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**Mount View Youth Services Center Detained School**



7862 West Mansfield Parkway

Lakewood, CO 80235 303-987-4575

**Course Guide 2021-2022**

**ADMINISTRATOR**

Dr. Christopher M. Lee, Principal

**SUPPORT STAFF**

Ms. Kristin Lewis, Program Technician

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**GRADUATION REQUIREMENTS**

**Graduation vs. Higher Education Admissions Requirements (HEAR)**

Students are required to earn 23 credits​ in grades 9 - 12 to receive a Dakota Ridge High School / Jefferson County Schools diploma and be eligible to participate in the DRHS graduation ceremony. Additionally, the Colorado Department of Higher Education (DHE) has revised the Admissions Standards Policy for 4-year, in-state, public universities.

***Jeffco Graduation* *“HEAR” 4-yr. CO public colleges***

**Courses Requirements Minimum Requirements**

English 4 credits 4 credits

Math (1 must be Geom or higher) 3 credits 4 credits (minimum: through Algebra II)

Science 3 credits 3 credits (all lab-based)

Social Studies 3.5 credits 3 credits

World Language 0 credits 1 credit

P.E./Health 0.5 credits 0 credits

Fine/Practical Arts 0.5 credits 0 credits

Electives 8.5 credits 2 credits “academic” (core) electives

**23 credits 17 credits**

\*For more information about admission requirements see the following: <http://highered.colorado.gov/Academics/Admissions/>.

\*Two years acceptable “Academic Electives” include additional courses in: English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate courses, and appropriate CTE courses.

***For the classes of 2021 and beyond***​, demonstration of career and college readiness in English and Math criteria must be met through one or more of the approved options in the menu below:

|  |  |  |
| --- | --- | --- |
| **Measure/Score** | **English** | **Math** |
| Accuplacer | 62 | 61 |
| American College Testing (ACT) | 18 | 19 |
| ACT WorkKeys | Bronze or higher | Bronze of higher |
| Advanced Placement (AP) | 2 | 2 |
| Armed Services vocational Aptitude Battery (ASVAB) | 31 | 31 |
| International Baccalaureate (IB) | 4 | 4 |
| Scholastice Aptitude Test (SAT) | 430 | 460 |
| Concurrent enrollment | Passing Grade | Passing Grade |
| Industry certificate | Individualized | Individualized |
| District capstone | Individualized | Individualized |
| Collaboratively-developed, standards-based performance assessment | Statewide scoring rubric | Statewide scoring rubric |

\*The menu is subject to change and revision from the state. When changes are made, the district will update its policy to ensure adherence to the state’s guidelines. For more information please go to:

https://sites.google.com/a/jeffcoschools.us/graduation-requirements/menu-of-college-and-career-ready-demonstrati ons

**Graduation Requirements, Exemptions, & Waivers**

● In grades 9 - 12, students shall take at least 4 classes in core contents or 3 Advanced Placement courses or International Baccalaureate courses each semester. Principals may waive this requirement based on individual student circumstances.

● Exemptions from physical education class will only be granted if a student is unable to participate in a physical education class; the student must provide to the building principal a physician’s statement stating the reason for the student’s inability to participate.

● Senior high school principals can waive course requirements based on individual student circumstances. All requests must be made in writing and given to the principal for approval. Once approved the waiver must be included in the student’s graduation plan.

**NCAA ELIGIBILITY REQUIREMENTS**

Athletes who plan to enroll in college and participate in NCAA Division I or Division II athletics must register by the end of 11th grade to be certified by the NCAA Initial Eligibility Clearinghouse. Approved core courses are noted in the course descriptions. Please consult the NCAA Clearinghouse website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.ncaa.org](http://www.ncaa.org) for more details and planning.

**16 Core Units for NCAA Athletic Certification: Division I Division II**

English 4 years 3 years

Math (Algebra 1 and above) 3 years 2 years

Natural/Physical Science (at least 1 lab course) 2 years 2 years

Additional English, Math or Science course 1 year 3 years

Social Science 2 years 2 years

Additional Courses [in any of the above areas or 4 years 4 years

Foreign language, comparative religion/philosophy]

**TOTAL CORE UNITS REQUIRED 16 core courses 16 core courses**

Students must earn at least a 2.3 GPA in NCAA core courses (2.2 GPA for Div. II) to be eligible to compete in their first year at a Division 1 college. Ten (10) core courses must be completed before entering twelfth grade.

