theater premier. Earn either English or technology credit.

Shortz: A Ride on the Short Side

.34 Credit

A bathroom read or something more? Why read a novel when you could read a short? Is an author less of an author because they use fewer words? Or is there something more to the art of writing a short? Are they the gems to earning an English credit for reading less? Join the short team and find out!

Slavery

.34 Credit

This class will give you an introduction as to what it would have been like in the 1800's for a slave seeking freedom. Through book clubs, writing, and discussion we will explore some of the concepts of the Civil War, and specifically learn about the Underground Railroad. We will meet twice a week and look at a lot of different literature surrounding this time period.

Spoken Word

.34 Credit

WORD! What is Spoken Word poetry? What makes a poem a poem? What is good poetry? This workshop is about performing poetry that is of personal and social concern (whatever those words mean to you,) designed to empower everyone and anyone who wants to start writing about their world and begin speaking their minds with sharpened and chiseled words.

Surviving Conflicts

.34 Credit

Remember learning about all the different types of conflicts there are? Man vs. Man, Man vs. Nature....Choose a book that reflects one of these and learn how people survive in society, no matter what conflicts come their way. Be ready to read, write and discuss your thoughts with your peers while you are in book clubs. Learn from others' perspectives & experiences!

The Middle Ages

.34 Credit

Students will be immersed in one of the most misunderstood periods in history. The Middle Ages were not only a time of knights, crusades, and castles, but also feudalism, and disease. We will investigate the impact of religious and social structures on the daily lives of the citizens.

The Mob and Organized Crime

.34 Credit

Learn all about the beginnings of organized crime and its growth in the United States. This humanities course will explore the beginnings of crime rings and their growth during the industrialization of America. Explore many of the important crime families and the interactions of the mob families in society, politics, and local communities.

The New Deal

.34 English or Social Studies Credit

What was life like in the early 1930s during to the Great Depression? How did President Roosevelt's New Deal try to fix the Great Depression? How did the New Deal affect society? Participate in book clubs, read short articles, and research to learn more about this time period of United States History.

The Ongoing Affair

.34 Credit

Relations between Native Americans and the US government have been turbulent throughout history. We will examine the treaties, policies, and practices that have complicated the relationship and caused mistrust. We will read and write about the inherent struggles faced by Native Americans as they were pushed from lands, personal accounts of hardships, and how this history has affected current issues.

The 60's Revolution and the Vietnam War

.68 Credits English or .34 Social Studies and .34 English

If you remember the 60s, you weren't there. This class will be an in-depth look at the Vietnam War, Civil Rights, Counter-Culture and the people, music, and literature that shaped these times. Earn either English and Social Studies credit or TWO English credits.

Wal-Mart: Devil or Savior?

.34 Credit

This class will perform a case study on Wal-Mart. How did it start? How does it do business? How has it changed business? Is it good for you, or does it cause you trouble?

Westward Expansion

.34 Credit

Would you like to buy 827,987 square miles (2,144,476 square kilometers) of land – about the size of 8 Colorados - for about \$15 million? Well President Jefferson did, and that was called the Louisiana Purchase. How did we get the land of Texas, Colorado, New Mexico, and Arizona? Who were the people who risked their lives to move West? What motivated them to go? You'll learn the answers to these questions during the class.

World Religions

.34 Credit

This is an investigation into the definition of religion and its significance to cultures throughout the world. Specifically, we will study the belief systems, rituals, codes of ethics, and philosophies of Christianity, Islam, Judaism, Animism, Buddhism, and Hinduism. We will also consider how these beliefs have fueled conflicts in the past and the present.

OdysseyWare Language Arts

.34 Credit

All classes of Language Arts available; English 1, 2, 3, 4

SOCIAL STUDIES EXPEDITIONS

The Social Studies Department uses an inclusive, project approach to its courses. We feel this approach accommodates all learning styles. It allows for student ownership of their learning, and it develops practical life skills. We work with the English department by incorporating the six trait-writing guide to help students become effective writers. The Colorado State Standards for History, Civics, and Geography are addressed through the curriculum developed at the building level.

A Nation Divided

.34 Credit

This class will take an in-depth look at the Civil War. We will look at what caused this horrific campaign and the struggles of bringing the nation back together.

Abnormal Psychology

.34 Credit

Abnormal behaviors both fascinate and concern scientists and the general public. We will explore why people exhibit abnormal behaviors, how they express their disturbances, and how such behaviors can be prevented and treated. Case studies about such disorders of Schizophrenia, Obsessive Compulsive Disorder, and Mood Disorders will be examined to explain how the science of psychology has evolved. In an effort to raise global awareness surrounding mental disorders, we will produce Public Service Announcements.

