



JOHN ADAMS HIGH SCHOOLS

2017-2018 Course Catalog

(Subject to Change – Updated August 2016)



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MISSION & VISION

The mission of JAHS is to prepare high school students for collegiate success.

We will provide a safe, structured and rigorous college preparatory environment that promotes academic excellence and ensures that each student is accepted to at least one four-year college or university. Our students will partner with highly qualified teachers and college counselors to develop, implement, and track their individual path to college with a program that involves advanced placement courses. Finally, we value our students as unique individuals and will provide a character program that prepares our students to be a responsible and dynamic citizen like our founding father, John Adams.



JOHN ADAMS

John Adams is one of the United States' most revered Founding Fathers. He was a well-educated writer, statesman, diplomat, revolutionary, vice-president, and president. His contributions to the formation of the United States cannot be matched. Indeed, among other things he helped write and lead the debate to adopt the Declaration of Independence, and, he was instrumental in the creation and adoption of the Constitution of the United States. John Adams was also known as a man of great character. It is with this legacy in mind that programs of John Adams High School are shaped.



GOALS OF JOHN ADAMS HIGH SCHOOL

John Adams High School will focus on college preparation. Research has shown that high school students who take AP courses perform better in college than students who do not. Students who pass AP courses in high school outperform those who do not. As such, it is the goal of JAHS to prepare each student to take at least one Advanced Placement (AP) course prior to graduation. Students will work with college counselors on an individual college plan that is designed to help them meet this goal and to ensure they are taking the courses required by colleges or universities of interest to the student. College counselors shall also advise students on college readiness, test preparation, and college planning. The increased focus on college preparation and the emphasis on college course experience will prepare students at JAHS to be ready for the rigors of college.

In light of this, the school has adopted the following student goals:

- John Adams High School will prepare students for collegiate success by ensuring each student will enroll in at least three AP courses.
- John Adams High School will prepare students for collegiate success by ensuring student will be accepted to at least one four year college or university of his/her choosing.



COLLEGE PREPARATION

College Preparation is important in today's highly competitive college admission process. Individual guidance will be provided by JAHS's college counselors.

FOUR COLLEGE PREPARATION FACTORS

Generally speaking, college admissions are dictated by four factors:

1. The quality of high school courses taken.
2. Grades; in particular, grades earned in the high quality courses, overall GPA, and class rank.
3. Standardized test scores such as ACT and SAT scores.
4. Other factors such as school activities, community involvement, and recommendations.

John Adams High School will help students prepare for college by focusing on how each student can improve in these four factors. For instance, students will be prepared to, and shall, take at least three college preparatory courses (factor #1). In addition, these courses will help students improve their grades in high quality courses (factor #2) and will translate to improved standardized test scores (factor #3). Finally, the Patriot Program will provide students with unique activities and our college counselors will help students identify opportunities for community involvement. (factor #4).

Students will meet regularly with college counselors to ensure they are on an appropriate and manageable track toward college readiness. An individual college plan will be created for each student that takes into account these four factors. Most importantly, this plan will be monitored as the student progresses through school.



COLLEGE PLANNING

College readiness begins with the end in mind. By knowing each student's college goals, plans can be made to help the student achieve those goals. In addition, it is beneficial to keep in mind how the student is performing to ensure the goals are realistic.

College admissions can be clustered in four categories:

1. Most Difficult – More than 75% of the freshman at these schools were in the top 10% of their high school class and scored over 1310 on the SAT 1 or over 29 on the ACT. About 30% or fewer of applicants were accepted. Examples include: US Air Force Academy, Stanford, Harvard, Duke, and Emory.
2. Very Difficult – More than 50% of the freshman were in the top 10% of their high school class and scored over 1230 on the SAT 1 or over 26 on the ACT. About 60% or fewer of applicants were accepted. Examples include: Colorado College, Colorado School of Mines, Pepperdine University, and UCLA.
3. Moderately Difficult – More than 75% of the freshman were in the top half of their high school class and scored over 1010 on the SAT 1 or over 18 on the ACT. About 60% or fewer of applicants were accepted. Examples include: University of Colorado/Boulder, University of Denver, and Colorado State.
4. Minimally Difficult – Most freshman were not in the top half of their high school class and scored below 1010 on the SAT 1 or below 19 on the ACT. About 95% or fewer of applicants were accepted. Examples include: Metropolitan State, Mesa State, and Johnson & Wales.