**Course Load:** Students in grades 9 and 10 must take a minimum of 6 courses + Seminar and Study Hall during the 2-day block rotation. Juniors must take a minimum of 6 courses + Seminar; seniors must take a minimum of 5 courses + Seminar.

**Credit:** Recognition that a student has successfully passed a class (grade of “D” or higher), fulfilling a requirement towards high school graduation. Please note that many selective colleges do not accept “D’s” as passing/credit on high school transcripts.​ Typically, the amount of credit awarded for successfully completing one semester class is .5 credits.

**COURSE DESCRIPTIONS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Code | Course Title | Credit Type | Course Description | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Credit Amount | Seat Time |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | English/Language Arts 9 |  | English/Language Arts 9 incorporates the five aspects of language arts: reading, writing, speaking, listening, and viewing. Study of genres leads to written compositions that build upon students’ prior knowledge of grammar, vocabulary, word usage, and mechanics. Students apply comprehension and critical reading skills to both literature and nonfiction. |  |  |  | X |  |  |  | .25 | 30 hrs |
|  | English/Language Arts 10 |  | English/Language Arts 10 offers a balanced focus on composition and literature. Students read widely to improve their reading rate, vocabulary, and comprehension and develop skills to determine the author’s intent and theme and to recognize the techniques used by the author to deliver his or her message. Students apply knowledge of purposes and audiences by studying and producing various genres. Oral communication is practiced in group settings as well through presentations. |  |  |  |  | X |  |  | .25 | 30 hrs |
|  | English/Language Arts 11 |  | English/Language Arts 11 develops students’ writing skills, emphasizing clear, logical writing patterns, word choice, and usage, which students apply to compositions that utilize research and rhetoric. Students read nonfiction and literary works as a means to understand the world and to inform their writing. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Participation in class dialogue and delivering presentations are expectations of this course. |  |  |  |  |  | X |  | .25 | 30 hrs |
|  | English/Language Arts 12 |  | English/Language Arts 12 blends composition, analytical reading, and literature into a cohesive whole. Students combine purposes, patterns, and genres in writing while incorporating research and rhetorical techniques. Collaboration and critical thinking lead to more complex presentations and products, with students honing their comprehension skills while reading more complicated literary and nonfiction texts. |  |  |  |  |  |  | X | .25 | 30 hrs |
|  | Informal Mathematics |  | Informal Mathematics courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and highlight the connections among mathematical topics and between mathematics and other disciplines. These courses approach the teaching of general math, pre-algebra, and pre-geometry topics by applying numbers, and algebraic and geometric concepts and relationships to real world problems. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | English/Language Arts 6 |  | English/Language Arts 6 incorporates five aspects of language arts: reading, writing, speaking, listening, and viewing. Study of genres leads to written compositions that build upon students’ prior knowledge of grammar, vocabulary, word usage, and mechanics. Students apply comprehension and critical reading skills to both literature and non-fiction. These courses may emphasize the use of language for different effects, in different contexts, and for different purposes. | X |  |  |  |  |  |  | .25 | 30 hrs |
|  | Earth Science |  | Earth Science offers insight into the environment on earth and the earth’s environment in space. While presenting the concepts and principles essential to students’ understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  |  |  | This one semester course includes the study of complex numbers, polynomial, logarithmic, exponential, and rational functions and their graphs; and limits and continuity; parametric equations and their graphs; and conic sections. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  |  |  | models to address real world problem situations.  This course meets 10th grade Colorado standards by following the district approved Geometry curriculum and counts as second year of graduation requirements. This course develops the structure of Euclidean geometry and applies the resulting theorems and formulas to address meaningful problems. It includes properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems and proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; rules of angle measurement in triangles and concepts of coordinate geometry and trigonometry. Dynamic geometry software, compass and straightedge, and other tools are used to investigate and explore mathematical ideas and relationships and to develop multiple strategies for analyzing complex situations. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  |  |  | This course meets 9th grade Colorado standards by following district approved Algebra curriculum and counts as first year of graduation requirements. Algebra I includes the study of properties and operations of the real number system including irrational numbers, applications of proportional reasoning, and solving and graphing first degree equations, inequalities and systems of linear equations. Students generate equivalent expressions, use formulas to solve problems, simplify and factor polynomials and solve simple quadratic equations. An emphasis is placed on analyzing situations verbally, numerically, graphically, and symbolically. To meet 21st century learning, students use technology and models to investigate and explore mathematical ideas and relationships and develop multiple strategies for analyzing complex situations. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  |  |  | This course follows the Algebra 2 district approved curriculum and counts as a third year of graduation requirements. Algebra 2 topics include operations with rational and irrational expressions, in-depth study of linear equations and inequalities, analyzing and solving quadratic functions including complex numbers, solving systems of linear and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents. Students investigate and solve linear piece wise, absolute value, cubic, radical, exponential, logarithmic, and rational functions algebraically, numerically, and graphically, with and without a graphing calculator. Students analyze data and develop mathematical |  |  |  |  |  |  |  | .25 | 30 hrs |