Born Free

.34 Credit

This class takes an in-depth look at the political and legal process of developing a law, introducing it, and getting it through the Legislative Branch. Then what happens with it? This class will look at several case studies and explore their impact on our society. If you need Government credit, here it is.

Citizen Awareness

.34 Credit

This class takes an in-depth look at political issues in the world today. Learn to identify your own political beliefs, as well as those of others. You will also become an observer of the media and their influences on audiences.

Civil Rights

.34 English and .34 Social Studies

Through this expedition, students will gain an understanding of the Civil Rights' Era. We will examine how the government is responsible for racial inequality, how citizens respond to injustices, and how issues of civil rights remain relevant today. We will read a novel, analyze photos, and post a web page of our study.

Corruption and Society

.34 Credit

In this expedition we will look at an era of social change in America. During this time, capitalism and big business took off; the government was riddled with corruption, and the little guy was just trying to get make ends meet. We will analyze how the common man was taken advantage of and the protections that were created to keep them safe.

Culture and Character

.34 Credit

During this class students will try to answer the questions "Why does character matter?" "What does it mean to be happy?" and "How does one become happy?". We will read *The Four Agreements*, speak with experts, play games, write extensively, and complete a service project with younger Eagle County students. If you aren't afraid to challenge yourself, then this class is for you. Required for students new to RCHS.

Economics: Small Business Plan

. 34 Credit

Learn the ins and outs of starting your own business. Develop a business plan and know all the important aspects that small business people need to know in order to be successful.

Elections

.34 Credit

This is a government class that explores the issues of the upcoming election. With an understanding of the issues, students will identify the issues, what, and who they connect with, and where each candidate stands on the issues.

Genocide

.34 Credit

What is genocide? What causes genocide to happen? Why do people follow? Taught by Mrs. Dudley, this class will look at two historical cases of genocide: The Holocaust & Rwanda. We will read Night by Elie Wiesel, several memoirs of survivors of Rwanda, and many other short articles dealing with these topics. Be prepared to discuss, read, write, respond, and share!

Globalization: What In The World?

.34 Credit

How is the global community tied together? What happens to communities when they become production centers for the global market? How is the environment impacted by global production? This class will examine the impact of globalization on the world. Specifically, we will examine the history of colonialism, sweatshops, child labor, the global food market, and the environment. Our final project will be a class-designed service project.

Government Survival Guide

.34 Credit

During this class, we will look at the purpose of government in society. We will then look at different types of government with limited and unlimited powers. Finally, we will study the rights and responsibilities of citizens in today's society.

Historical Controversies

.34 Credit

Did you know Helen Keller was a communist? This class will look at controversial issues in US history that are left out of most textbooks. Students will compare historical accounts between textbooks, and Lies My Teacher Told Me to find inconsistencies. Students will also do their own investigations to find out what else the textbooks leave out.

Imperialism

.34 Credit

This expedition will investigate the act of countries in extending its power outside its borders and creating an Empire. We will evaluate the causes, historical impact, and current use of such international behavior. Finally, we will look at what has helped nations gain power and what tends to ultimately break up Empires into smaller weakened parts.

Journeys Class

.34 Credit

What has drawn people to immigrate to the United States? What obstacles stand in their way? What does it take to assimilate into a society and preserve cultural identity? Take this .34 Humanities class with Mrs. Dudley and learn why people come to the US, how they get here, how they are treated, and how they impact society. We will have three in depth investigations on this topic, as well as read excerpts from Ted Conover's *Coyotes* and Sonia Nazario's novel, *Enrique's Journey*.

Know Your Rights!

.34 Credit

Can they do that? If you have ever questioned if your rights were being violated, then take this class. We will investigate the juvenile justice system at the federal, state, and local level to learn your rights as a young adult. You will earn a .68 (S.S. and English) credit as you create a document to educate others about negotiating the justice system as a juvenile.

Mythology

.34 Credit

Where did the Olympics start? What is the origin of the word democracy? Both are from ancient Greece, and both are still relevant to Western society today. In this class we'll learn about Athens, Sparta, and the gods that they worshipped. Students will read mythology and create artwork about the readings.

Nukes: How I Learned to Love the Bomb

.68 Credit:

.34 Science/.34 Social Studies

This is a team-taught, science and social studies expedition where we will examine the science and history of nuclear weapons. From the science perspective, we will examine the chemistry behind nuclear bombs: radiation and its effects on the body, types of bombs, periodic table trends, chemical reactions, radioactive decay, etc. We will NOT be making bombs! From the historical aspect, we will explore how the bomb affected Hiroshima and Nagasaki and how United Nations has worked in the past and present to keep us from glowing at night.