GRADUATION REQUIREMENTS

In order to graduate, students shall be required to take the following courses. A credit hour is a single year long course. A semester long course is half a credit hour.

	DCSD credit hour reqs.	JAHS credit hour reqs.
English	4	4
Math	3	4
Science	3	4
Social Studies	3	4
Foreign language	0	2
Practical arts	1	0
Arts	1	1
Physical Education	1	1
Electives	8	6
Patriot Program (Life skills)	0	2
TOTAL	24	28



AP COURSES

It is the goal of John Adams High School to prepare every student for college by ensuring that each student enrolls in at least three AP courses. Students with ILPs, IEPs and 504 plans will be accommodated and may be exempted. These courses will be designed, first and foremost, as college preparatory courses. And, naturally, they will be designed to help students pass AP tests at the end of the school year. AP coursework is an integral part of the academic plan for each student. As such, planning for success in AP course work will be an important part of the college counselors' jobs.

The following tables show a number of course progressions from year-to-year. These progressions provide students with a path to excel in AP courses and shall be implemented based on each individual student's assessments, preparedness, needs and goals. Other courses and other progressions may be offered depending on need and student preparedness. Various after school, study hall or other programs may be implemented for individual students based on need.

Math						
Freshmen	→	Sophomore	→	Junior	→	Senior
Pre-algebra	→	Algebra I	→	Geometry	→	Algebra II
Algebra I	→	Geometry & Algebra II	→	Pre-calculus	→	AP Calculus AB
Algebra I	→	Geometry & Algebra II	→	Pre-calculus	→	AP Calculus AB AP Calculus BC
Algebra I	→	Geometry	→	Algebra II	→	AP Statistics
Algebra I	→	Geometry & Algebra II	→	Pre-calculus	→	AP Statistics
Geometry	→	Algebra II	→	Pre-calculus	→	AP Calculus AB



English

Freshmen	→	Sophomore	→	Junior	→	Senior
World Literature	→	British Literature	→	American Literature, and Rhetoric	→	AP Language & Composition
World Literature	→	British Literature	→	American Literature	→	AP Literature & Composition
World Literature	→	British Literature	→	AP Language & Composition	→	AP Literature & Composition
World Literature	→	British Literature	→	Rhetoric & Logic	→	AP Language & Composition
World Literature	→	British Literature	→	Rhetoric & Logic	→	AP Literature & Composition
World Literature	→	British Literature	→	Rhetoric & Logic	→	Literature & Composition



Science

Freshmen	→	Sophomore	→	Junior	→	Senior
Biology	→	Chemistry	→	Physics	→	Earth science
Biology	→	Chemistry	→	Physics	→	AP Environmental Science
Biology	→	Chemistry	→	Physics	→	AP Biology
Biology	→	Chemistry	→	Physics	→	AP Chemistry
Biology	→	Chemistry	→	Physics	→	AP Physics B
Biology	→	Chemistry	→	Physics	→	AP Physics C: Mechanics
Biology	→	Chemistry	→	Physics	→	AP Physics C: Electricity and Magnetism
Biology	→	Chemistry	→	AP Biology	→	Physics
Biology	→	Chemistry	→	AP Chemistry	→	Physics
Biology	→	Chemistry	→	AP Environmental Science	→	Physics

Music

Freshmen	→	Sophomore	→	Junior	→	Senior
Choir or orchestra or band	→	Choir or orchestra or band	→	Choir or orchestra or band	→	AP Music Theory



Social Studies

Freshmen	→	Sophomore	→	Junior	→	Senior
AP Human Geography, or Human Geography	→	AP U.S. Government, or U.S. Government	→	AP U.S. History, or U.S. History	→	AP U.S. Government
AP Human Geography, or Human Geography	→	AP U.S. Government, or U.S. Government	→	AP U.S. History, or U.S. History	→	AP U.S. History
AP Human Geography, or Human Geography	→	AP U.S. Government, or U.S. Government	→	AP U.S. History, or U.S. History	→	AP World History
AP Human Geography, or Human Geography	→	AP U.S. Government, or U.S. Government	→	AP U.S. History, or U.S. History	→	AP Psychology
AP Human Geography, or Human Geography	→	AP U.S. Government, or U.S. Government	→	AP U.S. History, or U.S. History	→	AP Economics
AP Human Geography, or Human Geography	→	AP U.S. Government, or U.S. Government	→	AP Psychology	→	AP U.S. History, or U.S. History
Human Geography	→	U.S. Government	→	U.S. History	→	AP Human Geography