|  |  |  | This one semester course combines trigonometry and advanced algebra topics and is intended for students who have attained Algebra 2 and Geometry objectives. Topics include: right trigonometric and circular functions, inverses, and graphs; trigonometric equations and identities; solutions of right and oblique triangles, and vectors. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  |  |  | This course follows the College Board’s suggested curriculum designed to parallel college-level statistics courses. AP Statistics courses introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Biology |  | Biology is designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Anatomy & Physiology |  | Usually taken after a comprehensive initial study of biology, Anatomy and Physiology presents the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Chemistry |  | Chemistry involves studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Physics |  | Physics involves the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena. This course will be taught using sheltered instructional methods and strategies which make the subject matter concepts comprehensible to linguistically diverse students while simultaneously promoting the students’ English language development. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Integrated Science |  | Integrated Science is a lab-based course that draws upon the principles of a variety of scientific specialties—earth science, biology, chemistry, and physics—and organizes the material around thematic integrated units. There will be a strong emphasis on 21st century skills as well as scientific skills such as inquiry,  experimental design, data analysis, and scientific reasoning. The goal of integrated science is to prepare and empower students to make decisions about their future scientific studies and/or career options. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Unified Science |  | Unified Science combines more than one branch of science into a cohesive study or may integrate science with another discipline. General scientific concepts are explored, as are the principles underlying the scientific method and experimentation techniques. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | World Geography |  | World Geography provides students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the environment; economic development, the interdependence of regions; and the movement of people, goods, and ideas. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | World History |  | World History provides students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History may include geographical studies, but often these components are not as explicitly taught as geography. This course is taken in conjunction with English/Lang Arts 11 World Studies. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Modern U.S. History |  | Modern U.S. History examines the history of the United States from the Progressive Era through the present time. These courses typically include a historical review of political, military, scientific, economic, and social developments. This is taken in conjunction with English/Lang Arts 10 American Studies. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | U.S. Government |  | U.S. Government—Comprehensive provides an overview of the structure and functions of the U.S. government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course may examine the structure and function of state and local governments and may cover certain economic and legal topics. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Economics |  | Economics provides students with an overview of economics with primary emphasis on the principles of microeconomics, macroeconomics and the U.S. economic system. The course may also cover topics such as international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both. This course will be taught using sheltered instructional methods and strategies which make the subject matter concepts comprehensible to linguistically diverse students while simultaneously promoting the students’ English language development. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Psychology |  | Psychology introduces students to the study of individual human behavior. Course content typically includes, but is not limited to an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Social Science |  | Social Science provides students with an introduction to the various disciplines in the social sciences, including anthropology, economics, geography, history, political science, psychology, and sociology. Typically, the course emphasizes the methodologies of the social sciences and the differences among the various disciplines. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Life Skills |  | Students in Life Skills will demonstrate problem solving, communication skills, computation/estimation, career choice, paycheck management and decision making skills for living on their own. Students will apply knowledge to real world situations like managing resources and finances, paying bills, using credit, applying for loans, selecting apartments and cars, and balancing checkbooks to meet their short and long term goals. Becoming an effective consumer will be emphasized. In addition, topics covered may include investment planning, taxes, personal wellness, and time management. The content of this course has been substantially modified for students with individual learning plans. While the course aligns with Jeffco’s curriculum in general, it may not address many of the essential learnings listed in the curriculum of a non-modified course. Parents and students are advised to discuss with school personnel how this course may impact post-secondary options. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | English/Language Arts 8 |  | English/Language Arts 8 incorporates five aspects of language arts: reading, writing, speaking, listening, and viewing. Study of genres leads to written compositions that build upon students’ prior knowledge of grammar, vocabulary, word usage, and mechanics. Typically, these courses use various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections. |  |  | X |  |  |  |  | .25 | 30 hrs |