Peer Leadership: Effective Communication

.34 Credit

Peer Leadership Defined: Peer leaders are students trained in specific communication skills who effectively help other students. Purpose: We believe there is value in young people helping young people. When a student has a concern, he/she typically talks first with a peer. For this reason we feel peer leaders may be used to reach more

students. There are many times when students need the support of someone who is more than a friend and less than a professional adult counselor. They don't necessarily need intensive counseling, just a "good ear" and a "caring heart". How it works: Sophomores-Seniors will be considered for consideration in the Peer Leadership class. Students will learn helping behaviors, active listening, communication styles, effective message sending, values clarification, decision-making, and conflict resolution. A self-awareness project is also part of the training. Students need to be willing to attend an overnight retreat sometime during the trimester.

Piracy

.34 Credit

Myth or Fact: Pirates wear bandanas, are heavily armed, and loot ships for gold? To learn the answer to this question and many more, join in the fun of exploring piracy from its Golden Age to the present day.

Psychology

.34 Credit

Learn all about the field and study of psychology. Students will explore the basics of the psychology of thought processes and how individuals interact with each other.

Psychology of Learning

.34 Credit

This course is an introduction to the systematic study and science of the behavior and mental process of human beings.

Psychology of Addictions

.34 Credit

How and why do people become addicts? Which addictions are actually classified as psychological disorders? How can people successfully overcome addiction? We will evaluate these questions and more as we look at addictions from *shopaholics* to *alcoholics* and check out the brain's role in it all!

The Economy of Oil

.34 Credit

Oil has a huge impact on the world's economy. We will explore how oil drives political decisions. This will start with: What is oil? Why do people fight over it? What does it have to do with me? Join us as we delve into the oil producing countries of Venezuela, Iraq, U.S., Nigeria, and Russia to see how they disperse their oil wealth.

The Middle Ages

.34 Credit

Students will be immersed in one of the most misunderstood periods in history. The Middle Ages were not only a time of knights, crusades, and castles, but also feudalism, and disease. We will investigate the impact of religious and social structures on the daily lives of the citizens.

The Mob and Organized Crime

.34 Credit

Learn all about the beginnings of organized crime and its growth in the United States. This humanities course will explore the beginnings of crime rings and their growth during the industrialization of America. Explore many of the important crime families and the interactions of the mob families in society, politics, and local communities.

The New Deal

.34 Credit

What was life like in the early 1930s during the Great Depression? How did President Roosevelt's New Deal try to fix the Great Depression? How did the New Deal affect society? Participate in book clubs, read short articles, and research to learn more about this time period of United States History.

The Why, What, and How of Government

.34 Credit

Learn to present important governmental principals using PowerPoint. We will look at why we have government, how governments are different, and what our government can and can't do. Learn the important basics and present your learning using PowerPoint.

The 60's Revolution/The Vietnam Conflict

.34 Social Studies/.34 English

If you remember the 60s, you weren't there. This class will be an in-depth look at the Vietnam War, Civil Rights, Counter-Culture and the people, music, and literature that shaped these times. Earn either English or Social Studies credit.

Water Rights and the West

.34 Credit

Water in the West is incredibly scarce and it has a huge impact on our local economy. We will explore policies of water that drive political decisions. This will start: With what is water? Why do people fight over it? What does it have to do with me? Join us as we delve into local issues around who gets to use water. Explore the Colorado

River compact and the states that fight over water. This will include several local field trips.

War in the Pacific

.34 Credit

This class will take an in-depth look at the theater of war that started in infamy and ended with the A-bomb. We will examine how the war was fought on both sides and the people who put their lives on the line. In the end, the class will ultimately debate the decision to drop the bomb and the rationale behind the decision.

When Fear and Democracy Collide

.34 Credit

Who will be next? This class will look at the trials, which have targeted individuals in order to make people feel safe in their belief systems. By looking at the Salem Witch Trials and McCarthyism, we will be able to analyze possible current violations.

World Religions

.34 Credit

Is an investigation into the definition of religion and its significance to cultures throughout the world. Specifically, we will study the belief systems, rituals, codes of ethics, and philosophies of Christianity, Islam, Judaism, Animism, Buddhism, and Hinduism. We will also consider how these beliefs have fueled conflicts in the past and the present.

OdysseyWare Social Studies

.34 Credit

Classes of Social Studies available: American History, Geography, World History, Economics, and Government.