Art

Freshmen	→	Sophomore	→	Junior	→	Senior
Foundations of Art	→	Digital Art and Photography I & II and/or Film Study	→	AP Studio Art and Drawing	→	AP Studio Art/2D Design
Foundations of Art	→	Digital Art and Photography I & II	→	Film Study	→	AP Studio Art and Drawing
Foundations of Art	→	Digital Art and Photography I & II	→	Film Study	→	AP Studio Art/2D Design

Foreign Language

Freshmen	→	Sophomore	→	Junior	→	Senior
Spanish I	→	Spanish II	→	Spanish III	→	AP Spanish
Spanish I	→	Spanish II	→	Spanish III	→	Spanish IV
Mandarin I	→	Mandarin II	→	Mandarin III	→	AP Mandarin
Mandarin I	→	Mandarin II	→	Mandarin III	→	Mandarin IV



COURSE OFFERINGS

ENGLISH

English 1: World Literature

Students will be introduced to literary analysis and will be given many opportunities to discuss literature and apply writing skills to the development and refinement of literary arguments. Students will exercise writing skills with a focus on grammar, vocabulary, writing mechanics and composition. Additionally, this survey English course introduces students to close and critical reading and responding (orally and in well-crafted writing) to significant works (novels, short stories, essays, plays, and poetry) by a variety of authors from different times and places in history. An honors section is available.

English 2: American Literature and Composition

Because this course is intended to parallel a college composition course, it is faster paced and more rigorous than American Literature; it is designed for the student who wants an extra challenge, is willing to accept significant responsibility for the learning process, and approach college-level content maturely. Topics covered are similar to those in American Literature, with the added focus of preparing students for becoming successful college writers.



FINE ARTS AND MEDIA TECHNOLOGY

Foundations of Fine Arts 1

This beginning drawing, painting and design course emphasizes artistic expression and techniques for students. Students will express their ideas by using art as a form of communication. The course serves as an introduction to the two-dimensional and three-dimensional thought processes through the understanding and application of the Elements and Principles of Design. A wide range of mediums are used in this course including, but not limited to, value pencils, charcoal, ink, cut, torn paper & found objects, water color, pastels, color pencils, and clay. Students will develop the confidence and ability to evaluate and discuss their own work and the work of others.

As students work toward an appreciation and understanding of art, they will relate visual arts to various historical and cultural traditions. Students will learn to respect their own ideas and artistic expressions and those of others as they analyze and evaluate works of art. Open to freshman and sophomores.

Foundations of Fine Arts 2

This course is a continuation of Fine Art 1 and is a more in-depth study of artistic styles and techniques. Studio work will cover color pencil drawings, watercolor, acrylic or oil painting and art appreciation. Prerequisite: Foundations of Fine Art 1.

Computer Programming 1

This course serves students with a variety of career or academic interests. PERL programming language will be used to teach basic programming. Topics include problem analysis, development of algorithms, statements, commands, debugging, loops, control structures, expressions and operators, the top-down programming concept, subroutines, arrays and subscripts, nested structures and loops, logical operators, sorting algorithms, string data and character string manipulations, file access, graphics, sound, and color.



Computer Programming 2

Students receive a solid grounding in the fundamentals of computer programming and software engineering through the use of the web-based programming language php. Topics include object oriented software design, algorithms, user interface design, the client/server model, security, database management, debugging techniques, and software testing. Students design, build, and test increasingly complex programs in php, addressing real-world scenarios such as content management systems. The final project for this class is the construction of a web-based computer forum or other interactive database-driven project. Programs will be constructed in a manner consistent with good software development practice and modern design techniques. Prerequisite: Computer Programming 1 or instructor approval.

Web Design 1:

Have fun designing web pages using Dreamweaver and Photoshop. Learn the dos and don'ts of web page design by evaluating existing web pages. Let your creative side show with the designing/editing software Photoshop. Combine your Dreamweaver and Photoshop skills to create professional, up-to-date web sites that are pleasing to the eye and easy to use. Focus on expanding your web design skills and build on what you learned in the first course. You'll explore several advanced features of the Macromedia Web Design Suite.