|  | English/Language Arts 7 |  | English/Language Arts 7 incorporates five aspects of language arts: reading, writing, speaking, listening, and viewing. Study of genres leads to written compositions that build upon students’ prior knowledge of grammar, vocabulary, word usage, and mechanics. Beyond emphasizing different uses for language, these courses may also include using language (particularly written text) to construct meaning and connections. |  | X |  |  |  |  |  | .25 | 30 hrs |
|  |  |  | This course is aligned to the grade 6 CAS (Colorado Academic Standards in Mathematics) and follows 6th grade CAP documents. The course emphasizes proficiency in skills involving understanding ratio concepts and using ratio reasoning to solve problems; applying and extending pervious understanding of multiplication and division to divide fractions by fractions; computing fluently with multi-digit numbers and find common factors and multiples; applying and extending previous understanding of numbers to the rational number system and arithmetic to algebraic expressions; reasoning about and solving one-variable equations and inequalities; representing and analyzing quantitative relationships; solving problem including area, surface area and volume; developing understanding statistical variability and distributions. | X |  |  |  |  |  |  | .25 | 30 hrs |
|  |  |  | This course is aligned to the grade 7 CAS (Colorado Academic Standards in Mathematics) and follows 7th grade CAP documents. The course emphasize proficiency in skills involving work with analyzing proportional relationships; applying and extending understanding of operations to all rational numbers; using properties of operations to generate equivalent expressions; solving real-life and mathematical problems using numerical and algebraic expressions and equations; drawing, constructing and describing geometrical figures and describing the relationship between them; solving real-life and mathematical problems involving angle measure, area, surface area and volume; using random sampling to draw inferences; and investigating chance processes and develop, use and evaluate probability models. |  | X |  |  |  |  |  | .25 | 30 hrs |
|  |  |  | This course is aligned to the grade 8 CAS (Colorado Academic Standards in Mathematics) and follows 8th grade CAP documents. Math 8 courses emphasize proficiency in skills involving work with radicals and integer exponents; understanding connections between proportional relationships, lines and linear equations; analyzing and solving linear equations and pairs of simultaneous linear equations; defining, evaluating and comparing functions; using functions to model relationships between quantities; understanding congruence and similarity using physical models; applying Pythagorean Theorem; solving problems involving volume of cylinders, cones and spheres; and investigating patterns of association in bivariate data. |  |  | X |  |  |  |  | .25 | 30 hrs |
|  | 6th Grade Science |  | 6th Grade Science courses include subject matter from several strands of science, including earth/space sciences, physical sciences, and life sciences, and are organized around conceptual units. Specific content depends upon Colorado Academic Standards for middle school. | X |  |  |  |  |  |  | .25 | 30 hrs |
|  | 7th Grade Science |  | 7th Grade Science courses include subject matter from several strands of science, including earth/space sciences, physical sciences, and life sciences, and are organized around conceptual units. Specific content depends upon Colorado Academic Standards for middle school. |  | X |  |  |  |  |  | .25 | 30 hrs |
|  | 8th Grade Science |  | 8th Grade Science courses include subject matter from several strands of science, including earth/space sciences, physical sciences, and life sciences, and are organized around conceptual units. Specific content depends upon Colorado Academic Standards for middle school. |  |  | X |  |  |  |  | .25 | 30 hrs |
|  | Social Studies 6 |  | Social Studies 6 begins with a study of ancient civilizations and the enduring ideas from these civilizations. This leads us into World History beginning with the Enlightenment and finishing with the Latin American Independence Movements. We complete the year with American History from early immigration to reform in the early 1900's. | X |  |  |  |  |  |  | .25 | 30 hrs |
|  | Social Studies 7 |  | Social Studies 7 presents the central themes of growth and change in American democracy and its interactions with world forces, particularly dealing with nationalism and totalitarianism. The study of geography is centered in the United States. |  | X |  |  |  |  |  | .25 | 30 hrs |
|  | Social Studies 8 |  | Social Studies 8 presents the central themes of growth and change in American democracy and its interactions with world forces, particularly dealing with nationalism and totalitarianism. Fundamental principals and structure of American government will be studies. The study of geography is centered in Mexico and Canada. |  |  | X |  |  |  |  | .25 | 30 hrs |
|  | Life Skills |  | Life Skills courses provide information about a wide range of subjects to assist students in becoming wise consumers and productive adults. These courses often emphasize such topics as goal setting, decision making, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. The content of this course has been substantially modified for students with individual learning plans. While the course aligns with Jeffco’s curriculum in general, it may not address many of the essential learnings listed in the curriculum of a non-modified course. Parents and students are advised to discuss with school personnel how this course may impact post-secondary options. |  |  |  |  |  |  |  | .25 | 30 hrs |
|  | Seminar |  | Offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical thinking skills. |  |  |  |  |  |  |  | .25 | 30 hrs |