Health and Physical Education Expeditions

The objective of Physical Education is to contribute to the physical, mental, emotional, and social development of the student through participation in a variety of activities. The program is organized so that each student has the opportunity to participate in a variety of indoor and outdoor sports. Upon completion of the high school physical education program, students will be able to demonstrate the following standards:

- *Be able to apply physical education to life.*
- *Be able to demonstrate knowledge and skills that will better enable participation in individual and team sports.*

- *Be able to assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular fitness.*
- *Be able to demonstrate knowledge and skills that better enable participation in sports and recreational activities.*
- *Posses an awareness and respect for individual and cultural differences through a variety of physical education activities.*

Getting Healthy .68 Credit Health, English, PE, or Tech.

4 Hours of class, combined with 4-hour long fitness programs designed for outside of the class. This class will focus on making healthy choices in daily life. A variety of speakers will be invited to discuss topics on staying healthy.

Disease and Wellness: The Invisable World .34 Credit

This laboratory-based course will explore the fascinating world of microorganisms. Disease and Wellness focuses on the factors that cause disease and illness, understanding the progression of illness, and how the body's immune system reacts. Students will gain a better understanding of viruses and bacteria, their structure, and the way in which they are transmitted. Students will learn the ways in which the body defends itself from infection and recovers. Students will investigate viruses and bacteria, and the methods in which they reproduce. The class also focuses on the industrial applications of bacteria and fungus in the production of food for human consumption.

Relationships .34 Credit

What is a parent? How does becoming a parent impact your life? What are the stages of pregnancy? How can pregnancy be prevented? These are some of the questions we will explore as we read the novel, Too Soon for Jeff by Marilyn Reynolds. Too Soon for Jeff is the story of a high school student who becomes a father too soon. The book is written for high school students and is an enjoyable and interesting read.

Natural Healing for Women .34 Credit

Ever hear that chicken soup heals a cold, that gargling with salt water will cure a sore throat, or that the juice of an aloe plant will soothe a burn? Explore these ideas and other alternative methods for taking care of yourself. Begin with a discussion of folk medicine (healing strategies passed from generation to generation) from your friends and families. Explore other alternative medicines like herbs, acupuncture, and homeopathy. Create your own beauty products from ingredients derived from the earth. Design fragrances that meet your emotional and physical needs based on the

practice of aromatherapy. Conclude with several weeks of yoga practice to increase awareness and comfort with your body—you will be amazed at what you can do!

Snowboarding

.34 Credit

It's time to ride. Meet at McCoy's each Friday and ride all day. All students that received passes must sign up for this class. Class meets at McCoy's at Beaver Creek and will then ride with the instructor.

Weight Training and Lifting

.34 Credit

This coeducational course is directed toward students who want to participate in weight training. This is an introductory course. The emphasis of this class will be on participation and ability to improve one's strength and flexibility.

Individual Sports

.34 Credit

This coeducational course is directed toward students who want to participate in individual sports and fitness activities such as golf, tennis, hiking, badminton, ping-pong, snowshoeing, and dance. Students desiring to take this class must be willing to engage themselves in longer units that focus on several aspects of the specific sports and fitness activities.

Independent Study Health

.34 Credit

This course is a study of current health issues, and is required for all graduates. Topics include physical fitness, nutrition, human sexuality, emotional and social development, chemical abuse, holistic health and disease prevention, stress management, safety, and first aid.

Outside Sports

.34 Credit

Students who participate in Vail Valley Soccer, Ski Club Vail, Vail Junior Hockey Program, Team Summit, Vail Academy of Dance, Snowboard Outreach Society or any other ECSD approved sports programs may earn .34 units of physical education credit for each season up to a maximum of 1 high school credit for their documented participation in 4 years of high school.

Adventure Education

.34 Credit

In this class, students engage in weekly adventures around Eagle County. Students will explore a variety of adventures including a low ropes course, mountain climbing, hiking, backcountry fishing, and culminate with a high ropes course in Breckenridge.

Rock Climbing

.34 Credit

Students participating in Rock Climbing will work with Meet The Wilderness. Students will learn several climbing techniques, setting climbs, and determining routes to climb. Students will learn proper etiquette for climbing and the buddy system for climbing with a partner.

Sk8 Session

.34 Credit

Who has the best skate park in the valley? In the state? Travel around Colorado to find the mountains' best skate parks.

High Impact Aerobics and Yoga

.34 Credit

Students will participate in weekly step aerobics class with a focus on high impact aerobics and increased heart rate to attain maximum fat burning. Students in Yoga experience techniques used to strengthen the core through stretching and postures.