Build on your existing Dreamweaver skills, and become familiar with several interactive design techniques using Flash. Individual and group projects are assigned, and frequently involve the creation of "real world" interactive web sites. Advanced Web students work with actual professionals, proposing and developing web sites for independent entrepreneurs, businesses, and various organizations within our community and beyond. No prerequisite required.



HEALTH & PHYSICAL EDUCATION

Athletic Weights and Conditioning

This course is for the student who would like to learn weightlifting techniques and how to design a weightlifting program. The course helps students build healthier bodies through safe, proper physical maintenance and diet. This class stresses the importance of maintaining a healthy fitness level now and throughout life.

Health

High school health education provides an opportunity for students to develop skills for daily living which helps them prepare for the future. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease.

Physical Education

This class consists of a variety of sports and games as well as a fitness component that focuses on being competitive and participating at a level of intensity that is greater than the non-competitive P.E. class. Some examples of sports and activities are flag football, soccer, basketball, volleyball, ultimate Frisbee, and hockey. The course incorporates an element of educating students to explore and understand the importance making exercise and/or playing sports part of living a healthy lifestyle.



MATHEMATICS

Pre-Algebra

This is a year-long course for students who are in need of additional support in Algebra I. The goal of this class is to split the attention of the students between Pre-Algebra skills and the Algebra I curriculum. Because the class meets daily, the instructor will be able to format the delivery of the course to boost math skills of the students. When these students successfully complete this class, they will be able to make the transition into Geometry the next year. They will cover the same topics as the regular Algebra I class but at a slower pace.

Algebra 1

In this course, students will cover operations with integers, expressions, order of operations, exponents, scientific notation, properties and axioms, solving of one-step and multi-step equations, quadratic equations and the quadratic formula, polynomials, graphing, and probability. After this course, students will be ready to continue their work in Algebra 2 but will not have enough background to take Pre-Calculus without additional independent work. An honors section is available for students with department approval

Geometry

Students will study Euclidean geometry with a more detailed emphasis on inductive and deductive reasoning and will be asked to demonstrate their knowledge of the material primarily by way of proof. Topics include properties of points, lines, rays, planes, polygons, circles, spheres, congruence, parallelism, perpendicularity, similarity, transformations, basic trigonometry, calculation of area/perimeter/volume, and the Pythagorean Theorem along with other theorem work. Honor sections are available for students with department approval.

Prerequisite: Algebra 1.

Honors Geometry

Students will study Euclidean geometry with a more detailed emphasis on inductive and deductive reasoning and will be asked to demonstrate their knowledge of the material primarily by way of proof. Topics include properties of points, lines, rays, planes, polygons, circles,



spheres, congruence, parallelism, perpendicularity, similarity, transformations, basic trigonometry, calculation of area/perimeter/volume, and the Pythagorean Theorem along with other theorem work. Prerequisite: Honors Algebra 1 or department approval.

Algebra 2

This fast-paced course is intended for math students who need little to no Algebra I review of basic concepts like graphing of lines, substitution/elimination, solving equations, exponents, factoring, and the quadratic formula. In this course, students study and perform operations with all functions such as linear ones with a two and three-dimensional analysis, quadratic functions, exponential and logarithmic functions, and all trigonometric functions and their inverses. Topics include: function vocabulary, Cramer's Rule, linear programming, introduction to vectors, solving quadratic equations and analyzing them graphically with real or imaginary solutions, exponential growth and decay, all logarithm properties, financial applications, sequences and series, probability through combinations and permutations, trigonometric ratios, formulas, the unit circle, and the law of sines and cosines.

Honors Algebra 2/Trigonometry

This course advances the students' algebraic skills by focusing on the conic graphs and exponential functions, as well as trigonometric functions. The topics prepare the student for Pre-Calculus. Prerequisite: Honors Geometry with a grade of "B" or higher.



Music

Chorus

This class instills a love of singing, while introducing the students to a varied repertoire of music. Students will learn about reading, notation, listening to, analyzing, and describing music, as well as about evaluating music and music performances. In addition, they will study music in relation to history and culture.

Beginning Band

This course is for the beginning high school musician with experience on a band instrument. It is a performing organization with emphasis on standard and modern wind ensemble literature and marching band literature. The student will be obligated to attend numerous extracurricular activities throughout the school year.