Mountain Biking

.34 Credit

Students will ride different trails throughout Eagle County working on building endurance and skill each week. Students will also learn basic maintenance and care for their bike with a tuning clinic.

Fly Fishing

.34 Credit

Learn the basics of fly-casting and fly-fishing. Learn different techniques to present your fly to fish, how to read water and current to help find fish, and techniques in landing and caring of fish. All students will practice catch and release in this class.

Expeditionary Physical Education

.34 Credit

Core expeditions often have physical components outside of the classroom. If it is determined that a course has a significant amount of physical activity, such as hiking to high alpine lakes in a study on alpine ecology, then credit for PE may be given at the discretion of the teacher presenting the expedition.

Medical Field Study Science, Health, or Technology .34 Credit

We will be exploring the range of medical careers while volunteering and visiting hospitals, doctor offices, coroner, and other various medical facilities. You will be

required to interview a person in the medical field, research their career, and create an I-movie.

COLLEGE CREDIT OPPORTUNITIES at RCHS

Students at RCHS can earn college credit while working toward high school graduation. Students benefit not only by saving college tuition and time, but will find upper-level courses challenging and a good preparation for college work. These opportunities include:

DUAL CREDIT COURSES:

The Colorado legislature allows juniors and seniors to attend approved post-secondary educational institutions to earn high school and/or college credit. Eagle County School District has entered into an agreement with Colorado Mountain College to provide the opportunity for students to earn high school and college credit simultaneously.

CAREER OPTIONS Colorado Mt College/ RCHS

Dual Credit Career & Technical Courses

(ECSD in cooperation with Colorado Mountain College)

The following dual credit classes have been added to Eagle County School District high school course offerings to provide students with options to explore a wide variety of career options while in high school. These courses represent areas of interest as determined by a Student Interest Survey completed in the fall of 2003 among Eagle County students. The classes provide an introduction to an area of study that, if pursued, would count towards a complete course of study through Colorado Mountain College and ultimately result in an Associate Degree or industry certification. Some specifics related to Career & Technical dual credit courses include:

- *Students need to be 16 years of age and have junior or senior status in their high school.*
- *Students may take up to two dual credit courses per trimester and have their tuition paid by ECSD if they receive a “C” or above in the course.*
- *Career & Technical dual credit courses are offered off-campus in the late afternoon or evening at Eagle County CMC locations.*

- *Students taking Career & Technical dual credit courses may be in classes with adult learners.*
- *Students taking a Career & Technical dual credit course in the evening will receive one period of high school campus release.*

Course offerings include: **Automotive, Medical Preparation, Hospitality Management, Emergency Medical Technician, Fire Science, Early Childhood Education, Construction Trades, Criminal Justice, Computer Technology, and Aviation.** Eagle County Schools will pay the tuition for a TOTAL of six CMC courses (“C” or above) per year for the junior and senior years. If a student wishes to take additional courses, it will be at their expense and those courses that they pay for will not be considered part of their full-time status as a student or for athletic eligibility. Students are responsible for tuition if they do not earn a “C” or better on the college course, or drop the course after the drop/add period.

CMC career technical courses are offered at a CMC campus on a semester system, fall and spring. Students interested in attending any of these classes need to contact their guidance counselor prior to the beginning of the CMC semester. Specific information about courses, programs, and offerings can be found in the CMC Catalogue on campus or at www.coloradomtn.edu

RCHS/CMC Dual Credit Career Tech offerings include:

CMC Course Title

Automotive:

DC Auto Shop Orientation

DC Brakes

Culinary Arts

Food Safety and Sanitation

Food Preparation (Several Classes)

Medical Preparation:

DC Nurse Aide

DC Nurse Aide Clinical

DC Gerontology

DC Medical Terminology

DC Orientation to Pharmacy

Criminal Justice

DC Introduction to Criminal Justice

Hospitality Management:

DC Intro Hospitality

DC Front Office Procedures

Emergency Technical Training: *

must be 18 years of age

DC Emergency Med Tech

DC Emergency Med Tech Clinical

DC Human Anatomy/Phys /Lab

Real Estate License

All courses

Fire Science:

DC Fire Suspension

DC Health and Safety

DC Fire Protection Systems

Early Childhood Education:

DC Guidance Strategies for Children

DC Child Development * College Reading

Rqd

Electricity and Wiring

All courses

Construction Trades:

DC Basic Construction

DC Cost Estimations

DC Blueprint Reading

Computer Technology:

DC Intro Networking

DC Principals of Info Security

Aviation:

DC Aviation Ground School

Business and School to Career

Business education provides business and computer information, and skills to enhance every individual as a citizen and a consumer. Business education prepares students for entry into, and advancement in jobs within business, computer and many other related career areas. It also prepares students to handle their own business affairs and to function intelligently as citizens and consumers in a business economy.