Music Theory

The Music Theory course is designed for students who are passionate about music, and who participate in formal music instruction, such as choir, orchestra, band, or private music lessons. The course develops the student's ability to recognize, understand, and describe the basic materials and processes of music that are presented in a piece of music. Music Theory will foster fluency in sight-reading, listening, analyzing, discussing and describing, and composing music. Building on this foundation, the course will progress to include more creative tasks.



SCIENCE

Biology

In this introduction to the science of biology, students will explore ecology, biochemistry, cellular structure and function, energy transfer in cells, information transfer in cells, cell division, heredity, molecular genetics, biotechnology, and evolution. Laboratory exercises will introduce and reinforce safe and correct laboratory technique, use of technology, research documentation, and reporting. Throughout each unit student's inquiry skills will be developed and refined. Opportunities to develop a deeper understanding of the nature of science and its application within society are also an essential component of the course.

Honors Biology

This course is available to select freshmen and sophomores meeting departmental criteria. This course covers in depth integration of the physical laws of the universe with living systems. The specific topics covered are biochemistry, cell structure and function, genetics, evolution, taxonomy and an overview of plant and animal phylogeny. This honors course has greater depth and teaches more problem solving skills. It serves as a preparatory course for AP Biology.

Chemistry

Students will explore the structure of matter; understand chemical and physical changes; write and balance chemical equations; make calculations related to chemical reactions; understand the structure and use of the periodic table; use the periodic table to compare, contrast and predict chemical interactions; describe the role of energy during chemical reactions; understand and use safe laboratory work habits; and learn to conduct, document, and report laboratory results. Prerequisite: Algebra 1

Honors Chemistry

This course content is more in depth and teaches good problem solving skills. Topics include: the study of matter, energy and their relationship, atomic and periodic structure, chemical names and formulas, chemical bonding, chemical reactions, mole relationships,



stoichiometry, solutions, gas laws, thermodynamics, and organic chemistry. This course serves as a preparatory course for AP Chemistry. Prerequisite: Completion of Geometry or concurrent enrollment in Honors Geometry.



SOCIAL STUDIES

World History

World History is a rigorous, year-long inquiry course that explores in-depth the development of human civilizations from prehistory to the post-Cold War era in Africa, Asia, Europe, and the Americas. Frequent essay writing and research projects will prepare the student for the three essay topics: document-based, change over time, and comparative.

A.P. World History

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BC to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Because the course requires higher level reading comprehension and writing skills, and more independent and self-motivated study, it is open to sophomores who have been recommended by either their previous social studies teacher or English teacher.

US History

United States History is a required, year-long inquiry course generally taken during a student's junior year. This course explores the events of America's past and present through a diversity of perspectives and integrates concepts in geography, economics, politics, social science, current events, and international affairs. The course stresses how events of the past shape the present and how politics, economics, gender and race/ethnicity have affected, and continue to affect, North American societies. The course traces early contact among Europeans, Native Americans, and Africans, summarizes the causes/impacts of major domestic and international conflicts, uncovers the socio-political forces affecting cross-cultural relations, examines the impacts of landmark political and economic events and tackles contemporary



political issues among other topics. Students are engaged in critical thinking, conduct thesis-driven research, complete various types of historical reading and writing, and present arguments and presentations before small and large groups.

AP US History

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Because the course requires higher level reading comprehension and writing skills, and more independent and self-motivated study, it is open to sophomores who have been recommended by either their previous social studies teacher or English teacher.



CLASSICAL & MODERN LANGUAGES

Spanish 1

This is a beginning course that introduces students to the basic grammar and vocabulary needed to speak rudimentary Spanish in the present tense. Students will acquire knowledge of these components: listening, speaking, reading, writing and culture. The class is conducted primarily in the target language, with some concept explanations in English. Students will communicate with the teacher and with one another in the target language through oral exercises in the text, paired, and group communicative exercises and daily conversation.

Throughout the course of the year, students will move from set phrases to more spontaneous use of the language. Topics covered include conversational phrases related to introductions and small talk, descriptions of people and things, family, professions, shopping, and eating in a restaurant. Students' vocabularies will also be expanded to include a variety of topics such as foods, animals, clothing, sports and recreational activities, and rooms and furniture in the house.

By the end of this course, students have a solid basic understanding of a native speaker and are able to participate in basic, daily-life type conversations. The course follows the National Standards for Foreign Language.