State and local standards are met by incorporating many language arts and mathematic skills into the activities of the courses. Accounting and Entrepreneurship, in particular, strengthen math skills of students. Social Studies concepts are explored in our studies of economics, economic systems, and business law.

As a Vocationally Certified Program with the State of Colorado, the Business Education Department and its instructors meet stringent standards and requirements set forth by the Colorado Community College. Future Business Leaders of America is an integral part of the CCCOES and BMHS Business Education program with nearly 20% of all BMHS students annually participating in this national organization.

Careers Count

.34 Credit

This course is an introduction to paid employment. As an introduction to the field of work, students are required to address career research, resumes, cover letters, interviewing, taxes, understanding paycheck stubs, workplace expectations, unemployment benefits, and other competency skills. Credit is earned for successful completion of the classroom modules, employer's evaluation, completion of work hours, and end of the trimester portfolio presentation.

School to Career and Supervised Work Study

.34 Credit

This course is a supervised work-study opportunity for RCHS students. After completing Careers Count, students can earn .34 credits for a minimum of 87 hours of paid employment during the school year. Students will be supervised and are expected to verify their work hours and further develop their career portfolio. If students have not taken Careers Count, they will be required to complete career resume, cover letter, portfolio, interview, career research, and work competency skills.

Community Service

.34 Credit

Students may perform community service. This is defined as donating time to a worthy or charitable organization throughout the local community. These are unpaid hours donated in service to an organization. 42 Hours of community service equals .34 credits of elective credit.

Internship/Apprenticeships

.34 Credit

Students are encouraged to participate in internships or apprenticeships. This is defined as donating time to a working organization or business throughout the local community, which is of direct interest as a potential career for a student. These are unpaid hours donated in service to the organization while learning the trade in exchange. 42 Hours of internship/apprenticeship equals .34 credits of elective credit.

Web Page Design

.34 Credit

This course will introduce students to basic knowledge and use of the Internet and the design and creation of web pages. Topics will include Internet and computer terminology, ethical use of the Internet, use of search engines, utilizing the Internet as

an educational resource, and HTML programming. The majority of the class time will be devoted to creating and maintaining the RCHS web page. The use of digital cameras, scanners, and image editing software will be addressed in-depth as well as web page layout and design principles.

Elective Expeditions

Introduction to Auto Shop

.34 Credit

This class will be an introduction to the automobile. Topics include an overview such as changing oil, checking fluids, and checking tires. It will provide students with an emphasis on proper care and maintenance of a vehicle. The class will also explore possible careers in the automotive world. This class is designed to familiarize students with the basic principles of the internal combustion engine in automobiles and small equipment. This class will help students gain knowledge in periodic maintenance that you can do at home with basic tools. This can save students considerable amounts of money by doing the work themselves. There will be numerous hands-on lessons done by each student.

Advanced Auto Shop

.34 Credit

This class provides students with an in-depth continuation of the Intro to Automotive class. Students will continue to examine topics of automotive repair. This class will prepare students to enter the ASC certification program next year with CMC.

Cooking Class

.34 Credit

We will plan some meals, cook some meals (we will eat our mistakes) and learn where food comes from. This class will include visits with some of the chefs in the Valley.

Cosmetology

.34 Credit

Students will study all aspects of the field of cosmetology including hair, nails, massage, and make-up application. Emphasis will be placed on running the business end of the operations as well.

Construction Trades and Habitat for Humanity .34 Credit

Students will study all aspects of the field of construction trades including concrete work, framing, plumbing and heating, electrical, roofing, and others while working to build a habitat house. Special emphasis will be placed on running the business end of the operations as well.

Construction Trades .34 Credit

Students will study all aspects of the field of construction trades including concrete work, framing, plumbing and heating, electrical, roofing, and others. Special emphasis will be placed on running the business end of the operations as well.

Medical and Nursing Fields .34 Credit

Students will study all aspects of the field of the medical trades. Special emphasis will be placed on the appropriate steps of education to work in the field. This will include several visits to the hospital and local clinics.

Independent Study .34 Credit

Prerequisite: Teacher sponsor and permission of principal. Students must provide a written rationale for an independent study to an instructor. Teacher sponsors need to be in the department “highly qualified teacher” for that subject area. Students and sponsors need to maintain the integrity of the class by requiring at least 42 hours of work over the 12-week period to earn .34 credits. Independent Study options need to be approved and submitted within the first 5 days of each trimester.