Spanish 2

This intensive course expands upon and improves the skills that the student has acquired in Spanish 1. Additionally, the class introduces new grammatical structures, tenses, and vocabulary. The class is conducted in Spanish and students are expected to speak the target language during the class. Students have ample opportunity to speak in the target language by means of oral exercises from the text, conversational opportunities with the teacher and other members of the class, and frequent paired and grouped activities. By the year's end, the student will hold general conversations, speak in a comprehensible fashion, and understand what s/he hears. The student will be able to use, in speaking and writing, the present tense, and both past tenses. The students will be able to use both the regular and



irregular verbs in these tenses as well as have a mastery of object pronouns, reflexive verbs, and stem-changing verbs. By the end of this course, students will be able to understand a native speaker speaking in several different situations be able to participate in a more thorough conversation, begin to express their opinions, and ask others for further information. The course follows the National Standards for Foreign Language. Prerequisite: Spanish 1

Honors Spanish 2

This intensive course is designed to increase the vocabulary and grammar taught in Spanish 1. The course emphasizes further speaking, reading and writing practice. The class is conducted in Spanish, and students are expected to speak the target language during the class. Students have ample opportunity to speak in the target language by means of oral exercises from the text, conversational opportunities with the teacher and other members of the class, and frequent paired and grouped activities. The student will discover Latin American Culture through articles, stories and films. By the end of the course, students will be exposed to all major grammatical concepts and ready to start the Honors Spanish 3 course. The course follows the National Standards for Foreign Language. Prerequisites: "A" or "B" in Spanish 1 and teacher recommendation.

Mandarin 1 (Mandarin may be replaced by French)

This course introduces students to the basic grammar and vocabulary needed to speak rudimentary Mandarin in the present tense. Students will acquire knowledge of these components: listening, speaking, reading, writing and culture. The class is conducted primarily in the target language, with some concept explanations in English.

Students will communicate with the teacher and with one another in the target language through oral exercises in the text, paired, and group communicative exercises and daily conversation. Throughout the course of the year, students will move from set phrases to more spontaneous use of the language.

Topics covered include conversational phrases related to introductions and small talk, descriptions of people and things, family, professions, shopping, and eating in a restaurant.



Students' vocabularies will also be expanded to include a variety of topics such as foods, animals, clothing, sports and recreational activities, and rooms and furniture in the house.

By the end of this course, students have a solid basic understanding of a native speaker and are able to participate in basic, daily-life type conversations. The course follows the National Standards for Foreign Language.

Mandarin 2

This course introduces new grammatical structures, tenses, and vocabulary and reviews those learned in Mandarin 1. The class is conducted in Mandarin, and students are expected to speak the target language during the class. Students have ample opportunity to speak in the target language by means of oral exercises from the text, conversational opportunities with the teacher and other members of the class, and frequent paired and grouped activities. By the year's end, the student will hold general conversations, speak in a comprehensible fashion, and understand what s/he hears. The student will be able to use, in speaking and writing, the present tense, and both past tenses.

The students will be able to use both the regular and irregular verbs in these tenses as well as have a mastery of object pronouns, reflexive verbs, and stem-changing verbs. By the end of this course, students should be able to understand a native speaker speaking in several different situations. They should also be able to participate in a more thorough conversation, begin to express their opinions, and ask others for further information. The course follows the National Standards for Foreign Language. Prerequisite: Mandarin 1



STANDARDIZED TESTS

The following Standardized tests will be provided to students at JAHS. These tests will be used to help students gauge their college preparation and to assess how their individual college plans may be created or modified. Importantly, these tests will help students plan and prepare for AP coursework.

COLORADO ACT - COACT

The Colorado ACT, required by the state, measures and monitors individual student's annual status and progress toward college readiness. This test, required for students in grade 11, measures each student's content area performance and provides a composite score for all content areas combined. This test will not only serve to aid in monitoring individual student progress, but it will also serve a particularly important role in comparing JAHS to other Colorado high schools, particularly in the area of college preparedness.

COLORADO MEASURES OF ACADEMIC SUCCESS - CMAS

The CMAS exams, required by the state, will be given to all students in grade 12 in Science and Social Studies. These assessments are computer based (unless alternative methods must be provided in compliance with an IEP). It is anticipated that CMAS exams will not be offered until the third year of operations when JAHS will have its first senior class. JAHS will monitor state and district assessment requirements and standards as the CMAS is rolled out to schools to ensure JAHS is aligned to current state and district assessment goals and standards.

PARTNERSHIPS FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS - PARCC

JAHS will administer the PARCC performance-based assessments (PBA) and End-of-Year Assessments (EOY) for grades 9 through 12, in math, English language arts, and literacy. The PARCC tests are designed to give relevant stakeholders, including JAHS, teachers, individual students and parents, information that can be used in shaping each student's educational path.



The assessments provide early indications as to whether each individual student is on track for postsecondary success.

NWEA MEASURES OF ACADEMIC PROGRESS - MAP

JAHHS plans to administer the MAP test to all students in the ninth and tenth grades (this assessment only extends through tenth grade). NWEA is a national, non-profit organization dedicated to helping children learn. The MAP test provides research-based assessments, professional training and consulting services to improve teaching and learning. MAP tests are available in the four subject areas of Mathematics, Reading, Language Usage, and Science. Research shows that MAP tests are well defined, proven to be one-dimensional equivalent across grades, and have the same patterns across academic years.

MAP test results will be used to help students in conjunction with their counselor and/or parents to determine whether and/or which AP courses to take. NWEA MAP test results will also be used in conjunction with the EPAS test to assess a student's readiness for college courses. MAP test results will be used by school administration to revise teaching plans, consider changes to curriculum, evaluate teachers, and/or revise how subject matter is presented to students.

ACT'S EDUCATIONAL PLANNING AND ASSESSMENT SYSTEM - EPAS

ACT® (grades 11 and 12): This test is mandated in eleventh grade in the state of Colorado and assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading and science. The writing test, which is optional, measures a student's skills in planning and writing a short essay.

The EPAS test results will be used in conjunction with the MAP test to help students, their counselor and/or parents determine whether and/or which AP courses to take in later years. These test scores provide a basis for making useful predictions about a student's likely



college readiness status, as measured by ACT, when the MAP is taken within the same (or nearly the same) testing season as the ACT.

The ACT test is required by most western colleges.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) is a rigorous, national assessment that measures the critical reading, mathematics and writing skills students will need for higher education and careers after high school. Researchers have found that PSAT/NMSQT scores can be used as benchmarks to determine whether a student is ready for college readiness or prepared for a more rigorous curriculum.

PSAT/NMSQT test results will be used to help students in conjunction with their counselor and/or parents determine whether and/or which AP courses to take. PSAT/NMSQT test results will also be used by school administration to revise teaching plans, consider changes to curriculum, evaluate teachers, and/or revise how subject matter is presented to students.

SAT I & SAT II

These tests will be offered solely for college admission purposes.

The SAT I is used to determine college admission in schools located in the east and California. It measures critical reading, mathematical reasoning and, writing. Score is determined by adding the three test scores together; i.e. 450 Reading, 650 Math and 600 Writing would be a “composite” score of 1700. A perfect score is 800 on each section for a total of 2400. The average score on each subtest is 500.

The SAT II is a one hour, multiple-choice test that measure a student’s knowledge of particular subjects and ability to apply that knowledge. This test is required at certain colleges, generally those of higher selectivity.



CALENDAR

July						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

AUGUST						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

AP Tests	
Spring/Fall Break	
Holidays	
School days	
Teacher prep days	
Contact days	164
Contact hours	1066



PATRIOT PROGRAM

The Patriot Program is a four year course that focuses on three main components: 1) character education, 2) life skills, and 3) college readiness.

CHARACTER EDUCATION

The character education program at JAHS will be an adaptive class where character and leadership will be cultivated. Current events may be used to emphasize high character traits. Historical and cultural figures will be discussed.

The Patriot Program will teach the following as pillars of character. Reading, discussions, writing assignments, among other techniques will be used to emphasize these traits:

1. Trustworthiness
2. Respect
3. Responsibility
4. Fairness
5. Caring
6. Citizenship

In addition, the character education component will discuss various character and leadership traits together using a text book, clips from modern day movies, and a weekly blog on current events.



LIFE SKILLS

The life skills component will focus on the following topics:

- Social skills
- Goal setting / planning
- Employability
- Independent living
- Financial planning and money management
- Mental and physical health & safety

COLLEGE READINESS

This component of the Patriot Program will focus on preparing students for college. This component of the course will be taught by our college counselors. College Preparation topics will include:

- Preparing for AP courses
- College requirements
- College applications
- Local college and university requirements
- How to select a college or university
- Study skills
- Career planning
- Scholarships
- Financial aide