Elementary Student Assistant .34 Credit

Prerequisite: permission of principal at both sending and receiving schools.

By permission of the principal of the elementary school, selected students may be utilized as elementary school assistants. Students who desire to pursue teaching as a career or have a strong interest in working in an educational setting with young children will be considered.

Bilingual Assistant

.34 Credit

Prerequisite: permission of instructor

Students who have completed at least three units of language or who are bilingual speakers may serve as bilingual teaching assistants, working with different faculty members in different subject areas. Preference will be given to those students enrolled in a language class, and to those who are willing to work the SLA resource room.

Teacher Assistant/Office Aide

.34 Credit

Prerequisite: permission of the instructor/office staff

This opportunity is for students who wish to assist in a specific area of the school. Teachers use aides to grade papers, take inventories, deliver messages, set up teaching/learning stations, etc. Office aides assist in general office procedures such as: recording attendance, operating copy machines, taking messages, answering questions, and completing routine filing.

Art Expeditions

The Art Department teaches students the essential skills that enable them to become creative problem solvers, expressive communicators, discerning consumers, and culturally educated individuals. The Art curriculum is aligned with State and District Visual Arts curriculum standards. Students learn to recognize and use visual arts as a language for communication. This is accomplished through knowing, understanding and applying the basic components that solve visual problems. They learn to understand and apply materials, techniques, technologies, and processes. Learning to be more culturally sensitive and personally aware, students can find historical connections in their art and the work of others. They become visually literate through analyzing, interpreting and evaluating the characteristics, merits, and meanings of works of art. This broad experience helps students understand the connection between the visual arts and other disciplines.

ART 1, 2, 3, 4

.34 Credit

Fee: \$10 class

Art I A/B is a class designed for students interested in learning about art. Students will work with various media and develop visual literacy as they explore the

structures of art. Art 1A and 1B are the prerequisite for Fine Art Survey, Graphic Design, Photography, Portfolio, and AP Studio Art.

Ceramics

.34 Credit Fee:\$20 Class

Ceramics is an art production class that will meet for just one trimester. It focuses on hand building techniques and follows with wheel experience. Students will produce original pieces.

Art History with Water Color and Oil Painting

.34 Credit

Learn about great watercolor and oil artists, the techniques that they used, and build your own skills on the canvas.

Photography

.34 Credit Fee: \$20 year

Students will learn the basics of camera operation and film exposure while shooting photographs that concentrate on strong composition. Students will process black and white films and prints from their own negatives. Students must provide their own SLR camera, and assume some film and paper costs. School to career connections will be explored.

INTERNATIONAL LANGUAGES

Offered in conjunction with Colorado Mountain College.

Spanish 1 A/B

.34 Credit

This is a course in beginning (first year) Spanish for students who have had a little or no previous exposure to the language. Emphasis is on understanding, speaking, reading, and writing Spanish. The class includes an introduction to Hispanic culture.

Spanish 2 A/B

.34 Credit

This is a course in intermediate (second year) Spanish and is a continuation of Spanish 1. The emphasis is on vocabulary expansion, grammar, conversation, reading, writing, and culture. Students with significant prior experience in Spanish should consult with the instructor to determine if they are eligible for this course as their initial course.

Spanish 3 A/B

.34 Credit

This is an advanced (third year) Spanish class and is a continuation of Spanish 2. Emphasis is on conversation, composition, and reading. The class is conducted primarily in Spanish.

Spanish 4 A/B

.34 Credit

This course is conducted in Spanish and emphasizes advanced levels of listening, speaking, composition, reading, and grammar. It is an appropriate choice for juniors who have completed Spanish 3.

Italian 1 A/B

.34 Credit

This is a course in beginning (first year) Italian for students who have had a little or no previous exposure to the language. Emphasis is on understanding, speaking, reading, and writing Italian. The class includes an introduction to Italian culture.

German 1 A/B

.34 Credit

This is a course in beginning (first year) German for students who have had a little or no previous exposure to the language. Emphasis is on understanding, speaking, reading, and writing German. The class includes an introduction to German culture.

Japanese 1 A/B

.34 Credit

This is a course in beginning (first year) Japanese for students who have had a little or no previous exposure to the language. Emphasis is on understanding, speaking, reading, and writing Japanese. The class includes an introduction to Japanese culture.

Flex Friday Offerings

Snowboarding

.34 Credit

It's time to ride. Meet at McCoy's each Friday and ride all day. All students that received passes must sign up for this class. Class meets at McCoys at Beaver Creek and will then ride with the instructor.

Scrapbooking

.34 Credit

This class will continue with creating the RCHS scrapbook RCHS collages for decorating the walls.

Golf Course Management

.34 Credit

Students in this class will explore topics in golf course management and as part of the class students will design their own Frisbee golf course.

Auto Repair

.34 Credit

This class will work on getting a 1951 Jeep Willies running again. This class will research what is needed to be repaired, and then complete the necessary maintenance in order to get the vehicle back on the road.

Sk8 Session

.34 Credit

Who has the best skate park in the valley? In the state? Travel around Colorado with to find the best skate parks.

Yearbook

.34 Credit

Help design Red Canyon's yearbook. Class is open for 2 – 3 students willing to work with the Principal on the beginning steps of the creation of a yearbook.

SK8 Film

.34 Credit

Who wants to make a skateboarding movie? Help document RCHS students' obsession with skateboarding. Plan, shoot, and edit a skateboard film including action, interviews, and the many wacky antics of our skaters! Through this experience, you will have a chance to enhance your interviewing, camera, and editing skills.

Boat Building

.34 Credit

Why build a boat? Because we CAN. We will start from scratch and build a 16-foot drift boat. This boat will then be sold at an auction and proceeds will benefit RCHS. Any level of building ability welcome.

School Profile

TYPE OF SCHOOL

Red Canyon High School is a four-year alternative high school enrolling 103 students. Red Canyon is accredited through Eagle County School District's Secondary Schools program in conjunction with the Colorado Department of Education.

COMMUNITY

Red Canyon is the public alternative school in Eagle County School District. The District serves approximately 5,000 students in 16 schools, K-12. RCHS is one of three high schools that together serve 1,400 students. Eagle County is a mountain resort community of 40,000 full-time residents located 100 miles west of Denver in the Colorado Rockies. The county includes the internationally known ski resorts of Vail and Beaver Creek. Eagle County is an economically and culturally diverse community with a cosmopolitan atmosphere, rich in natural beauty and opportunity.

ENROLLMENT

103 students, approximately 50% Caucasian and 50% Hispanic including 10% limited English speakers.

FACULTY

RCHS has 13 staff members, with an average of 9 years experience, including 1 counselor and 1 administrator. A majority of RCHS teachers have a Master's degree in their area of expertise.

SCHOOL YEAR

RCHS has three 12-week trimesters. Classes vary in length depending on the subject and teacher's design of the course. Courses are generally worth .34 credits. 48 hours of class time equals .34 credits.

CURRICULUM

Over 100 courses are offered in 5 departments. RCHS is an expeditionary learning school and offers classes designed around this philosophy. Expeditions emphasize specific topics, which are often controversial. They consist of fieldwork and experts with a focus on real life applications. RCHS also focuses on small class size and personal relationships developed between the teachers and students.

GRADUATION

27 credits are required to graduate with a *minimum* in the following areas:

| | | | |
|----------------------|----|------------------------|-----|
| English..... | 4 | Social Studies..... | 2.5 |
| Mathematics..... | 3 | US Government | 5 |
| Sciences..... | 3 | Physical Education.... | 1.5 |
| Health..... | .5 | Computer Tech..... | .5 |
| Fine Arts/Tech | .5 | Electives | 11 |

GRADING AND RANKING

Grades are given on a letter scale: A, B, and no grade. Class rankings are based upon cumulative GPA and calculated only when requested. Students must demonstrate proficiency at 80%, or continue to revise the work until acceptable.

| | <u>Points</u> | | |
|----------|-------------------------------------|-----|---------------|
| A | 90-100 | 4.0 | Excellent |
| B | 80-89 | 3.0 | Above Average |
| NG | No grade earned/not included in GPA | | |
| NC..... | No credit earned | | |

Post Graduate Plans

(Average statistics)

- 68% Entered a 2 or 4-year colleges
- 24% Entered the work force
- 2% Joined the Armed Forces
- 4% Deferred school to pursue travel or sports

MANDATORY STATE AND DISTRICT TESTING

All students are tested yearly on the NWEA MAP test. All 9th and 10th grade students are tested on the Colorado State Assessment Program.

All students are assessed on the monthly Edison Test. All juniors are tested for the ACT as requested by the state of Colorado.

DUAL HIGH SCHOOL AND COLLEGE CREDIT CLASSES (DC)

Several classes are offered through Colorado Mountain College including a variety of vocational career tracks and high-level college entrance classes.

